



Wilden VA Primary School

Pupil Premium Strategy Statement 2020-21

Summary Information					
School	Wilden VA Primary School				
Academic Year	2020/21	Total PP budget	£16 140	Date of most recent PP review	December 2020
Total number of pupils	48	Number of eligible for pp	13= 27%	Date for next internal review of this strategy	July 2021

Current Attainment – % of year 2 pupils expecting to make expected age related progress at the end KS1 in July 2021.		
	Pupils eligible for PP – 12.5%	Pupils not eligible for PP – 87.5 %
% making expected in reading	0%	100%
% making expected in writing	0%	100%
% making expected in maths	100%	100%

Current Attainment – % of year 6 pupils expected to make expected age related progress at the end of KS2 in July 2021 inc Ever6		
	Pupils eligible for PP/Ever 6 – 50%	Pupils not eligible for PP/Ever 6 – 50%
% making expected in reading	50%	100%
% making expected in writing	50%	100%
% making expected in maths	50%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	High level of children in multiple vulnerable groups (e.g. SEN & PP) requiring individualised learning.
B	Limited speech and language meaning that children are at a disadvantage in terms of self-expression, access to vocabulary, reading skills, etc.
C	High level of children with Cognition and Learning difficulties which means the working memory processes are not fully developed.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	The need for a healthy and creative lifestyle in the face of financial hardship.
E.	Restrictions due to finances and travel preventing children accessing the wider curriculum and development of cultural capital.
F	Social acceptance.
G.	Family social and emotional barriers.
H	Rural school with limited access to transport and urban type facilities

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Date for review implementation?	Impact and review
<p>A. The gap with PP children meeting ARE is closed through timely and effective intervention.</p>	<p>Each class teacher is clear on the gaps of learning for each child in their class. interventions to support good progress reviewed and evaluated for effectiveness. School has brought PiXL precise interventions strategy to support identifying and addressing gaps in children's learning.</p> <p>Teachers and support staff to have access to quality CPD to improve outcomes for all children</p>	<p>The triangulation document tracks outcomes over time and termly.</p> <p>Data shows 0% Pupil Premium children in KS1 and 50% in KS2 are not achieving ARE in all subjects (numbers are so small, this is statistically insignificant).</p> <p>Termly pupil progress meetings identify next steps for each child in receipt of PP</p> <p>Data shows that children in receipt of PP are not making expected progress in all areas.</p>	<p>A termly quality assurance programme is in place</p>	<p>Lisa Byrne Derek Starling for PiXL Headteacher/deputy head for pupil progress meetings</p>	<p>27% of PiXL=£216</p>	<p>Half termly pupil progress meetings</p> <p>First week of every term a meeting to take place with PP Co-ord and HT.</p> <p>Termly meeting with PP co-ord and school SBM</p> <p>June 2021</p>	

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<p>B. 100% reach GLD (in current academic year, only 1 child with PP has gross global delay)</p>	<p>Speech and language difficulties are identified quickly as children enter preschool. Staff trained in Lift Off to Language to support targeted individuals. Children are targeted to read aloud every day</p>	<p>Key barrier to learning identified is the poor language skills of some of our PP children. Accurately timed and delivered speech and language therapy can help address this issue.</p>	<p>Tracking My Wilden Support Plans (MyWSP). Ensure TA's have adequate speech and language training</p>	<p>Rebecca Boshoff EYFS lead</p>	<p>£600</p>	<p>SEN/PP pupil progress meetings. End of academic year</p>	

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<p>C. To positively impact on attainment Y1-6 through focussing on developing long-term memory.</p>	<p>All staff given CPD to help children develop their working memory implemented by an educational psychologist</p> <p>High Quality teaching including differentiation within all areas.</p> <p>Interventions in place to help children to develop memory skills</p> <p>Daily phonics sessions in a small group or 1:1</p>	<p>In class TA and teacher observations of poor retention of information for children in receipt of PP</p>	<p>Adequate preparation time for training</p> <p>Collect baseline data and track with assessments at the beginning and end of an intervention.</p>	<p>Lisa Byrne and TAs</p>	<p>£150</p> <p>£600</p>	<p>Termly pupil progress meetings</p>	<p>.</p>

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<p>D. To ensure PP children have access to breakfast, after school clubs and summer clubs.</p>	<p>PP children can access clubs free of charge.</p> <p>Extra-curricular opportunities provided</p> <p>Trial attendance for our existing wrap around care which will be offered for free for children in receipt of PP during April to July.</p>	<p>Targeted PP extra-curricular activities provided on a Friday afternoon when school is closed.</p> <p>Research from the Education Endowment Foundation shows that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results.</p>	<p>PP children are offered places as a priority. Analysis of club attendance should show wide engagement from PP children.</p> <p>Office staff to record club attendance.</p>	<p>Kari Stamford for Friday club (2 hrs) No cost for breakfast club as it already exists</p>	<p>£20 x24 weeks=£480</p> <p>24 rather than 39 weeks is due to club not operating during lockdowns</p>	<p>July 2021</p>	
<p>To inspire PP children to explore Japanese culture through the medium of the Olympic games</p>	<p>To purchase resources to support the topic that will particularly inspire PP boys at KS2</p>	<p>PP children, particularly boys lack the cultural capital needed to become functioning citizens of the future</p>	<p>The Toyko Olympics is the summer topic and will be more motivational as a result of the extra resources</p>	<p>Lisa Byrne, Sam Redley and Derek Starling</p>	<p>£300</p>		

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<p>E. Individual enrichment activities offered.</p> <p>To ensure PP children have access to trips and residential.</p>	<p>This was the intended plan but due to Covid restrictions, this could not take place</p> <p>Funding of school trips and extra-curricular activities for PP children including activities that the children show an interest in following a sports/extra curricular audit.</p> <p>During Autumn term, to refocus the children on their local area with their peers following national lockdowns, they participated in walks and tours around the village.</p> <p>Provide climbing experience for whole school and children</p>	<p>Some of our school trips are funded using the Pupil Premium grant, including year 6 residential French trip for some children.</p> <p>School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.</p> <p>Involvement in such activities enhances social skills and improves confidence and self-esteem.</p> <p>Inclusion and equality is achieved.</p>	<p>The school and teachers to communicate effectively with parents to identify where trip subsidies are available. The usage of our funding in this way is carefully tracked and recorded on a pupil-by pupil basis.</p>	<p>Lisa Byrne</p>	<p>£ 1000</p>	<p>Ongoing</p>	<p>This was clearly difficult to implement due to Covid, however, Sport Premium funding has been used to broaden children's sports activities such as dance and camping once restrictions began to lift.</p>

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	with PP will be entitled to this experience with no charge						

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F. All PP pupils have the correct uniform and PE kit and are able to take part in full PE lessons and extra - curricular activities.	PP children whose families are unable to provide new uniform or PE kits.	All PP children have some uniform provided – school logo items.	Office staff to keep careful records on uptake.	Gail Browning	£550	End of academic year.	
G. Support families in need and increase engagement of families in school	Continuation of the employment of a FSA.	Improve outcomes for families by alleviating barriers to learning, as well as improving communication links between home and school.	Communication between staff and FSA. Meetings with safeguarding governor. Careful safeguarding records made.	COG	£9,600	Governor Resource meetings	
H. Rural school with limited access to transport and urban	See E						

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type facilities							
Total					£12,496		

NB £1000 that was not spent should be carried forward to next year for possible use of training Forest School personnel.

Contingency of
 $\text{£}16,140 - \text{£}12,496 - \text{£}1000 = \text{£}2,644$