

Pupil Premium Strategy Statement 2020-2021

1. Summary information					
School	Wycliffe CE Primary School				
Academic Year	2020/2021	Total PP budget	59,400	Date of most recent PP Review	Nov 2020
Total number of pupils	334	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Nov 2021

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%

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 estimated attainment in KS2 writing and maths between disadvantaged pupils and others due to inconsistent analysis over-time.
B.	Reading opportunities were most hit for disadvantaged chn during lockdown. Gap the widest in reading as no chance to narrow this 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 – exacerbated re COVID.
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. Parents opting for holidays in school time.
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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 through the use of PIXL. This includes targeting higher attaining pupils (GDS) and pupils working at EXS.	The difference between PP children and non PP children will diminish especially in reading for KS1 and writing and maths for KS2
B.	Reading progress will improve across school. Accelerated Reader to be rolled out across school from Spring 1 to promote reading in and out of school. PPM chn will be targeted and monitored.	The difference between PP children and non PP children will diminish and chn's reading ages will improve across school – especially disadvantaged chn.

C.	Target class staff 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.	To improve attendance of identified pupils.	Absence/lateness % reduced. They take holidays out of school time. Their school attendance percentage is consistently above our school target of 96% for all classes and particularly for all PP children.
E	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

2020-2021

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?
<p><u>Target:</u></p> <p>Target PP children to achieve ARE in all core subjects through the use of PIXL. This includes targeting higher attaining pupils (GDS) and pupils working at EXS. To improve outcomes in writing and maths in Key stage 2 and to improve outcomes in Reading in KS1</p>	<p>Use of PIXL to roll out targeted interventions for PPM Employment of Cover Supervisors to allow Y2 and Y6 Class teachers to lead on these interventions. Use of DHT time to support Y6 PPM intervention. Regular meetings with Y2 and Y6 teachers to review progress.</p> <p>Cover staff to be used across school 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 method for delivering learning.</p>	<p>Teaching staff in Y2 and 6 make effective use of support staff so that they are able to focus teaching at the needs of each group of pupils.</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.</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>Regular meetings with Y2 and Y6 following PIXL schedule to review progress.</p> <p>Identifying the data for each child who is PP. Analyse books.</p>	<p>RR/ LJ/KW</p>	<p>Three times per year.</p>

<p>Reading progress will improve across school. Accelerated Reader to be rolled out across school from Spring 1 to promote reading in and out of school. PPM chn will be targeted and monitored.</p>	<p>Accelerated Reader to be rolled across school over a three-year period. Training to be given across school. Core team to roll out programme and review</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.</p> <p>Data presented by the Accelerated Reader group evidences that adoption of their strategies improves outcomes for pupils. The materials provide a comprehensive resource to be used in and out of school to pinpoint gaps in reading and promote a love of reading across school.</p>	<p>Regular meetings with AR core team and AR support network. Regular monitoring of progress via data analysis using AR. Pupil Progress meetings and data drops.</p>	<p>LJ CM KB KW</p>	<p>End of Spring Term 2020 and again a final review in July 2020.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£11,570</p>

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?
Pupils who have social emotional issues are able to make at least 'good' or better progress	<p>Pastoral Support Workers and class staff to support pupils in removing barriers to their learning.</p> <p>Nurture provision for two afternoons a week for Y5 PPM pupils with SEMH to help them access learning.</p> <p>Investment in pastoral support staff member to become Mental Health Champion and engage with any new initiatives.</p> <p>Staff trained to be mental health first aiders</p>	<p>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.</p> <p>The education endowment fund 'Teaching and Learning Toolkit' uses research to evaluate the impact and cost of behaviour interventions. It concludes that:</p> <p>'On average, Social emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</p> <p>'SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p>	A Boxall Profile/SDQ is completed for each child who have social emotional stress. Jan 2021 this is reviewed with pastoral support workers.	SENDCo and Pastoral Support workers	Termly
				Total budgeted cost	£38,610

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?
To improve attendance for PP and SEND children	<p>Attendance comes under the 'Behaviour' heading. Also it comes under Parental Engagement.</p> <p>Highlight key families that Meeting time with families who have dropped below school target of 96%</p> <p>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 Use of attendance ladders outside each class to promote pride in attendance. 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 our 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>Daily monitoring and calls SC-NH</p> <p>Weekly attendance review KW and NH</p> <p>Target pupils are offered free breakfast club places.</p>	<p>Pastoral support worker NH.</p> <p>SC – office KW DHT</p>	<p>Termly.</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>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 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 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>KW/NH</p>	
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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. . 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	£9,220
				Total budgeted cost	£38,610

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

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Balance of reading strategies that include both decoding based on the model from EEF. <input type="checkbox"/> 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. <input type="checkbox"/> Cover needed to ensure that all children who did not pass phonics screening are followed up and work with Phase 2 leader takes place. <input type="checkbox"/> 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"> <input type="checkbox"/> Target PP children to achieve ARE in all core subjects. This includes targeting higher attaining pupils (GDS) and pupils working at EXS. <input type="checkbox"/> To improve outcomes in writing in both key stage 1 and Key stage 2. <input type="checkbox"/> To improve outcomes in reading in KS2 	<ul style="list-style-type: none"> <input type="checkbox"/> Impact curtailed due to COVID lockdown 		

method for delivering learning.				
<ul style="list-style-type: none"> <input type="checkbox"/> To select texts that inspire a motivation for reading <input type="checkbox"/> Reading for enjoyment <input type="checkbox"/> 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. <input type="checkbox"/> Reading focus on boys reading, led by English Lead. <input type="checkbox"/> Systematic phonics programme. TA trained to deliver a consistent message. 				

Targeted support				
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Action	Intended outcome	Impact	Lessons learned	Cost
<p>Highlight key families who have dropped below school target of 96% Action plans for families who have dropped below 90%. Pastoral support workers who:</p> <ul style="list-style-type: none"> a) Spend time to get to know the children who are PP b) Directly teach behaviours expected c) Visit the children on a weekly basis on classes (more often in many cases) d) Use positive behaviour, distraction, target learning expectation, offer social emotional support and programmes to support inclusion e) Have a consistent approach to this work with a timetable of children to see throughout the week. f) Review progress both on an ongoing basis, working closely with class teachers and the half termly impact analysis. <p>Action plan for targeted families</p>	To improve attendance for PP and SEND children			

Weekly attendance review (Monday am) Target pupils are offered free breakfast club places.				
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. Sending letters home, daily phone calls. Breakfast club and after school club subsidised for PP children. Door knocking.	To improve the rate of attendance for PP children, especially those who are Persistent Absentees (PA). Academic year ending 2019, = 91.94% for this group			
Targeted questioning in planning for this group.	Children working at GDS (also PP) at end of key stage 2 make good progress in maths, year on year			
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
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			
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.			