

# 15 Pupil premium strategy statement – Wollaston Primary School 2020-2021

1. Summary information					
<b>School</b>	Wollaston Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£76,690 (13,000 deferred from last year)	<b>Date of most recent PP Review</b>	June 2019 (Due to Covid)
<b>Total number of pupils</b>	320	<b>Number of pupils eligible for PP</b>	46 total 5 PP+ Ever 6 – 1 FSM - 40	<b>Date for next internal review of this strategy</b>	

2. Current attainment (Data from 2019, we have no published data this year due to COVID-19)			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
		Wollaston	National Average
<b>% achieving a GLD in EYFS</b>	50%	46 children 76%	
<b>% achieving in reading, writing and maths at KS1 July 2019</b>	3 children Reading – 71% Writing – 67% Maths – 79%	Reading – 72% Writing – 62% Maths – 69%	KS1 Reading – 75% Writing – 69% Maths – 76%
<b>% achieving in reading, writing and maths at KS2 July 2019</b>	Reading – 75% Writing – 75% Maths – 75%	Reading – 51% Writing – 63% Maths – 66%	KS2 Reading – 73% Writing – 78% Maths – 79%
<b>% achieving ARE in reading (D+ or above)</b>	EYFS – 75% KS1 – 71% KS2 – 56%	EYFS – 89% KS1 – 72% KS2 – 51%	EYFS – KS1 – KS2 -71%
<b>% achieving ARE in writing (D+ or above)</b>	EYFS – 50% KS1 – 67% KS2 – 75%	EYFS – 76% KS1 – 62% KS2 – 63%	EYFS – KS1 – KS2 -76%
<b>% achieving ARE in maths (D+ or above)</b>	EYFS – 75% KS1 – 72% KS2 – 68%	EYFS - 90% KS1 – 69% KS2 – 66%	EYFS – KS1 – KS2 -75%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Children missing up to six months of school due to the COVID-19 national lockdown	
<b>B.</b>	Poor basic skills, which hinders children's ability to make rapid and sustained progress particularly in reading and writing. Phonics is a real concern for PP in foundation and Year one so this need addressing. Some children have not picked up a book to read for at least seven months.	
<b>C.</b>	More able children are not receiving enough challenge across the school or opportunities for independent learning.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Persistent absence figures are slowly increasing. This will be carefully monitored for all children.	
<b>E.</b>	Lack of engagement at home which could be a problem if another local lockdown occurs or children need to go into isolation. Some children can not access the technology to undertake remote learning if necessary due to local lockdown.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<u>Quality first teaching</u> – Through consistent quality first teaching and use of pixl therapies/recovery curriculum all PP children in the school will make at least expected progress or higher in maths, writing and reading. Children will hopefully be back on track by December 2020.	<ul style="list-style-type: none"> <li>• Data shows that children will be back on track by December 2020 and if this is not the case the teacher will be able to explain why and put a plan of action into place.</li> <li>• Children's books will show that there is no visible difference between advantaged and disadvantaged children.</li> <li>• Pupil interviews will show that children are excited and engaged by their learning and can remember clearly what they have been taught.</li> </ul>
<b>B.</b>	<u>Reading</u> – Reading will be prioritised at all times so children can then confidently access all areas of the curriculum	<ul style="list-style-type: none"> <li>• Reading data shows a reduced gap.</li> <li>• PP children will reach the expected level in the year 1 phonics test</li> <li>• PP children will receive one to one intervention if needed</li> <li>• Pixl therapies to be used with identified children.</li> </ul>
<b>C.</b>	<u>Well-being</u> – Children will be able to access mental health support if they have been greatly affected by the covid-19 lockdown which as a result affects their ability to learn.	<ul style="list-style-type: none"> <li>• Welfare data will show that children are demonstrating a positive attitude towards their learning.</li> <li>• Counsellor to be used to support those children who may need it</li> <li>• Pastoral worker will report back to SLT on the success of interventions and staff will complete welfare trackers.</li> <li>• Children will receive mental health support when needed.</li> <li>• Children to be able to access mindfulness tasks to prepare them for learning.</li> </ul>

		<ul style="list-style-type: none"> <li>All PP children to have an adult mentor who will support them during the year.</li> </ul>
D.	<u>Attendance</u> – Unauthorised absence to reduce and be more in line with whole school data.	<ul style="list-style-type: none"> <li>Parents supported if there is a drop-in attendance and support programmes put into place.</li> <li>Clear covid guidelines given to families so children are not taking time of unintentionally.</li> <li>Children rewarded for good attendance.</li> <li>Interventions put into place for children who are constantly late or persistently absent.</li> <li>PP children to be monitored and any drops in attendance quickly followed up.</li> </ul>
E.	<u>Lack of parental engagement.</u> – more parents to engage with school especially in the case of a local lockdown	<ul style="list-style-type: none"> <li>A clear remote learning plan is sent to parents and if child does not have access to technology we can organise for this to be rectified</li> </ul>

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?
<u>Barriers – A, B, C</u> All children will receive quality first teaching, which allows them to make at least expected progress in reading, writing and Maths, as well as an increased combined score.  The recovery curriculum/catch up plan will allow children to make rapid progress and fill gaps.	<ul style="list-style-type: none"> <li>Quality first teaching to be the priority</li> <li>Intervention teacher to be employed in year 3 and 4 to support PP children. She will work two days a week and train TAs to continue her work.</li> <li>Pixl assessments/diagnostic s will be used in order to fine-tune the gaps in the children’s learning and</li> </ul>	<ul style="list-style-type: none"> <li>Many PP children have not accessed school since March 2020 so have big gaps in their learning.</li> <li>Data from previous years show that the children are underperforming.</li> <li>All teachers need to have clear understanding of the PP children in their class and be able to talk in confidence about this.</li> <li>An extra qualified teacher will allow us to close some of the gaps quicker and give children some intensive support.</li> <li>Staff to be trained in the delivery of reading recovery so this can be continued by TAs.</li> </ul>	<ul style="list-style-type: none"> <li>Data will show that this group of children have made accelerated progress.</li> <li>Lesson observations/learning walks will show that children who are PP are well integrated into the class and work is well differentiated for both less able and more able children.</li> <li>Pupil progress meetings will be carried out regularly and a plan clearly put into place for those children who are not meeting required standards. SENco to be involved if need be.</li> </ul>	ZR/YT  Sarah Tanner LAC member to monitor	December 2020

	<p>this will then be acted upon.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings will focus clearly on Pupil premium. Pupil premium champion will work with the teachers to complete a support plan for those children with clear gaps.</li> <li>• To simplify approach to teaching of reading and writing.</li> <li>• Monster phonics to be prioritised from day one. Children to be accessing high quality phonics sessions daily</li> <li>• To ensure the curriculum is knowledge rich and that knowledge organisers will allow the children's long-term memory to improve</li> </ul>		<p>A wide range of monster phonics resources will be available for children to access. More books to be purchased to account for the COVID quarantine time.</p> <p>Curriculum will be fully inclusive and allow all groups to make good progress especially PP</p>		
--	---	--	--	--	--

<p><u>Barriers B</u> <u>Reading –</u> Standards in reading will continue to rise throughout the school which allows PP to confidently access all areas of the curriculum.</p> <p>Parental engagement to be a focus to encourage children to read for pleasure.</p>	<p>Quality first teaching.</p> <p>Echo reading to be carried out weekly (following covid guidelines)</p> <p>Reading to be moderated termly in order to ensure consistency in standards across the year groups and across schools.</p> <p>Teachers to use Pixl diagnostics to identify gaps in knowledge and therapies to be implemented with a focus on PP children.</p> <p>Reading data to be analysed with teachers to ensure they are accountable,</p> <p>Virtual reading evening to be carried out in order for parents to be well supported in case remote learning is required.</p> <p>SATs companion to be used to support Year 6 children. This can be tailored to meet the needs of PP children</p>	<p>Reading standards were well below average at the end of Year 6 (2019) This rose during 2020 as a result of echo read so this needs to continue.</p> <p>Profile of reading needed to be increased in order to raise the enjoyment of the subject. Each class to have a challenging but enjoyable shared text to read daily.</p> <p>All children to be encouraged to read at home every day for ten minutes and their reading logs to be signed to reflect this. Rewards given for children who complete this – focus on PP children if they are not reading they are to become a priority in school.</p> <p>Children need to be taught specific higher-level vocabulary in various contexts in order for children to be able to access the reading comprehension papers. These words need to be regularly revisited and reinforced.</p> <p>SAT companion to be used to support children in Year 6 including PP.</p>	<p>Book talk observations and feedback provided.</p> <p>Staff training of how to successfully deliver a range of reading methods e.g echo reading, shared reading, book talk.</p> <p>Analysis of Pixl data, which can then be used to guide interventions.</p>	<p>ZR/JH</p>	
--	--	---	--	--------------	--

<p><u>Barriers A, B and C</u></p> <p>Children to increase their knowledge of academic vocabulary and be able to use this in all aspects of the curriculum.</p>	<p>Vocabulary to become more explicit in the classroom and learning environment.</p> <p>Children to use this vocabulary in their work in order to become higher level writers.</p> <p>Dyslexia assessments carried out on children who need it and are not in receipt of any high needs funding. (£360 per assessment)</p>	<p>PP children will consistently demonstrate this higher-level vocabulary in their work.</p> <p>Learning environments will reflect the push on academic vocabulary.</p>	<p>Data will show an increase in the number of children reaching above age related expectation.</p> <p>The gap between PP and non-PP for writing will be significantly reduced especially in KS2</p>	<p>ZR/PR/YT</p>	<p>December 2020</p>
<p><u>Barrier E</u></p>	<p>Laptops to be purchased for children who are PP and can not access remote learning in the case of local/national lockdown or isolation.</p>	<p>INMAT paying for this</p>			
<p><b>Total budgeted cost</b></p>					<p>UPS1 teacher two days a week £20,000 (including on costs)  Other resources £3000  Dyslexia support £1500  Reading recover resources £1000    Total £25,500</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>Barriers – A and C</b></p> <p>To increase the wellbeing of children who are particularly vulnerable and have been affected by the covid-19 lockdown.</p>	<p>SEMH nurture group set up to support disadvantaged children who may need it.</p> <p>Counsellor made available to support any children identified as needing it. (£100 per week)</p> <p>Attachment training delivered to staff in order to support PP children and other vulnerable learners across the setting. (£900 for training)</p> <p>Play therapy used for specific children who need it.</p>	<p>We used this approach last year and the children chosen responded really well.</p> <p>Councillor allowed children to talk about their problems and make them prepared for learning.</p> <p>Attachment training needed for staff less confident in those measures particularly newer teaching staff.</p>	<p>Children will be regulated within the school and be able to talk to someone when they are feeling upset/worried</p> <p>All staff will model good levels of attachment awareness within the school and class rooms will be attachment friendly.</p>	<p>ZR/NH/YT</p>	<p>January 2021</p>
<p><b>Barriers – D</b></p> <p>To increase the attendance and punctuality of the most vulnerable families in the school.</p>	<p>Senior leadership team to regularly monitor attendance and reports to be provided termly.</p> <p>Family support worker to support parents who are struggling getting children into school.</p> <p>Welfare calls to be made daily to those children who have unauthorised absence.</p> <p>Support plans to be put into place for children whose attendance drops significantly.</p>	<p>Attendance has dropped over the last year so is slightly below national average.</p> <p>Persistent offenders are becoming hard to reach.</p> <p>More children are being taken out for unauthorised holidays</p>	<p>ZR to closely monitor attendance and invite families in to school for a conversation if attendance starts to significantly drop.</p> <p>Targets put into place for families who are not fully engaging.</p> <p>Children with 95% or above will be rewarded.</p> <p>Data will show an increased improvement for children who have struggled with attendance</p> <p>Persistent offenders to be referred to county in order to try and decrease incidents.</p>	<p>ZR/NH</p>	

<p><b>Barriers –A,B E</b></p> <p>To increase parental engagement which will have a positive impact on PP children's academic attainment.</p>	<p>Social media group regularly used in order to keep families up to date with school events and notices.</p> <p>Parents invited to information evenings on how to support their children at home.</p> <p>Library to be opened to allow families to come in weekly and share a book.</p>	<p>Parents are not always fully engaged with the school community and this can have a negative impact on outcomes.</p>	<p>Parents are fully aware of the support they are entitled to and take up support on offer e.g. pastoral and family support, financial support for music lessons</p> <p>Academic and emotional support.</p>	<p>ZR</p>	<p>Total budgeted cost:  2 xTA salary (80%) - £25,000  Attachment - £900 plus VAT  Councillor - £3,800 per year  Resources for SEMH group - £500  Play therapy - £1500  <b>Total budget - £31,700</b></p>
--	--	--	--	-----------	---

**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?
<p><b>Barriers – A, B, C, D and E</b></p> <p>To use money provided for PP and LAC children to enable them to attend trips, residential, before and after school clubs, music lessons, uniform</p>	<p>Children given a proportion of money (£150) to spend on clubs, uniforms, trips and other activities</p> <p>In school support provided where necessary for Pupil Premium children in and out of the classroom and through wellbeing support.</p>	<p>Money provided encourages families to fully engage with PP support on offer.</p> <p>Children who are talented are not held back by lack of financial support e.g. paying for trips and other activities</p>	<p>Quality of the clubs provided by the school.</p> <p>Parents/carers ability to access the clubs and other activities easily and with knowledge that they can.</p> <p>Provide PP children with increased opportunities and expand the breadth of their curriculum.</p> <p>Parents able to access trips and other activities</p> <p>Music lessons are funded</p>	<p>GW,ZR  Monitored by governors</p> <p>All staff to share opportunities with parents at parent's consultation</p>	<p>July 2021</p> <p>All children who are PP are in receipt of £150 and are using this for uniform etc...</p> <p>PP will also help fund Govilon trip for year 6.</p>
<b>Total budgeted cost</b>					<p>£6,600.000</p> <p>Overall cost £58,857</p>



Currently leaving – £17,833