

Wharton CE Primary School
Pupil Premium Strategy Statement

2020 - 2021



1. Summary Information

School:	Wharton CE Primary School				
Academic Year	2020 - 2021	Total PP Budget	£134900	Date of most recent PP review	Spring 2020
Total number of Pupils	351	Number of pupils eligible for PP	100	Date for next internal review of this strategy	July 2021

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	No data available for this academic year due to the national COVID pandemic			
% achieving ARE or above in reading				
% achieving ARE or above in writing				
% achieving ARE or above in maths				

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 on entry to school
B	Lack of parental engagement which has increased due to the restrictions of COVID 19
C	The effect of the impact of attachment and trauma on children's mental health and well-being and their academic ability.
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	Increasing 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.
K	Impact of lockdown due to the COVID 19 pandemic and the missed time in school.

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		2020 - 2021			
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	Evaluation - Partially completed due second National lockdown.
Pupil Premium children make progress in reading, writing and maths 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	14 PP children; 2 children joined in year 4. In reading 71% children made good or better progress. 2 children who didn't both were SEN and 1 child didn't attend school during lockdown. In writing 64% children made good or better progress. 3 children who didn't make expected progress were SEN; 2 of these children didn't attend school during lockdown. In Maths 71% made good or better progress. 2 children who didn't were SEN and didn't attend school during lockdown.
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	6 PP children 4 of these children achieved GLD and made at least expected progress.
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	80% made good or better progress from baseline in EYFS.
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	Year 1 - 2/8 children made good or better progress in phonics. Year 2 - 5/6 children made good or better progress. Year 3 - 9/12 children made good or better progress.
Total budgeted cost					£52788

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	Evaluation - Partially completed due second National lockdown.
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	21% children have regular weekly sessions with Mrs Brown. 15% have Nurture an 6% have ELSA. During lockdown these continued in the form of phone calls home where Mrs Brown spoke to the children. All children felt safe and secure; sharing any concerns or worries they had and given strategies to cope if needed.
To ensure social, communication and language needs are addressed in a timely manner.	SALT and Wellcomm assessment and Ginger bear Targeted intervention, NELI programme 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	All reception staff were trained in NELI however due to the pandemic this was not carried out. Wellcomm assessments carried out by SALT TA first few weeks in Autumn term for the whole of Reception as baseline for communication and language needs. Targeted interventions put in place and then communication and language needs reviewed at the end of the year showing children made good progress. Ginger bear targeted intervention for 6 children.
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	Every class using purple mash, 1 decision and heartsmart throughout the year as part of the curriculum. PSCO's delivered Knife crime sessions to year 6 children. Circle time takes place regularly in classes to talk about staying safe.
To support children in basic skills in which to build future learning.	Nessy/123 maths/bug club, third space learning 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	19 children access 123 maths online programme to support their basic skills in maths at least 3 times a week. 22 children access Nessy online programme to support their basic skills in spelling and reading.
Targeted support budgeted cost					£39821
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	Evaluation- Partially completed due second National lockdown.
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	Our safeguarding officer meets monthly with EWO for children with less than 90% attendance. This decides which families a meeting will be held with by our Safeguarding and Welfare officer and who the EWO meets with. Letters are also sent out. During lockdown welfare calls were made to families to check on their well-being and ability to access work. TAFs were also opened to support other issues that were impacting on attendance. Certificates to celebrate increased attendance were sent home.

					All children improved their attendance to be more in-line with national
Pupil premium children's punctuality to improve.	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	During 2020-2021 the start of the school day has been increased so that children can arrive between 8.50am to 9.10am which has ensured we are meeting COVID guidelines with a staggered start to the day and a one-way system. If families were constantly late Safeguarding and welfare officer would speak to the family to found out why and help to support them.
Other approaches budgeted cost					£42291
TOTAL SPEND					£134900