

Pupil Premium Strategy Statement Review 2019-2020

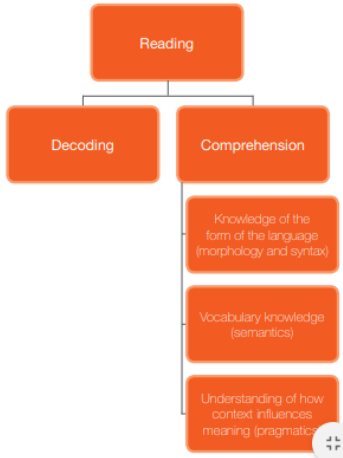
1. Summary information					
School	Wycliffe CE Primary School				
Academic Year	2019/2020	Total PP budget	59,400	Date of most recent PP Review	Nov 2019
Total number of pupils	332	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Apr 2020

2. 2018-2019 KS1 & KS2 outcomes				
	KS1 Pupils eligible for PP	KS1 Pupils not eligible for PP	KS2 Pupils eligible for PP	KS2 Pupils not eligible for PP
% achieving ARE in reading, writing and maths	33%	71%	50%	69%
% achieving ARE in reading	50%	71%	50%	73%
% achieving ARE in writing	33%	77%	88%	85%
% achieving ARE in maths	67%	80%	75%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	There are gaps in the attainment in KS2 reading and maths between disadvantaged pupils and others due to inconsistent analysis over-time.	
B.	Lack of planned writing opportunities tailored to the needs of PP chn in KS1. KS2 PP children have not had regular reading opportunities in school.	
C.	Social, emotional and mental health issues for some pupil premium children are making it difficult for them to learn effectively and make progress.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Not all parents are aware of pupil premium funding and how to access this to ensure school can support all children who are eligible for funding.	
E.	Pupil attendance/lateness and home challenges for some of PP children.	
F.	Parents opting for holidays in school time.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Target PP children to achieve ARE in all core subjects. This includes targeting higher attaining pupils (GDS) and pupils working at EXS.	Attainment in reading and writing will show an upward trend in the data. The different between PP children and non PP children will diminish.
B.	To improve attendance of identified pupils.	Absence/lateness % reduced. They take holidays out of school time. They school attendance percentage is consistently above our school target of 96% for all classes and particularly for all PP children.

	Target Pastoral Support Workers to ensure that barriers such as emotional and social barriers are minimised for vulnerable pupils.	Children will arrive to lesson calm and ready to learn. They will have all the resources listed on passports and will use these to make progress. That children will be able to access learning in all classes. Any SEMH issues are dealt with using a recommended strategy.
D.	Increased take up of pupil premium funding for eligible parents will ensure funding can be directed at children accordingly and hence attainment/progress will develop in line with non PP chn through correct use of funding.	An increase in the amount of pupils in receipt of pupil premium funding particularly in EYFS and KS1. High quality provision demonstrated on the provision maps is continued including support from pastoral support worker/mental health champions. SBM encouraging and supporting applications.

5. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Target PP children to achieve ARE in all core subjects. This includes targeting higher attaining pupils (GDS) and pupils working at EXS. <u>Target:</u> To improve outcomes in writing in both key stage 1 and Key stage 2.	<p>Reading: Develop pupils speaking and listening skills and a wider understanding of language: reading out loud to themselves and peers as well as into microphones or electronic devices, encouraged to have a conversation (seating position, facial expression active listening and appropriate responses), asking and answering questions, paired groups work, speaking and recording voices before writing. Vocabulary, sentence stems.</p> <p>Social conversation in Nurture Room. Social skills of conversation, ‘culture capital’, how to hold knife and fork, modelling questions and answers.</p> <p>Balance of reading strategies that include both decoding based on the model from EEF.</p> <p>Cover staff to be employed so that monitoring can occur and cross school monitoring can take place by teachers to ensure best practice is employed.</p> <p>Cover needed to ensure that all children who did not pass phonics screening are followed up and work with Phase 2 leader takes place.</p> <p>Release time for maths lead to attend training which can then be disseminated to all staff. This is to ensure that Maths</p>	<p>Based on research carried out by the North East Primary Literacy Campaign and Institute of Effective Education 2016.</p> <p>Sutton Trust 2011 suggests that exceptional Quality First Teaching has the most significant impact on pupils from disadvantaged backgrounds. EEF suggests that wider strategies can have a significant impact on academic progress. Further EEF research paper on vocabulary enrichment suggests that this is the key.</p> <p>EEF - The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils’ conceptual understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. Mathematics Mastery is based on a simple way to teach mathematics originally developed</p>	<p>Maths and English lead teachers will work with SLT to analyse books, report on data (progress and attainment measures), will deliver bespoke training specifically on maths mastery and on reading to nurse that support is targeted.</p> <p>Training will be delivered and impact monitored by drop ins, observations, book scrutiny, pupil voice and data collection</p> <p>Identifying the data for each child who is PP. Analyse books.</p>	CM/TH (leading teachers) JH/NH (pastoral support workers)	Three times per year.

	<p>Mastery will be our chosen method for delivering learning.</p> <p>FIGURE 1: A BALANCED APPROACH TO READING</p>  <p>To select texts that inspire a motivation for reading</p> <p>Systematic phonics programme. TAs trained to deliver a consistent message. Debating society.</p>	<p>by the Singapore Ministry for Education. The Mathematics Mastery model is distinctive in two ways. First, it aims to give pupils a thorough understanding of mathematical concepts, rather than a set of techniques or routines to get to the right answer. Mathematics Mastery shows that problems can be solved in a variety of ways, and ensures that pupils learn in sequence – first by manipulating real objects, then by drawing pictorial representations, and ultimately by using mathematical symbols. Second, Mathematics Mastery uses a 'mastery' approach, in which teachers do not move on until all pupils have acquired a basic understanding of the current topic. Additionally, it is designed so that more able pupils can explore each topic in depth, and therefore remain engaged.</p>			
<p>Target PP children to achieve ARE in all core subjects. This includes targeting higher attaining pupils (GDS) and pupils working at EXS.</p> <p>To improve outcomes in reading in Key Stage 2</p>	<p>Reading for enjoyment</p> <p>Graphic organisers to ensure that when children interrogate texts they are making links and (in a metacognitive way) understand how their brain is making the connections.</p> <p>Reading focus on boys reading, led by English Lead.</p>	<p>Our data shows that there is a need to focus on reading for children working at EXS and GDS in both key stage stages. Use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. (EEF).</p> <p>EEF suggests that a combined approach is more effective at tackling reading comprehension.</p>	<p>Working alongside the English Lead. Staff meeting on reading strategies using a graphic organiser approach.</p>	CM	<p>End of Spring Term 2020 and again a final review in July 2020.</p>
Total budgeted cost					£11,570

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve attendance for PP and SEND children	<p>Attendance comes under the 'Behaviour' heading. Also it comes under Parental Engagement. Highlight key families that Meeting time with families who have dropped below school target of 96% Action plans for families who have dropped below 90%.</p> <p>Pastoral support workers who:</p> <ol style="list-style-type: none"> Spend time to get to know the children who are PP Directly teach behaviours expected Visit the children on a weekly basis on classes (more often in many cases) Use positive behaviour, distraction, target learning expectation, offer social emotional support and programmes to support inclusion Have a consistent approach to this work with a timetable of children to see throughout the week. Review progress both on an ongoing basis, working closely with class teachers and the half termly impact analysis. 	<p>EEF – https://www.adoptionuk.org/blog/improving-behaviour-in-schools-a-new-report-from-eef 6 recommendations for targeting effective support: Pastoral support workers (x2) in school have a focus to support children to be in school and in class learning. They offer:</p> <ol style="list-style-type: none"> Know and understand your pupils and their influences Teach learning behaviours alongside managing misbehaviour Use classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine Use targeted approaches to meet the needs of individuals in your school Consistency is the key 	<p>Action plan for targeted families</p> <p>Weekly attendance review (Monday am)</p> <p>Target pupils are offered free breakfast club places.</p>	JH/NH/office (Pastoral support workers)	Termly.

<p>To improve the rate of attendance for PP children, especially those who are Persistent Absentees (PA).</p> <p>Academic year ending 2019, = 91.94% for this group.</p>	<p>Meeting individual families to discuss barriers to attendance. Putting action plans in place to support families. Face to face meetings. Home visits. Robust follow up system for attendance monitoring in order to respond quickly (NFER 2014). Sending letters home, daily phone calls. Breakfast club and after school club subsidised for PP children. Door knocking. Support from PCSO.</p>	<p>Evidence from Research.School.org</p> <p>EEF Teaching and Learning Toolkit.</p>	<p>NH to carry out daily calls home and to timetable slot twice weekly to review Attendance file/Print off attendance data weekly on Monday am and action for the week, set up meeting etc....</p> <p>Targeted calendar for when children due return dates from holidays ensuring a prompt return to school. NH and 2 year 6 prefects to update class board in entrance. Newsletter reminder of good attendance each half term. Tiered rewards system each term for the children who a) achieve 100%, secondly those who achieve above our school expected level of 96% and thirdly for those children who have improved their attendance across the course of the year.</p> <p>Contact community champion at Asda to enquire whether they can support our families with incentives. For improved attendance. improved their attendance across the course of the year.</p> <p>Contact community champion at Asda to enquire whether they can support our families with incentives. For improved attendance. improved their attendance across the course of the year.</p> <p>Contact community champion at Asda to enquire whether they can support our families with incentives. For improved attendance.</p>	<p>KW/NH/Y r 6 prefects</p>	
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Children working at GDS (also PP) at end of key stage 2 make good progress in maths, year on year.	The data over a 3-year trend shows that those children working at GDS in maths have plateaued in their attainment. Targeted questioning in planning for this group.	EEF Maths Mastery supports the development of acquiring knowledge to this deeper level.			
Total budgeted cost					£9,220
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils who have social emotional issues are able to make at least 'good' or better progress	Pastoral Support Workers to support pupils in removing barriers to their learning.	Research from PAC-UK suggests that supporting children's emotional literacy and executive functioning skills helps to address mental health issues. Many of the PP children need nurture support.	A Boxall Profile/SDQ is completed for each child who has social emotional stress. Dec 2019 this is reviewed with pastoral support workers.	SEND Co and Pastoral Support workers	Termly
To ensure that all eligible parents apply for PP funding that school is entitled to.	To write a letter, a proforma to complete and a leaflet that entices parents to fill in the form as the school is entitled to funding that it cannot access.	To ensure that school has access to funding it is entitled to.	KW to create the paperwork and check with FC that it met the requirements. To hand out at parent evening and at coffee morning catch up. List of paperwork kept in a file in office. To ensure that all new to school (mid-year admission) are given the forms as they complete relevant office paperwork. KW to process and notify parents.	KW/FC	Each term, next deadline is Spring 2020 and Summer 2020.
Total budgeted cost					£38,610

REVIEW OF 2019-2020 SPENDING – Lockdown from March 23rd 2020

Total amount: £59,400

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost £ 11,570
<ul style="list-style-type: none"> Reading: Develop pupils speaking and listening skills and a wider understanding of language: reading out loud to themselves and peers as well as into microphones or electronic devices, encouraged to have a conversation (seating position, facial expression active listening and appropriate responses), asking and answering questions, paired groups work, speaking and recording voices before writing. Vocabulary, sentence stems. Balance of reading strategies that include both decoding based on the model from EEF. Cover staff to be employed so that monitoring can occur and cross school monitoring can take place by teachers to ensure best practice is employed. Cover needed to ensure that all children who did not pass phonics screening are followed up and work with Phase 2 leader takes place. Release time for maths lead to attend training which can then be disseminated to all staff. This is to ensure that Maths Mastery will be our chosen 	<ul style="list-style-type: none"> Target PP children to achieve ARE in all core subjects and phonics. This includes targeting higher attaining pupils (GDS) and pupils working at EXS. To improve outcomes in writing in both key stage 1 and Key stage 2. To improve outcomes in reading in KS2 	<ul style="list-style-type: none"> Impact curtailed due to COVID lockdown – targeting to take place in Spring unable to happen Progress was predicted only Writing outcomes especially hard to judge See table below for estimated grades for core subjects. Phonics screening to take place end NOV for 2019-2020 Y1 cohort so no current data. 	<p>Unable to document full review and assess lessons learned due to incomplete year.</p>	

<p>method for delivering learning</p> <ul style="list-style-type: none"> • To select texts that inspire a motivation for reading • Reading for enjoyment • Graphic organisers to ensure that when children interrogate texts they are making links and (in a metacognitive way) understand how their brain is making the connections. • Reading focus on boys reading, led by English Lead. • Systematic phonics programme. TAs trained to deliver a consistent message.. 				
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost £9,220
<p>Highlight key families who have dropped below school target of 96% Action plans for families who have dropped below 90%.</p> <p>Pastoral support workers who:</p> <p>a) Spend time to get to know the children who are PP</p> <p>b) Directly teach behaviours expected</p> <p>c) Visit the children on a weekly basis on classes (more often in many cases)</p> <p>d) Use positive behaviour, distraction, target learning expectation, offer social emotional support and programmes to support inclusion</p> <p>e) Have a consistent approach to this work with a timetable of children to see throughout the week.</p> <p>f) Review progress both on an ongoing basis, working closely with class teachers and the half termly impact analysis.</p> <p>Action plan for targeted families</p> <p>Weekly attendance review (Monday am)</p> <p>Target pupils are offered free breakfast club places.</p> <p>Meeting individual families to discuss barriers to attendance. Putting action plans in place to support families. Face to</p>	<p>To improve the rate of attendance for PP children, especially those who are Persistent Absentees (PA).</p> <p>Academic year ending 2019, = 91.94% for this group</p>	<p>Impact curtailed re COVID and analysis misleading re government codes used to record absence.</p> <p>Academic year ending 2020, = 85.81% for this group compared to 89.06% Non PPM</p> <p>Until 20th March lockdown = 93.12 % PPM 95.72 % Non PPM. This is an improvement on the previous year .</p>	<p>New Attendance team going forward need to employ more robust analysis of specific groups for PPM such as gender, EAL and ethnicity.</p>	

face meetings. Home visits. Robust follow up system for attendance monitoring in order to respond quickly. Sending letters home, daily phone calls. Breakfast club and after school club subsidised for PP children. Door knocking.				
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost £38,610
Pastoral Support Workers to support pupils in removing barriers to their learning.	Pupils who have social emotional issues are able to make at least 'good' or better progress	Progress difficult to monitor this year re COVID but all children supported with SEMH throughout lockdown with phone calls and targeted support.		
To write a letter, a proforma to complete and a leaflet that entices parents to fill in the form as the school is entitled to funding that it cannot access.	To ensure that all eligible parents apply for PP funding that school is entitled to.	Currently 58 families – 49 in 2019-2020. Many more signed up during lock down period.	Letter had little impact. Perhaps a parents' evening to launch it in summer term prior to EYFS start.	

2. 2019- 2020 KS1 & KS2 outcomes- based on prediction re COVID pandemic

	KS1 Pupils eligible for PP- 6 chn	KS1 Pupils not eligible for PP- 35 chn	KS2 Pupils eligible for PP- 10 chn	KS2 Pupils not eligible for PP- 40 chn
% achieving ARE in reading, writing and maths	67%	71%	30%	70%
% achieving ARE in reading	67%	80%	70%	78%
% achieving ARE in writing	67%	77%	30%	90%
% achieving ARE in maths	83%	83%	50%	80%