

**Wilby CE VA Primary School
Pupil Premium Strategy 2020-2021**

1. Summary information					
School	Wilby CE VA Primary School				
Academic Year	2020-2021	Total PP budget	13,450 11,725	Date of most recent PP Review	July 2020
Total number of pupils	88	Number of pupils eligible for PP	10 PP 5 LAC	Date for next internal review of this strategy	July 2021

2. Current attainment (July 2019) ***** Due to COVID19 no attainment data is available for July 2020			
	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (national average)</i>
Yr 1-6			
% achieving expected standard or above in reading, writing & maths	45% (5/11)	66% (42/64)	71%
% achieving expected standard or above in reading	45% (5/11)	72% (46/64)	
% achieving expected standard or above in writing	64% (7/11)	75% (48/64)	
% achieving expected standard or above in maths	82% (9/11)	80% (51/64)	
% making expected progress in reading	64% (7/11)	66% (42/64)	
% making expected progress in writing	82% (9/11)	78% (50/64)	
% making expected progress in mathematics	91% (10/11)	77% (49/64)	
Yr 1			
% passing Phonics Assessment	N/A	N/A	
EYFS			
% achieving Good Level of Development	75% (3/4)	80% (8/10)	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

- A significant number of our children present with having attachment issues because of early childhood trauma.
- A significant number of our children present with social and emotional issues because of things which have happened outside of school
- A number of our EYFS / KS1 children have self-care needs which require adult support
- 60% (9/15) of our PP children have additional learning needs with support from external agencies

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

- Some families have low attendance / poor punctuality due to issues arising from home.
- Limited parental engagement with some families in school – especially regarding completing homework and reading at home

4. Planned expenditure					
Academic year	2020-2021				
Quality of teaching for all					
Desired Outcome	Actions	What is the evidence	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
At least good progress is made by all children, including those eligible for PP SIP 1C	<ul style="list-style-type: none"> Review staffing structure so all classes have an TA Employ additional teacher to support with interventions Baseline children when they return from COVID19 lockdown Identify children and gaps in learning Short, sharp interventions to take place to fill gaps Interventions recorded on Provision Map Impact of interventions analysed Progress of identified children tracked 	<p>EEF states good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>Impact will be measured through attainment and progress data of children.</p> <p>Impact will also be measured through provision maps, entry and exit data for interventions.</p>	SLT IL	<p>Progress will be measured termly (3 x per year) in pupil progress meetings.</p> <p>Progress will be measured in lesson observations termly (3 x per year).</p>
	<ul style="list-style-type: none"> Revisit Milestones and Milestone Indicators Staff training on planning B.A.D activities Revisit Bloom's Taxonomy with staff Teachers to ensure Deep activities are planned Identify children who are falling behind Plan specific interventions for these children Impact of interventions analysed Progress of identified children tracked 	<p>Feedback studies tend to show very high effects on learning.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies and data analysis.</p>	SLT IL Teachers	<p>Progress will be measured termly (3 x per year) in pupil progress meetings.</p> <p>Progress will be measured in lesson observations termly (3 x per year).</p>
	<ul style="list-style-type: none"> Revisit high-quality teaching features with all staff Agree high expectations across the school Work is well differentiated to meet pupils needs Review our marking policy so it becomes a "feedback" policy Assessment for learning is used well within lessons to move all children's learning on Provide opportunities for all staff to observe outstanding practice Follow up on feedback provided to all staff to improve practice 	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p>		SLT Teachers	<p>Progress will be measured termly (3 x per year) in pupil progress meetings.</p> <p>Progress will be measured in lesson observations termly (3 x per year).</p>

<p>Embed basic skills in EYFS / Year 1 to ensure children do not fall behind</p>	<ul style="list-style-type: none"> • Additional adult in Class 1 • Training for support staff • Interventions planned for and taught to identified children. • Support staff support learning of specific children 	<p>EEF states evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies and data analysis.</p> <p>Impact will also be measured through provision maps, entry and exit data for interventions.</p>	<p>SLT</p>	<p>At the end of each term, gather evidence from monitoring activities review impact of the training.</p>
<p>Improve % of children achieving ARE and making at least good progress in reading</p>	<ul style="list-style-type: none"> • Revisit planning for guided reading sessions • Agree with staff individual reading expectations for the year Link high-quality texts with topic areas which are used across the curriculum • Identify children who are falling behind with reading • Plan specific interventions for these children • Impact of interventions analysed • Progress of identified children tracked • Run workshops / drop ins with parents via Zoom 	<p>EEF states On average, reading comprehension approaches deliver an additional six months' progress. Research also shows that where children are good readers they can access the wider curriculum better.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies and data analysis.</p> <p>Impact will also be measured through provision maps, entry and exit data for interventions.</p> <p>Records will be kept of parent attendance at workshops / drop in sessions.</p>	<p>English Lead SLT IL Teachers</p>	<p>At the end of each term, gather evidence from monitoring activities review impact.</p>
<p>Total budgeted cost</p>					<p>£9,675</p>

ii. Targeted support					
Desired Outcome	Actions	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children to have regular access to Parent Link Work to support them with their emotional needs so that they can be in a better emotional state to learn.</p>	<ul style="list-style-type: none"> To have dedicated PLW available to children 3 days a week 	<p>EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Track frequency of visits to PLW</p> <p>Monthly meetings with PLW to discuss individual children and their cases.</p> <p>Meetings with Class Teachers to discuss impact of support on children's ability to work in class</p> <p>Monitor academic data</p>	<p>PLW IL</p>	<p>Monthly meetings with PLW</p> <p>Pupil progress Meetings x 6 a year (Oct, Dec, Feb, Apr, May, July)</p> <p>Tracking data x 3 a year (Dec, Apr, July)</p>
<p>To ensure pupil have a positive attitude to their learning and are resilient to setbacks</p> <p>SIP 2C</p>	<ul style="list-style-type: none"> Revisit Growth Mindset with all staff and children Staff to have training on Resilience in children Plan interventions for identified children 	<p>EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Impact of staff training to be measured through lesson observations, learning walks, books scrutinies, pupil voice and data analysis.</p>	<p>SLT IL Teachers</p>	<p>Progress will be measured termly (3 x per year) in pupil progress meetings.</p> <p>Progress will be measured in lesson observations termly (3 x per year).</p>
Total budgeted cost					£14,000

iii. Other approaches					
Desired Outcome	Actions	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff to have a better understanding of the difficulties children affected by trauma face, and are more aware of strategies which they can use within in their classes to support the children	<ul style="list-style-type: none"> To embed strategies from attachment training New staff to receive attachment training 	EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	<p>During learning walks and monitoring, SLT to ensure strategies shared within training are being implemented across the school.</p> <p>SLT to meet with individual children and gain their views.</p>	IL	At the end of each term, gather evidence from monitoring activities review impact of the training.
PLW to have accredited training as an ELSA who has access to supervision from Educational Psychologist. She can then share training with other staff in school.	<ul style="list-style-type: none"> To continue to train PLW as ELSA To purchase resources so ELSA can effectively undertake her role 	EEF Toolkit states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	<p>As part of the ELSA training, PLW needs to have monthly meetings with a line manager who she reports directly to on the progress of training.</p> <p>Once training has started:</p> <p>Monthly meetings with PLW to discuss individual children and their cases.</p> <p>Meetings with Class Teachers to discuss impact of support on children's ability to work in class</p>	<p>Line Manager to ELSA</p> <p>Inclusion Lead to meet with PLW</p>	<p>Monthly meetings with Line Manger.</p> <p>Pupil progress Meetings x 4 a year (Feb, Apr, May, July)</p> <p>Tracking data x 2 a year (Apr, July)</p>

To provide enrichment opportunities at times of crisis	Provide support to families for extra-curricular activities when they are in times of crisis	If children were unable to attend, this would impact negatively on self-esteem and self-worth	Monitoring of activities paid for Seek feedback from children	Head	Termly monitoring (x6 per year)
				Total budgeted cost	£1500