

Wharton CE Primary School
Pupil Premium Strategy Statement

2019 - 2020



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1. Summary Information

School:	Wharton CE Primary School				
Academic Year	2019 - 2020	Total PP Budget	£101,940	Date of most recent PP review	Spring 2019
Total number of Pupils	352	Number of pupils eligible for PP	75 (21%)	Date for next internal review of this strategy	July 2020

2. Current Attainment

	Pupils eligible for PP in KS2 (2019 Yr6)	Pupils not eligible for PP (national average) 2019	Pupils eligible for PP in KS1 (2019 Yr2)	Pupils not eligible for PP (national average) 2019
% achieving ARE or above in reading, writing and maths	32%	58%	38%	53%
% achieving ARE or above in reading	42%	72%	56%	72%
% achieving ARE or above in writing	58%	78%	38%	63%
% achieving ARE or above in maths	42%	75%	63%	66%

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Poor communication and language skills
B	Lack of parental engagement
C	Lack of awareness/training to support knowledge and understanding of the impact of attachment and trauma on children
D	Self-belief, motivation and aspirations of pupils is poor
E	Increasing numbers of children with Significant needs that require a bespoke curriculum/setting.
F	Increasingly tight budget, limits the staffing requirements needed to support the most vulnerable
External barriers (issues which also require action outside school, such as low attendance rates)	
G	Poor attendance and limited support from some parents/carers
H	Safeguarding and welfare issues particularly linked to trauma and attachment and mental health
I	Poor social skills have a detrimental effect on some children's capacity to fully engage in school
J	Deprivation linked to poor income, lack of employment, lack of education skills and training, poor health and involvement with crime plays a significant part in the management of children when providing an accessible curriculum.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Improved outcomes closing the gap between Pupil Premium pupils and pupils national at the end of EYFS, KS1 and KS2. (Measured termly using internal tracking system, then annually against National Standards and LA benchmarking).	Progress shows pupils becoming more in line with National non-PP
B	Improved phonics and reading skills for PP pupils at end of KS1 (Half-termly tracking data and annual data).	Phonics progress shows PP pupils are more in line with National non-PP.
C	Improved writing attainment at KS1 and KS2 for PP pupils (Through monitoring of books in English and Topic books, pupil voice and internal data tracking).	Progress shows number of PP children at expected standard is increasing to become more in-line with national PP.
D	Improved attendance, punctuality and engagement of PP pupils	Qualitative data to show improvements in these areas. Attendance data to improve for this group.

5. 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 after analysis of 2018-19 data.					
i. Quality of teaching for all (Teaching Assistants to ensure PP pupils supported, CPD for staff)					
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?
Pupil Premium children make progress from the end of KS1 to end of KS2 (A)	Quality first teaching Appropriate interventions Purposeful tracking Pupil progress meetings Formative assessment Purposeful curriculum In house moderation and WEP moderation	Ensure a positive impact on structured learning so that staff can effectively target PP children within the class setting.	Pupil progress meetings Assessment Pupil voice Curriculum lead monitoring	Teachers SLT PP lead Curriculum leads Standards committee	Ongoing
Year 2 Pupil Premium children who achieved GLD in EYFS to be at least expected standard. (A)	Quality first teaching Appropriate interventions Purposeful tracking Pupil progress meetings Formative assessment Purposeful curriculum In house moderation and WEP moderation	Ensure a positive impact on structured learning so that staff can effectively target PP children within the class setting.	Pupil progress meetings Assessment Pupil voice Curriculum lead monitoring	Teachers SLT PP lead Curriculum leads Standards committee	Ongoing
From baseline EYFS Pupil Premium children to make good or better progress from low starting points (A)	Baseline assessment Quality first teaching Appropriate interventions Purposeful tracking Pupil progress meetings Purposeful curriculum based around their interests In house moderation and WEP early years group moderation	Ensure a positive impact on structured learning so that staff can effectively target PP children within the class setting.	Pupil progress meetings Assessment Pupil voice Curriculum lead monitoring	Teachers SLT PP lead Curriculum leads Standards committee	Ongoing
Pupil premium children to make good or better progress towards expected standards in phonics and reading by the end KS1 (for current year 1, year 2 and year 3) (B)	Baseline assessment Quality first teaching Appropriate interventions Purposeful tracking Pupil progress meetings	Ensure a positive impact on structured learning so that staff can effectively target PP children within the class setting.	Pupil progress meetings Assessment Pupil voice Curriculum lead monitoring	Teachers SLT PP lead Curriculum lead Standards committees	Ongoing
Pupil Premium children in all year groups to make progress in writing in addition to end of KS1 and end of KS2 (C)	Baseline assessment Quality first teaching Appropriate interventions Purposeful tracking Pupil progress meetings	Ensure a positive impact on structured learning so that staff can effectively target PP children within the class setting.	Pupil progress meetings Assessment Pupil voice Curriculum lead monitoring	Teachers SLT PP lead Curriculum leads Standards committee	Ongoing
Total budgeted cost					£41609

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?
To ensure the most vulnerable children have a safe environment to talk	ELSA & Talking & Drawing therapy - social and emotional outlet to improve engagement with school life.	Number of children on TAF, CIN, CP. LAC has increased. An increasing number of children displaying behaviours of attachment and trauma issues.	Monitoring by SENDCO, SLT and Safeguarding led ELSA supervision	SENDCO PP	Half termly
To ensure social, communication and language needs are addressed in a timely manner.	SALT and Wellcomm assessment and Ginger bear Targetted intervention to ensure children can communicate their wants and needs effectively as they move through school.	On entry to EYFS (2019) 45% of children were below in Wellcomm. Interventions are set up as a result of the baseline on entry to EYFS and ongoing assessment throughout school.	Monitoring by SENDCO SALT cluster groups	SENDCO PP	Half termly
To ensure children have an appropriate awareness of how to stay safe physically, emotionally and socially. To ensure all children are fully prepared for the world they live in.	Purple Mash, 1decision Heartsmart, Consistent approach to fostering positive behaviour and wellbeing to allow all children to flourish.	Children enter school with poor awareness and a lack of knowledge and understanding for how to stay safe.	Curriculum lead monitoring Pupil progress meetings PP lead	Curriculum leads PP lead	Half termly
To support children in basic skills in which to build future learning.	Nessy/123 maths/bug club Bespoke intervention that supports the needs of individuals	In house data and evidence from interventions shows children make good progress when supported with bespoke interventions for number, reading & spelling.	Monitoring by SENDCO and PP lead Curriculum lead	SENDCO PP lead	Half termly
Targeted support budgeted cost					£22040
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?
Pupil Premium children's attendance to improve to be in line with national	Phone calls, texts and home visits if needed Attendance focus weeks Attendance panel meetings Weekly class attendance certificates EWO audit FPN's where appropriate	Ensure children attend school to allow them to achieve.	Pupil progress meetings Daily attendance systems in place with office and Safeguarding lead	Safeguarding & welfare Officer Governors SLT	Daily
Pupil premium children's punctuality to improve.	Late Gates Conversations with parents Attendance panel meetings EWO audit	Ensure children arrive on time to ensure they don't miss learning	Pupil progress meetings Daily attendance systems in place with office and Safeguarding lead	Safeguarding & welfare Officer Governors SLT	Daily
Other approaches budgeted cost					£38291
TOTAL SPEND					£101940

Summary of PPG Spending

Objectives in spending PPG:

Quality of teaching - Partially completed due to COVID-19

Pupil Premium children make progress from the end of KS1 to end of KS2 (A)

1-1 and small group interventions were working well until school closure in March 2020. Unable to assess overall effectiveness and Pupil premium progress due to lack of end of year data.

Year 2 Pupil Premium children who achieved GLD in EYFS to be at least expected standard. (A)

Through Autumn term pupil progress meetings 75% were on track to be at least expected standard. Unable to assess overall progress due to lack of end of year data due to closure in March 2020

From baseline EYFS Pupil Premium children to make good or better progress from low starting points (A) EYFS baseline carried out. Unable to assess overall progress due to lack of end of year data due to school closure in March 2020.

Pupil premium children to make good or better progress towards expected standards in phonics and reading by the end KS1 (for current year 1, year 2 and year 3) (B)

Phonics baseline carried out in Autumn term. Children then taught in small groups according to their phonics phase and extra booster sessions took place. Unable to assess overall progress due to lack of end of year data due to school closure in March 2020.

Pupil Premium children in all year groups to make progress in writing in addition to end of KS1 and end of KS2 (C)

Writing monitored by Curriculum leads., New pathways programme to writing being used across school. Support given to class teachers from curriculum leads if needed. Unable to assess overall progress due to lack of end of year data due to school closure in March 2020.

Targeted Support

To ensure the most vulnerable children have a safe environment to talk

ELSA has been provided to the most vulnerable children during the autumn term. Drawing and Talking programme was carried out during the Autumn term and until school closure in March 2020. Phone calls home were made by the ELSA practitioner to the children she normally saw face to face to ensure children had a person to talk to and were safe. Phone calls home were documented on CPOMS. Unable to assess overall impact due to school closure in March 2020

To ensure social, communication and language needs are addressed in a timely manner.

SALT TA worked directly with children who had specific targets. Wellcomm carried out with all reception children in Autumn term as a baseline. 1:1 and small group interventions were working well until school closure.

Unable to assess overall impact due to school closure in March 2020

To ensure children have an appropriate awareness of how to stay safe physically, emotionally and socially.

To ensure all children are fully prepared for the world they live in.

Purple Mash (ICT scheme), One decision and Heartsmart programmes are used to cover this. Unable to assess overall impact due to school closure in March 2020

To support children in basic skills in which to build future learning.

Quality first teaching takes place and this is monitored through book scrutiny and learning walks. Other interventions: Nessler, 123 maths, bug club are used to support children who need basic gaps filling. Unable to assess overall impact due to school closure in March 2020

Other Approaches

Pupil Premium children's attendance to improve to be in line with national.

Pupil premium children's punctuality to improve.

Safeguarding and Welfare Officer works closely with EWO. Attendance gates carried out in the Autumn term and attendance panels held to ensure support is in place for families who are struggling with poor attendance. Weekly attendance certificates in place to promote attendance. Unable to assess overall impact due to school closure in March 2020