

Pupil premium strategy: Welbourn Church of England Primary School

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| **1. Summary information** | | | | | |
| **School** | Welbourn Church of England Primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £11,760 | **Date of most recent PP Review** | February 2019 |
| **Total number of pupils** | 69 | **Number of pupils eligible for PP** | 12 | **Date for next internal review of this strategy** |  |

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|  | *Cohort 2018* | *Pupils eligible for PP (your school)* |
| KS2 % achieving expected standards or above in reading, writing and maths | 56% | (1/2) 50% |
| KS2 % achieving expected standards or above in reading | 88% | (1/2) 50% |
| KS2 % achieving expected standards or above in writing | 63% | (1/2) 50% |
| KS2 % achieving expected standards or above in maths | 63% | (1/2) 50% |
| KS1 % achieving expected standards or above in reading | 90% | (1) 100% |
| KS1 % achieving expected standards or above in writing | 80% | (1) 100% |
| KS1 % achieving expected standards or above in maths | 80% | (1) 100% |
| Year 1 % achieving expected standard in phonics | 73% | 1. 100% |
| EYFS % achieving GLD | 87.5% | (no children) |
| Attendance of Pupils eligible for PP | 96% |  |

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| **2. Barriers to learning identified for 2019 - 20 (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** | | |
| **A.** | Accuracy of data and tracking for all pupils, including Pupil Premium prevents children from making expected progress | |
| **B.** | Attainment and progress of reading and writing is low (especially in KS2) so children are not reaching ARE due to lack of provision to embed skills and achieve in reading and writing | |
| **C.** | Pupils misconceptions are not addressed quickly enough to enable them to make progress within writing and maths | |
| **D.** | All pupil premium children are not challenged sufficiently enough to enable them to make key stage progress from their starting points | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **F.** | Low confidence and self-esteem through lack of interaction and extra-curricular experiences with their peers | |
| **G.** | Attendance for our vulnerable learners (In particular Y4) | |
| **4. Desired outcomes** | | |
|  | Desired outcomes and how they will be measured | Success criteria |
| **A.** | To ensure that Pupil Premium data continues to be accurate, tracked and monitored so that all children make expected Key Stage Progress from their starting point for Reading, Writing and Mathematics | * Data tracking and pupil progress meetings track and identify vulnerable learners and areas to develop, informing specific intervention needs and targeted support * Interventions are planned and carried out in to offer targeted support for vulnerable learners in all core subjects * High quality Interventions specifically target the needs of pupils and impact on progress and pupil outcomes * All children make expected progress from their previous key stage and year on year * Children make accelerated progress to enable the ‘gap’ to close the gap between them and their peers * External moderation focuses on vulnerable children to ensure that next steps are identified and data is accurate |
| **B.** | To provide children with opportunities to develop reading and writing skills and application of these across the curriculum | * Children will be provided with opportunities to develop their reading and writing skills within lessons as a result of quality first teaching * Opportunities will be provided for children to use and apply reading and writing skills within the wider curriculum, including wow days * Implementation of Active English * CPD for all members to develop quality first teaching |
| **C.** | To ensure that misconceptions are addressed through accurate assessment for learning and high quality intervention at the point of teaching | * Assessment for learning is used to address misconceptions and targeted support is used as pre learning or catch up * A high quality spelling, punctuation and grammar intervention is implemented * A high quality phonics scheme is implemented * Adults are used effectively and deployed within lessons to target vulnerable learners |
| **D.** | To ensure that the most able are being challenged through a range of greater depth activities and high quality provision | * CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth * Most able pupils are tracked and next steps are identified in pupil progress meetings * Quality first teaching is developed and most able learners are targeted within lessons * Adults are deployed effectively and high quality intervention targets most able learners * Opportunities are planned for most able learners to develop higher level thinking skills across the curriculum |
| **F.** | To ensure that children experience a wider curriculum and opportunities to engage and enhance their learning experiences including extra-curricular activities | * Pupil premium children have a wider skills set by the time they leave school and a range of experiences to draw upon * Improved attendance and punctuality in school * Children experience a range of extra-curricular activities and experiences |
| **G.** | To engage parents in supporting their children at home and in school | * Links between home and school for our most vulnerable children are strengthened * Parents will be provided with practical activities to support learning at home * Parental engagement activities and workshops will be delivered throughout the year |

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| **4. Planned expenditure** | | | | | |
| **Academic year** | 2019 /2020 | | | | |
| 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? Cost?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| .A. To ensure that Pupil Premium data is accurate, tracked and monitored so that all children make expected Key Stage Progress from their starting point for Reading, Writing and Mathematics | * Termly data tracking and pupil progress meetings to identify next steps and plan intervention * Effective in school assessment for learning * Staff training and CPD opportunities for staff, including moderation * Part employment of CC to provide external moderation of Pupil Premium learners | **High cost, high impact**   * Increased moderation opportunities and accuracy of data enables accurate pupil tracking * High quality intervention can be planned in response to accurate moderation and identification of gaps in learning * Progress can be accelerated as a result of quality provision being made in response to accurate and quality assessment for learning   Part deployment of CC £280 | * Data will be tracked termly and pupil progress meetings will be carried out * Provision maps will be monitored and evaluated * Moderation will be externally verified | Tracy Boulter | Termly |
| B.  To provide children with opportunities to develop writing and improve outcomes for Pupil Premium children in reading and writing – especially in KS2 | * CPD for all members of staff and Development of the curriculum and opportunities to use and apply reading and skills | **EEF guidance – effectively implement phonics programme (RWI)**  **High quality intervention**  Quality first teaching is a significant factor in developing effective learning which enables all learners to make significant progress.  Cost: £60 phonics resources  Staff meeting time and CPD as part of the whole school SDP | * Monitoring of reading and writing teaching both in lessons and the wider curriculum * Pupil voice * Review progress and attainment of PP children termly * Monitor and review the impact of CPD through pupil voice and number fluency | Tracy Boulter | On going |
| **Total budgeted cost** | | | | | **£340** |

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| **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?** |
| C. To use high quality intervention to accelerate progress and close the gap | * Small group intervention delivered by high quality teaching assistant for targeted children following pupil progress meetings * 1:1 tuition for UKS2 pupils accelerate progress and improve attainment * Teaching assistants deployed effectively within lessons to target key pupils who are falling behind and address misconceptions * Use Mobilse choice EEF research to improve teaching strategies and address misconceptions in maths | **EEF findings show moderate impact for small group intervention and 1:1 tuition**.  Dedicated small group intervention or 1:1 intervention enables pre & post teaching of key skills to ensure pupils succeed in main teaching sessions.  Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention  Implementation of phonics scheme and purchase of new resources for intervention, including running the intervention (TA hours)  £500  EEF toolkit is used to implement same day teaching intervention  1:1 tuition and UKS2 SATS booster deployment of staff £400  Part deployment of HLTA to deliver quality intervention. £10,000 | * Monitoring of progress in books and by looking at data * Review of progress and attainment in Pupil progress meetings * Intervention review of impact made * Pupil voice | Tracy Boulter / Claire Cottam | Class teachers review weekly  Data review termly |
| D.  To ensure that the most able are being challenged through a range of greater depth activities and high quality provision, this includes targeted intervention and deployment of adults (see above) | * CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth * Quality first teaching is developed and most able learners are targeted within lessons (including deployment of TAS) * Intervention targets most able learners | **EEF attainment grouping show moderate impact**  Assessment for learning will be used and fluid grouping will ensure that pre learning assessments provide accurate starting points so that the most able can be challenged.  Part of the same costing as above for deployment of HLTA,  CPD as part of the whole school SDP.  Part deployment of HLTA to deliver quality intervention. £10,000 | * Most able pupils are tracked and next steps are identified in pupil progress meetings * Monitoring of challenge and progress in books * Pupil voice * Review intervention and provision for most able PP learners | Tracy Boulter | Termly |
| **Total budgeted cost** | | | | | **£10,900** |
| **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?** |
| E.  To ensure that children experience a wider curriculum and opportunities to engage and enhance their individual learning experiences including extra-curricular activities  To ensure that provision and intervention supports the pastoral care of PP children  To ensure FSM and PP children attend well | * Enable pupils to take part in extra clubs such as Magical Maths or music tuition, STEM club * Money to pay for trips so all Pupil Premium pupils can attend wow days and educational visits as part of the new curriculum. * Pupils to attend breakfast club and after school club * Intervention clubs for pastoral support at lunch times and during the school day to develop confidence and self esteem | * Continue to ensure all pupils get an equal opportunity to be involved in all aspects of school life and that no pupils are disadvantaged by not being able to pay * Attending clubs enables pupils to develop confidence and friendship groups through involving vulnerable learners in clubs and extra-curricular activities after school and during lunch times * Attending such clubs enables some learners to excel in learning that intrinsically motivates them and develops confidence and self esteem * Enabling children to have a healthy breakfast and positive start to the day plays an important role in preparing our children for learning and improves punctuality   Cost: £500 | * To send letters about clubs and trips home to specific families rather than relying on pupils to take them home. * Review and monitor attendance of PP children in clubs. * Review clubs, using pupil voice to ensure planned clubs meet the needs of the PP children. * Review punctuality and attendance of those pupils who attend breakfast club. | Tracy Boulter | Ongoing throughout the year |
| F.  To continue to engage parents in supporting their children at home and in school | * Links between home and school for our most vulnerable children are strengthened through additional termly meetings where targets are discussed * Parents will be provided with practical activities to support learning at home * Parental engagement activities and workshops will be delivered throughout the year | * The EEF research suggests that Parental engagement has a moderate impact for a moderate cost. Evidence suggest that it can have a positive impact on pupil attainment if carefully tailored to meet the needs of individuals. * Increasing parental engagement through termly meetings, workshops and parental engagement afternoons or open mornings will provide a range of opportunities for parents to be involve in their child’s learning and enable them to support at home.   Cost: Photocopying and resources £20 | * Parents will be invited personally and targeted to improve engagement * Parental questionnaires will be used to review effectiveness of the meetings and workshops * We will review participation in home learning | Tracy Boulter | Ongoing throughout the year |
| **Total budgeted cost** | | | | | **£520** |

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| **Review of expenditure for 2019 – 2020** | | | | | |
| **Academic Year** | |  | | | |
| **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** |
| 1. To ensure that Pupil Premium data continues to be accurate, tracked and monitored so that all children make expected Key Stage Progress from their starting point for Reading, Writing and Mathematics | * Data tracked termly until March 2020 through pupil progress meetings, Governor Data meetings and moderation (due to Covid restrictions) * Progress was tracked for individual pupils and the group PP to compare in school, locally and Nationally for R,W,M * Interventions used to target children who had fallen behind using assessments and conversations at pupil progress meetings. * External moderation carried out on Pupil Premium children to create case studies for impact | | * Data tracking and pupil progress meetings track and identify vulnerable learners and areas to develop, informing specific intervention needs and targeted support * Interventions are planned and carried out in to offer targeted support for vulnerable learners in all core subjects * High quality Interventions specifically target the needs of pupils and impact on progress and pupil outcomes * All children make expected progress from their previous key stage and year on year * Children make accelerated progress to enable the ‘gap’ to close the gap between them and their peers * External moderation focuses on vulnerable children to ensure that next steps are identified and data is accurate | This has proved to be a successful way for all teaching staff and leaders to know the progress and attainment of pupil premium pupils. This has been tracked and shred with all stakeholders up until March.  Date and progress tracked until March showed that Pupil Premium pupils were making good or better progress and that their attainment was in line with non PP children in each year group except one child in Year 6. There was no EYFS/KS1 or 2 data in July 2020 to use to show impact. This will continue to be a focus next year.  External moderation focused on PP children, ensuring that all data was accurate. This will continue to be a focus next year. | **£280 part cost of external moderation**  **Part of HLTA £10,000** |
| 1. To provide children with opportunities to develop reading and writing skills and application of these across the curriculum | * CPD linked to developing phonics teaching and purchase of new resources for focused groups * CPD linked to developing reading / writing across the school * Subject leaders focus on planning writing and reading opportunities across the curriculum * Class teachers planning opportunities to embed reading and writing skills in lessons. | | * Children will be provided with opportunities to develop their reading and writing skills within lessons as a result of quality first teaching * Opportunities will be provided for children to use and apply reading and writing skills within the wider curriculum, including wow days * Implementation of Active English * CPD for all members to develop quality first teaching | Phonics  Phonics teaching has improved significantly so that pupil premium children have been able to catch up with their peers. This data was tracked every 6 weeks. Pupils throughout the year were making accelerated progress.  This will continue to be a focus as and phonics tests will take place in Term 2.  Reading  Reading progress and attainment improved and was tracked up until March 2020. We will continue to monitor the impact of this next year.  All PP groups were tracked and in line with non PP children except Year 6.  Writing  Writing progress was evident but not In all year groups. PP children did make accelerated progress except in Year 6. This will continue to be focus next year. | **£60**  **CPD linked to DFE funding** |
| C. To ensure that misconceptions are addressed through accurate assessment for learning and high quality intervention at the point of teaching | * Active English training CPD for all staff. Implemented throughout school to improve SPAG. * CPD developed subject knowledge to support intervention * Interventions for phonics, spelling, grammar and punctuation * Marking and feedback targeted to SPAG | | * Assessment for learning is used to address misconceptions and targeted support is used as pre learning or catch up * A high quality spelling, punctuation and grammar intervention is implemented * A high quality phonics scheme is implemented * Adults are used effectively and deployed within lessons to target vulnerable learners | Misconceptions were addressed in the lesson. Staff CPD improved the accuracy and impact of marking and feedback on this.  Intervention within the class was effective and as small one to one or groups. Data showed progress being made until March. We have no data to analyse. This will continue to be a focus but as part of teaching and learning. | **Booster £400**  **Intervention part of £10,000 for staff member** |
| D. To ensure that the most able are being challenged through a range of greater depth activities and high quality provision | * Targeted support for the most able PP children through intervention or in class * PP Most able children tracked * CPD to develop Quality first teaching so that Most able pupils make good or better progress | | * CPD for all members of staff on how to challenge the most able pupils and develop mastery with greater depth * Most able pupils are tracked and next steps are identified in pupil progress meetings * Quality first teaching is developed and most able learners are targeted within lessons * Adults are deployed effectively and high quality intervention targets most able learners * Opportunities are planned for most able learners to develop higher level thinking skills across the curriculum | The most able pupils who are in receipt of PP made good or better progress until March.  The most able PP children continue to be work at Greater depth.  Intervention was carried out to support the most bale pupils.  Data was not able to be collected in July 2020. The most able PP children continue to attain well. We will continue to monitor this. | **Intervention part of £10,000 for staff member** |
| F. To ensure that children experience a wider curriculum and opportunities to engage and enhance their learning experiences including extra-curricular activities | * Children were able to access breakfast club to improve attendance * Children were able to access extra-curricular clubs * Children were able to attend school trips and experiences | | * Pupil premium children have a wider skills set by the time they leave school and a range of experiences to draw upon * Improved attendance and punctuality in school * Children experience a range of extra-curricular activities and experiences | Pupil premium attendance  Non PP attendance  Pupils engaged well with learning in school and at home. Pupils were able to attend breakfast clubs, magical maths and various trips and experiences to enhance their learning.  This will continue to be a focus | **£500** |
| G. To engage parents in supporting their children at home and in school | * Parental engagement meetings * Information sent home | | * Links between home and school for our most vulnerable children are strengthened * Parents will be provided with practical activities to support learning at home * Parental engagement activities and workshops will be delivered throughout the year | Parental engagement meetings worked well until March 2020. All PP children’s parents attended the meetings at least once. (These were termly so 3 were carried out)  Pupils were able to share learning and parents were more engaged with their school life. | **£20** |