

Pupil premium strategy statement – Wollaston Primary School 2019-2020

1. Summary information					
School	Wollaston Primary School				
Academic Year	2019-2020	Total PP budget	52,840	Date of most recent PP Review	June 2019
Total number of pupils	323	Number of pupils eligible for PP	44 total 7 PP+ Ever 6 - 5	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
		Wollaston	National Average
% achieving a GLD in EYFS	50%	46 children 76%	
% achieving in reading, writing and maths at KS1 July 2018	3 children Reading – 71% Writing – 67% Maths – 79%	Reading – 72% Writing – 62% Maths – 69%	KS1 Reading – Writing – Maths –
% achieving in reading, writing and maths at KS2 July 2018	Reading – 75% Writing – 75% Maths – 75%	Reading – 51% Writing – 63% Maths – 66%	KS2 Reading – Writing – Maths –
% achieving ARE in reading (D+ or above)	EYFS – 75% KS1 – 71% KS2 – 56%	EYFS – 89% KS1 – 72% KS2 – 51%	EYFS – KS1 – KS2 -71%
% achieving ARE in writing (D+ or above)	EYFS – 50% KS1 – 67% KS2 – 75%	EYFS – 76% KS1 – 62% KS2 – 63%	EYFS – KS1 – KS2 -76%
% achieving ARE in maths (D+ or above)	EYFS – 75% KS1 – 72% KS2 – 68%	EYFS - 90% KS1 – 69% KS2 – 66%	EYFS – KS1 – KS2 -75%

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.	Limited early years experiences for children prior to starting school. Progress hasn't been quick enough within school	
B.	Poor vocabulary skills, which hinders children's ability to make rapid and sustained progress particularly in reading and writing. Phonics is a real concern so this needs addressing	
C.	More able children are not receiving enough challenge across the school or opportunities for independent learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Persistent absence figures are slowly increasing. This will be carefully monitored for all children.	
E.	A focus will be to improve parental engagement as some PP families have become increasingly hard to reach.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<u>Quality first teaching</u> – Through consistent quality first teaching and use of pixl therapies all PP children in the school will make at least expected progress or higher in maths, writing and reading.	<ul style="list-style-type: none"> • Data shows that the PP children will make expected progress across all year groups including combined scores. • Books will reflect this and will be no different from non-pupil premium children. • Discussions with children
B.	<u>Reading</u> – The children will be able to confidently answer comprehension questions.	<ul style="list-style-type: none"> • Reading data shows a reduced gap. • PP children will reach the expected level in the year 1 phonics test • PP children will participate in reading events carried out in school and receive one to one intervention • PP children encouraged to use the library during non-school hours. • Pixl therapies to be used with identified children.
C.	<u>Well-being</u> – Children will feel ready to learn and supported in their learning.	<ul style="list-style-type: none"> • Welfare data will show that children are demonstrating a positive attitude towards their learning. • Pastoral worker will report back to SLT on the success of interventions and staff will complete welfare trackers. • Children will receive mental health support when needed. • Children to be able to access mindfulness tasks to prepare them for learning. • All PP children to have an adult mentor who will support them during the year.
D.	<u>Attendance</u> – Unauthorised absence to reduce and be more in line with whole school data.	<ul style="list-style-type: none"> • Parents supported if there is a drop-in attendance and support programmes put into place. • Children rewarded for good attendance.

		<ul style="list-style-type: none"> • Interventions put into place for children who are constantly late or persistently absent. • PP children to be monitored and any drops in attendance quickly followed up.
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5. Planned expenditure

Academic year	2019-2020
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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>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.</p>	<ul style="list-style-type: none"> • Quality first teaching. • Pixl assessments will be used in order to fine-tune the gaps in the children’s learning and this will then be acted upon. • Pupil progress meetings will focus clearly on Pupil premium. Pupil premium champion will complete a support plan for those children with clear gaps. • To simplify approach to teaching of reading and writing. • New phonics scheme to be introduced which is more sensory and exciting for the children 	<ul style="list-style-type: none"> • Data shows that PP children are underachieving particularly in Year 4 and 5. • Teachers not secure in the teaching of reading (book talk) or writing (sentence stacking approach). • Teacher’s expectations of children’s ability needs to be more aspirational for all children. • Discussions with PP champion will allow the teachers to be more forward thinking about those specific children and this will ensure more accountability. • 	<ul style="list-style-type: none"> • Data analysis is more thorough to really look at the gaps between PP and non-PP children. • Lesson observations will focus on the progress of pupil premium children. • Maths and English leads will ensure that PP children are a priority on their action plans. • Pupil voice to be taken into consideration as to how they feel about school. • Pupil progress meetings to focus on PP children and the progress they are making in class. 	ZR/YT	<p>December 2019</p> <p>PP children are making expected progress currently in year 2 and year 6.(based on DECEMBER 2019 DATA) Year 2: Reading – 33% Writing – 0% (intervention group to be set up) Maths – 33%</p> <p>Year 6 data – Maths 25% Reading – 38% Writing – 38% GPS – 39%</p> <p>Curriculum has been developed and is more knowledge rich</p>

	<p>to access. Parent support workshops to be carried out in order to provide help at home.</p> <ul style="list-style-type: none">• To ensure the curriculum is knowledge rich and that knowledge organisers will allow the children's long-term memory to improve.				<p>New phonics scheme has been introduced.</p>
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<p><u>Barriers B Reading</u> – The profile of reading will increase across the school. Standards will rise so children are working at or above age related expectation.</p> <p>Parental engagement to be a focus to encourage children to read for pleasure.</p>	<p>Quality first teaching.</p> <p>Comprehension tasks to completed weekly.</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 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>Reading evening carried out early in the year to educate parents on the methods used for teaching</p> <p>Library to be opened to allow parents to come in and read with their children.</p>	<p>Reading standards were well below average at the end of Year 6. Pupil premium children to become a focus to ensure the gap</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>Book talk observations and feedback provided.</p> <p>Kate Coleman to come and complete an audit of reading.</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>December 2019</p> <p>December 2019 – New monster phonics scheme introduced this year for early readers which is having a really positive impact so far.</p> <p>75% of PP Children are on track to pass phonics test currently</p> <p>Children more excited about reading since introduction of books</p> <p>Reading evening carried out for parents on monster phonics.</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>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 amount 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 2019</p> <p>Focus on learning environments throughout the school. Knowledge organisers to have been introduced for children to use.</p>

£ 2,675.00

Total budgeted cost

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?
<p>Barriers – A and C</p> <p>To increase the wellbeing of children who are particularly vulnerable.</p>	<p>Challenge the gap project to focus on wellbeing and linking it to reading and vocabulary. Use the ruler approach with each class.</p> <p>1:1 support given to specific children who need it using a range of programmes (see attached)</p> <p>Councillor to come in and support children with specific difficulties.</p> <p>Learning mentor to work closely with specific PP children who need extra support emotionally.</p>	<p>Well-being trackers show some children are struggling with unstructured times of the day so need support from learning mentor during breaks and lunch times. Lunchtime retreat club to be continued to allow those vulnerable children to access if they</p> <p>PP Plus children require high levels of emotional support due to their attachment and trauma issues. Councillor to be available for those vulnerable children to allow them to talk and feel secure.</p>	<p>Children will be happy and regulated when in class and be ready for learning.</p> <p>Well-being trackers will reflect the success of interventions. Staff will be trained in attachment disorder and receive support from SLE</p> <p>PP+ children to have a bespoke plan which is documented to show exactly how their money has been spent. This can then be clearly seen on the PEP for those who need it.</p>	<p>ZR/NH/YT</p>	<p>January 2020</p>

<p>Barriers – D</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>Barriers –A,B E</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>	
Total budgeted cost					£38,845.42
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?
Barriers – A, B, C, D and E To use money provided for PP and LAC children to enable them to attend trips, residential, before and after school clubs, music lessons, uniform	Children given a proportion of money (£150) to spend on clubs, uniforms, trips and other activities In school support provided where necessary for Pupil Premium children in and out of the classroom and through wellbeing support.	Money provided encourages families to fully engage with PP support on offer. Children who are talented are not held back by lack of financial support e.g. paying for trips and other activities	Quality of the clubs provided by the school. Parents/carers ability to access the clubs and other activities easily and with knowledge that they can. Provide PP children with increased opportunities and expand the breadth of their curriculum. Parents able to access trips and other activities Music lessons are funded	GW,ZR Monitored by governors All staff to share opportunities with parents at parent's consultation	September 2019 All children who are PP are in receipt of £150 and are using this for uniform etc... PP will also help fund Govilon trip for year 6.

Total budgeted cost £5,500.00

6. Review of expenditure

Previous Academic Year	2018-2019
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Barriers – A, B, C 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	Quality first teaching. • Pixl assessments will be used in order to finetune the gaps in the children's learning and this will then be acted upon	PP Children made good progress within reading, writing and maths.	QFT to continue to become the main focus. Challenge the gap project and PP teacher has had an impact as teachers are more aware of these children in the class and in key stage 72% of PP children made combined compared to 0 the year before. Pixl has been highly effective at providing interventions for these groups.	

increased combined score. Progress scores for pupil premium children will increase and be at 0 or +	<ul style="list-style-type: none"> • PP only intervention groups to be set up with a focus on reading inference and speed reading. 		Gap between PP and non-PP children in key stage one is closing. Still 10% gap in maths so this will become a focus next year.	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>The profile of reading will increase across the school. Standards will rise so children are working at or above age-related expectation.</p> <p>Parental engagement to be a focus to encourage children to read for pleasure.</p>		<p>PP children made good progress in reading across all key stages.</p>	<p>Reading is a concern across the school with only 56% of children in key stage 2 reaching expected. However, 75% of PP children were expected in reading which is positive outcome and 40% were working at greater depth. Pixl has had a huge impact here as it has allowed us to focus in clearly on all the gaps in learning and then plug these gaps quickly and efficiently.</p> <p>Library was opened and we had 2 or 3 pp children attend but this needs to become more of a focus next year.</p>	<p>£4,500 for challenge the gap project and training.</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. Children to use this vocabulary in their work in order to become higher level writers. P4C to be taught across the whole school with a focus on PP and</p>	<p>Challenge the gap project ensured their was a clear push on vocabulary around the school but in particular developing opportunities for PP children to become more familiar with higher level vocab.</p>	<p>We did not embed this project across the whole school so this needs to be a focus from day on in September 2019</p>	<p>£5,500 for TA support and intervention</p>

	developing higher level vocabulary	PP interventions have ensured that outcomes for PP in each key stage are in line or better than no PP children.		
To increase the wellbeing of children who are particularly vulnerable	<p>. 1:1 support given to specific children who need it using a range of programmes (see attached) Councillor to come in and support children with specific difficulties.</p> <p>Learning mentor to work closely with specific PP children who need extra support emotionally.</p> <p>Lunch club to be set up to allow vulnerable children to attend and receive emotional support needed. PP children to take part in the challenge the gap programme identified and set up by INMAT</p>	<p>Lunch club allowed children opportunities for quiet time and self-regulation if they were finding some things difficult.</p> <p>Councillor highly successful and will continue to be a support for our PP Children next academic year.</p> <p>Learning mentor worked closely with specific children who were struggling and this allowed them to achieve when in class.</p>	<p>PP outcomes have improved which shows they were more ready for learning in class due to the nurture support they received.</p> <p>Next year we need to retrain staff on the signs of attachment.</p>	£25,00 0. This included £500 0 for use of councillor and £25,000 towards specific adults' salaries especially pp lead and family support worker.
To use money provided for PP and LAC children to enable them to attend trips, residential, before and after school clubs, music lessons, uniform	Children given a proportion of money (£150) to spend on clubs, uniforms, trips and other activities In school support provided where necessary for Pupil Premium children in and out of the classroom and through wellbeing support	All families entitled accessed this fund. Majority of it was spent on uniform, music lessons, trips particularly year 6 residential on June	Keep encouraging parents to apply for PP if we think they are entitled particularly children in Key Stage one	Spend 37 families = £5500

Additional funding (to that written above) is spent specifically on individual children depending on their needs and support needed at the time.

7. Review of expenditure (To be completed in July 2020).				
Previous Academic Year				
iii. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iv. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
v. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk