



Wilden VA Primary School

Pupil Premium Strategy Statement 2019 - 20

Summary Information					
School	Wilden VA Primary School				
Academic Year	2019/20	Total PP budget	£23, 080	Date of most recent PP review	October 2019
Total number of pupils	44	Number of eligible for pp	13	Date for next internal review of this strategy	July 2020

Current Attainment – % of pupils making expected age related progress in KS1 in July 2020		
	Pupils eligible for PP – 15%	Pupils not eligible for PP – 85%
% making in reading	33%	100%
% making in writing	33%	94%
% making in maths	66%	94%

Current Attainment – % of pupils making expected age related progress in KS2 in July 2020		
	Pupils eligible for PP – 42%	Pupils not eligible for PP – 58%
% making in reading	40%	60%
% making in writing	40%	60%
% making in maths	50%	60%

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.
f.	Social acceptance.
G.	Social and emotional barriers.

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?
<p>A. The gap with PP children meeting ARE is closed through timely and effective intervention.</p>	<p>Each class teacher is clear on who their Pupil Premium children are and the nature of the gaps in their learning. Steps are taken to reduce gaps in learning with targeted children.</p> <p>Interventions to support good progress reviewed and evaluated for effectiveness Redeployment of support staff to ensure continuity in teaching and learning. High Quality teaching.</p> <p>Teachers and support staff to have access to quality CPD to improve outcomes for all children</p>	<p>Data shows 60% Pupil Premium children in KS1 and KS2 are not achieving ARE in all subjects</p> <p>Monitoring shows that teaching is not yet consistently good in all classes.</p> <p>Data is collected, analysed and used to identify pupils' learning needs and review progress regularly. Children's underperformance is addressed through additional support and interventions.</p>	<p>The assessment cycle takes place each half term to ensure teachers can easily identify pupils struggling to meet their targets and put support in place accordingly.</p>	<p>Lisa Byrne</p>	<p>£8500</p>	<p>Half termly pupil progress meetings</p> <p>June 2020</p>

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<p>B. 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>Develop Speech and Language Provision across the preschool and Key Stage 1, staff to be trained and have resources available.</p> <p>High Quality teaching.</p> <p>Provision for targeted children to read aloud with an adult 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>Daily reading out loud to an adult for targeted children in KS1.</p>	<p>Ensure children with S&L provision are having their needs met by classroom provision that follows from specialist help</p>	<p>Lisa Byrne Louise Douglas</p> <p>Sarah Batchelor Jemma Playford</p>	<p>£100</p>	<p>SEN/PP pupil meetings.</p> <p>End of academic year</p>

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C. Children with poor working memory make progress in all areas of the curriculum in order to begin to close their attainment gap.	High Quality teaching including differentiation within all areas. Interventions in place to help children to develop memory skills All staff given CPD to help children develop their working memory.	Assessments and monitoring are indicating that a group of children are not making the expected progress in most subjects	For those pupils who are behind year group expectations there will be interventions available where necessary. There is also daily-individualised phonics sessions for children in multiple vulnerable groups who are significantly behind their peers.	Lisa Byrne		Ongoing screening.

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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>Re launch of the breakfast club and encourage car sharing in out laying villages</p>	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p> <p>Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.</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>Lisa Byrne</p> <p>Jemma Playford</p>	<p>£</p>	<p>July 20</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>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>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>£</p>	<p>Ongoing</p>

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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.	Vanessa Young	£9,600	Governor Resource meetings
Total						