

Pupil premium strategy statement and review for 2020-21

Summary information					
School	Watlington Community Primary				
Academic Year	2020-21	Total PP budget	£34,415	Date of most recent PP Review	November 20
Total number of pupils	163	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Sept/Oct 21
		Number of Service Pupils	7		
Mission statement					
<p>At Watlington School the school's vision is that all children will be confident, resilient, independent lifelong learners. To be able to do so all children should be able to access the curriculum. Pupil Premium will be spent to develop the following:</p> <ol style="list-style-type: none"> 1. Targeted support so that Year 6 Pupil Premium children make expected standard at the end of KS2 2. Increase reading and comprehension skills so that disadvantaged children access the curriculum and make at least age to age progress in reading. 3. Engagement and nurturing PP children, so that their fears and barriers to learning are reduced to enable them to access the curriculum and make sufficient progress. 4. Upskilling staff through CPD ensuring mastery approach to teaching maths to support all children across the school. 					

July 2019 data – due to COVID-19 this data was not updated. Please note these refer to very small cohort numbers.				
End of KS2	<i>Service</i>	<i>FSM</i>	<i>Service/FSM/Ever6</i>	<i>(national average)</i>
% achieving in reading, writing and maths	100%	100%	100%	65%
% achieving expected standard in reading	100%	100%	100%	73%
% achieving expected standard in writing	100%	100%	100%	78%
% achieving expected standard in maths	100%	100%	100%	79%
End of KS1				<i>(national average)</i>
% achieving in reading, writing and maths	100%	40%	40%	65%
% achieving expected standard in reading	100%	40%	40%	75%
% achieving expected standard in writing	100%	60%	60%	69%

% achieving expected standard in maths	100%	40%	40%	76%
% meeting required standard in Yr 1 phonics retake	N/a	N/a	N/a	95%
End of Ks1				
% meeting required standard in Yr 1 phonics	100%	95%	95%	90%

Barriers to future attainment (for pupils eligible for PP, including high ability)

A.	High proportion of Pupil Premium and SEN in class needs more targeted support than Quality First Teaching
B.	Pupil and parent understanding the difference between decoding and comprehension – reading and writing focus – specific to KS1
C.	Pupils with instability / vulnerabilities are provided with support in school when needed – in conjunction with outside agencies.

Desired outcome:		Success criteria:
A.	Targeted support for Pupil Premium children so they make expected standard at the end of each Key Stage across all subjects	Pupil Premium in line or close to national at the end of each key stage
B.	Increase reading and comprehension skills and ultimately writing skills so that disadvantaged children access the curriculum can make at least age to age progress in reading.	Pupil Premium children make at least age to age progress or close gaps to be in line or close to national.
C.	Engagement and nurturing PP children, so that their fears, barriers and individual circumstances are reduced to enable them to access the curriculum and make sufficient progress.	Consistency in positive attainment and progress.

How improvement will be measured:

A.	Analysis of test outcomes (QLA – Question Level Analysis), Pupil Progress Meetings, work scrutinies, lesson observations and end of year assessment.
B.	In Year and annual data and through Pupil Progress Meetings – narrowing of gap.
C.	Consistency in attainment and progress as seen in “in year” data. Wishes and feelings from children, safeguarding information to governors

Planned Expenditure						
Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A	<ul style="list-style-type: none"> • Pre teaching and post teaching of specifically targeted pupils. • Bespoke interventions for individuals and small groups targeting specific mathematical concepts. • Use of QLA/ AfL (Assessment for Learning) to identify need. • Use of highly qualified teaching assistants and teachers to deliver – all subjects 	<p>Research has shown that specific targeted support with quality 1st teaching improves outcomes</p> <p>(PLEASE NOTE THIS IS DIFFERENT FROM CATCH-UP FUNDING)</p>	<ul style="list-style-type: none"> • Effective monitoring, assessment and quality first teaching • Pupil Progress Meetings • Monitoring (Senior Leadership / Governors) 	Monitored by subject leads and HT	£10000 (staffing)	½ termly
outcome	<p>Throughout the year, even through lockdowns, Teaching Assistant have provided specific support to quality first teaching in the classroom. Identified children have been included in pre and post teaching to ensure that children can access lesson. Assessments and QLA have enabled class teachers to identify where gaps are and adapted teaching where appropriate. Internal data shows that vast majority of children are now back on track to achieve their predicted and targeted levels.</p>					
B	<ul style="list-style-type: none"> • Providing small group work and targeted support using QLA and AfL to overcome gaps in learning. • Booster groups, phonics groups etc. • Use of Reading Plus – including training of new staff (extended Reading plus paid for through Catch-up funding) 	<p>Research has shown that specific targeted support with quality 1st teaching improves outcomes</p>	<ul style="list-style-type: none"> • Effective monitoring, assessment and quality 1st teaching 	English Leads / class teachers	£10000 (staffing) £1750	½ termly

	<ul style="list-style-type: none"> VNET to improve stamina of writing 					
outcome	<p>Following the reopening of school in September and again on March 8th, assessments took place to target children on their return in April. Small group interventions were used in every class throughout the year to target specific children. NELI was used in Reception as well as specific mastery approaches to support catch-up in maths in reception. In other groups TA support was used to target phonics in KS1 as well as Reading and maths. Reading plus results have shown that fluency and comprehension has accelerated progress in KS2 children. By the end of the year the number of children needing further catch up is reduced from September and March 2021.</p>					
C	<ul style="list-style-type: none"> Nurture needs met through individual or group approaches (as appropriate) to support children. Where needed children can be referred to other outside agencies. Mental health Champion Training Mental health support in school 	<p>Mental health of pupils is important post lockdown and during Covid-19. It is widely agreed that children who have the opportunity to be supported maintain their attainment and progress.</p>	<ul style="list-style-type: none"> Regular monitoring and discussion with parents as well as outside agencies. 	R McGlone	Approx. £5000	At least half termly, earlier if need arises for a child.
	<p>This has had the greatest impact on children's return to school. Alongside the appointment of the Mental Health and Wellbeing coach one day per fortnight paid for through Catch-up funding) with a member of staff trained as a Mental Health and Wellbeing Champion and taking part in the DfE mental health support programme has had a great impact. Resources have supported staff with training. Using the Anna Freud Action plan to target and plan for the services alongside the coach has led to a whole school approach being developed and now being embedded into the school curriculum. Some children have received targeted nurture support from both the wellbeing coach and small group interventions by staff. A lunchtime club teaches yoga and supports children in tools and strategies such as breathing exercises which will aid and support all going forward.</p>					

Other expenditure includes:	<ul style="list-style-type: none"> • Payment of Educational visit fees for PP children to ensure access to visits and curriculum • Supporting breakfast club and music lesson fees for PP children • Supporting parents in dire financial difficulties or with extenuating circumstance 	All Pupil premium children are able to undertake all available opportunities and are not disadvantaged by cost.	<ul style="list-style-type: none"> • Monitored on a needs basis. Staff knowledge of PP children to ensure opportunities are not missed. • Monitored by PP governors – expenditure can be tracked via transaction reporting (Department Codes) 	R.McGlone	£5000	Half termly
	<p>Unfortunately, due to lockdown there has been no educational visits or music lessons in 2020-21 Pupil Premium has funded the following to support children in attending and accessing school and the curriculum.</p> <ol style="list-style-type: none"> 1. Subsidised breakfast club for children who have difficulty in attending or settling into school so that learning occurs 2. Taxi fares to enable 2 children to attend school where single parent is incapacitated and has no other forms of transport or support and children live outside of catchment area 3. Purchase of school uniform for parents in financial difficulties. 					
Total Brought forward into 21-22 budget	<p>Due to restrictions during the year 20-21 the school has been unable to spend all of its pupil premium amount from 20-21 and has carried the following amount forward. Some of this was due to allocation for Educational Visits as well as bespoke and targeted interventions by TAs during lockdowns that were limited.</p> <p>Total brought forward and agreed by NCC is: £14089</p>					