

Pupil premium strategy statement and review for 2019-20

Summary information					
School	Watlington Community Primary				
Academic Year	2019-20	Total PP budget	£34,160	Date of most recent PP Review	8.11.19
Total number of pupils	165	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 20
		Number of Service Pupils	8		
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. 					

Attainment July 2019 data – unfortunately this cannot be updated as NO statutory assessments were taken in 2020 Please note that these represent 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, requires further support and intervention
B.	Pupil and parent understanding the difference between decoding and comprehension – reading focus as follows SIDP
C.	Pupils with instability / vulnerabilities are provided with support in school when needed.
D.	Pupils are supported with behaviour so that they can make expected progress

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 therefore 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 expectations.
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.
D.	Pupil Premium children are supported to make the right choices with behaviour so that they access the curriculum and make sufficient progress	Children are active learners in an environment that supports learning for all pupils.

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
D.	Lesson observations, drop ins, monitoring visits by lead officer and governors, PSHE lessons, behaviour logs

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. 	Research has shown that specific targeted support with quality 1 st teaching improves outcomes	<ul style="list-style-type: none"> Effective monitoring, assessment and quality 1st teaching Pupil Progress Meetings Monitoring (Senior Leadership / Governors) 	Monitored by subject leads and HT	£10000 (staffing)	½ termly

outcome	Monitoring up until March 2020 including book scrutiny and testing results showed progress from starting points. For example, Scaled scored results below for each Y6 disadvantaged pupil. Unfortunately, due to Covid-19 the statutory assessments did not take place and therefore further results and progress cannot be monitored.									
	Year 6 Sample SATs test									
	Spelling Punct'ion Grammar				Reading				Mathemat ics	
	Sept	March			Sept	March			Sept	March
	106	113			106	104			96	101
	102	106			103				99	
	94	104			100	102			82	87
	97	101			101	111			97	106
102	106			107*	107			98	107	

KS1 – data for the whole cohort up until March 2020 also includes both PP and Non PP children making progress from their starting point and predictions for July 2020

	All below expected	Below	Just below expected (Target Group)	Expected	Above	Expected or above	End of year, expected or above
Reading	10/30 33%	5/30 17%	5/30 17%	14/30 47%	6/30 20%	20/30 67%	77%
Writing	12/30 40%	8/30 26%	4/30 14%	16/30 53%	2/30 7%	14/30 60%	63%
Maths	12/30 40%	6/30 26%	6/30 14%	13/30 44%	5/30 17%	18/30 61%	73%

EYFS Spring Data - again showed all children – including PP made good progress from Sep – Mar 2020 and were on track for National expectations.

Watlington Community Primary School 2019-20 Reception Data	Aut 1 Below target	Aut 2 Below target	Spr Below target	Sum Below target	Aut 1 On target	Aut 2 On target	Spr On target	Sum On target	Aut 1 Above target	Aut 2 Above target	Spr Above target	Sum Above target
Prime Learning Goals Combined (PSE, C&L, PD)	19/29 66%	19/30 63%	10/30 33%		10/29 34%	11/30 37%	20/30 67%		0/29 0%	0/29 0%	0/29 0%	
Specific Learning Goals Combined (Lit, Ma, UW, EAD)	26/29 90%	18/30 60%	12/30 40%		3/29 10%	12/30 40%	18/30 60%		0/29 0%	0/29 0%	0/29 0%	
Literacy Combined (R, W)	23/29 79%	13/30 43%	12/30 40%		6/29 21%	17/30 57%	18/30 60%		0/29 0%	0/29 0%	0/29 0%	
Maths Combined (Number, Shape and Space)	20/29 69%	15/30 50%	8/30 27%		9/29 31%	15/30 50%	22/30 73%		0/29 0%	0/29 0%	0/29 0%	

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. • Subject leaders to investigate and implementing the most appropriate method of developing higher level reading comprehension skills including the use of Reading Plus • Investigate and evaluate the impact of pilot 	Research has shown that specific targeted support with quality 1 st teaching improves outcomes	Effective monitoring, assessment and quality 1 st teaching	English Leads / class teachers	<p>£10000</p> <p>£3000 (invoice for R+ in 19-20 and then a further £1750 in April 20)</p>	½ termly
outcome	Reading plus was used effectively before and after lockdown. Governors were given data in the summer showing that those engaged with programme made good progress. Most children in Year 5 and 6 continued to engage with the programme in lockdown.					
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 of pupils is extremely important to ensuring good progress. It is widely agreed that children who have the opportunity to be supported maintain their attainment and progress.	Regular monitoring and discussion with parents as well as outside agencies.	HT – delegated to staff members	Approx. £2000 + activity materials	At least half termly, earlier if need arises for a child.
	Several children took advantage of this due to their individual circumstances. 2 pupils K and L spent a significant amount of time with members of staff to enable them to come to terms with a personal trauma. This was slowly reduced as their self-esteem and wellbeing were improved and they could access learning more easily. Other pupils received this on an ad hoc basis where it was felt there was a need. During lockdown staff spent a significant amount of their time telephoning individuals to ensure that they engaged with learning and kept a line of communication going with pupils targeted for this.					

D	<ul style="list-style-type: none"> Monitoring of target pupils take place. Parental discussions to raise understanding of the impact of poor behaviour. Celebrate good behaviour, use of TAs to ensure behaviour management is targeted Action taken where behaviour is poor. 	<p>Poor behaviour has a detrimental impact on learning. Targeted individual approach for persistent offenders as needs and barriers are all different.</p>	<ul style="list-style-type: none"> Regular and targeted monitoring of pupil's behaviour. Behaviour logs. Prompt intervention. Appropriate action taken as per the Behaviour and Discipline policy. 	HT – delegated to staff members	£10000	Half termly
	<p>Pupils targeted for support in each year group. Engagement with parents through Family Support Processes – use of time of both support staff and teaching staff. Use of rewards such as Dojo points to engage learners. Unfortunately, again due to Covid – the targeted approach was cut short and even with return to school it is difficult to assess the impact of the approach as all children have returned with barriers to learning e.g. stamina, lack of phonic knowledge,</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 e.g. Hilltops and Holiday clubs Supporting breakfast club and music lesson fees for PP children 	<p>All Pupil Premium children are able to undertake all available opportunities and are not disadvantaged by cost.</p>	<p>Monitored on a needs basis. Staff knowledge of PP children to ensure opportunities are not missed.</p> <p>Monitored by PP governors – expenditure can be tracked via transaction reporting</p>	HT	£4000	Half termly
	<p>Payments included:</p> <ul style="list-style-type: none"> Support for 3 days a week for a pupil for breakfast club Support for PP children to access guitar lessons Payment of educational visits in all classes. Payments were made for Hilltop that were refunded by Insurance after cancellation due to Covid-19 					
	<p>Underspend in 2021 - £1397 due to Covid-19. Added to budget for 2020-21</p>					