

Pupil premium report Warton Nethersole's CE Primary

Planned expenditure 2020-2021 and review of impact 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	January 2020	Date of next pupil premium review:	Autumn 2020
Total number of pupils:	158	Total expected pupil premium budget 2020-2021:	£23,175
Number of pupils eligible for pupil premium:	12 PP and 3 CLA	Amount of pupil premium received per child:	£1,345 PP £2,345 CLA

STRATEGY STATEMENT

Principles

The way in which we spend our pupil premium funding is influenced by current research and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

Objectives

- To raise attainment in reading, writing and maths for both disadvantaged pupils and their peers
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

Our recent strategies had started to show a positive impact across the school in the spring and autumn terms before lockdown. Our focus on developing resilience and independence will need to be continued and emotional support for all children will be extended into 2020-21 due to the COVID-19 pandemic.

Our strategy is delivered by various approaches ranging from improvement at whole school level through quality first teaching, to small group and 1:1 tuition including personalised learning using a person centered planning model.

Assessment information 2019-2020 (Teacher Assessments based on predictions prior to lockdown)

EYFS

NB EYFS data is not published for this school as it is part of a national pilot for the revised Early Learning Goals

Pupils eligible for pupil premium (PP)

Pupils not eligible for PP

YEAR 1 PHONICS CHECK 16 PUPILS

Pupils eligible for PP

Pupils not eligible for PP

National average

1 pupil achieved standard

12 of remaining 15 pupils achieved standard 80%

82%

END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP	
Number of pupil premium children in Year 2	2	School average	National average 2018-2019
% achieving expected standard or above in reading, writing and maths	50%		
% achieving expected standard in reading	50%	71%	75%
% achieving expected standard in writing	50%	57%	69%
% achieving expected standard in maths	100%	86%	79%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
Number of pupil premium children in Year 6	6 pupils	School average	National average 2018-2019
% achieving expected standard or above in reading, writing and maths	4 pupils 67%		
% achieving expected standard in reading	5 pupils 83%	84%	73%
% achieving expected standard in writing	4 pupils 67%	56%	78%
% achieving expected standard in maths	5 pupils 83%	84%	79%
% making at least expected progress in reading	5 pupils 83%	88%	
% making at least expected progress in writing	6 pupils 100%	76%	
% making at least expected progress in maths	6 pupils 100%	100%	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Many pupil premium children enter school with skills significantly behind those of non-pupil premium children in literacy and maths, including poor vocabulary and communication skills.
B	Attainment in writing is below expectations and PP children make less progress than others (linked to reading support at home). A high percentage of PP children (79%) did not engage with online writing and reading activities provided through the school's learning platform during lockdown.
C	A lack of resilience, that negatively affect the learning behaviours that support independent learning for some pupil premium children, including the social and emotional needs of all children who have had different experiences of 'lockdown'.

ADDITIONAL BARRIERS

External barriers:

D	Lower attendance rate of pupil premium compared to non-pupil premium
E	Low levels of parental engagement, including not supporting homework (particularly those children not engaged with learning during the lockdown)
F	Lack of access to extra curricula activities at home (especially books)
G	Poor parenting skills from a small percentage of pupil premium children

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>The percentage of PP pupils entering and leaving Reception with communication skills 'typical' for their age increases. Supported by CPD for Nursery staff (Phonics, Time to Talk Tier 3) and intervention programmes / resources as required, and monitored by half-termly progress reviews.</p> <p>(Parents are partners in their children's learning and support early reading and writing activities. They actively engage with the EYFS curriculum through the Tapestry on line learning platform - see E/F)</p>	<p>PP pupils achieve a GLD at least in line with national averages.</p>
B	<p>The percentage of pupil premium pupils achieving expected standards in writing and reading at the end of KS1 increases as a result of catch up in the early years. Progress is supported by intensive reading and phonics intervention programs as necessary and monitored by half-termly progress reviews.</p> <p>Children across the school are writing for a purpose and have clear and effective strategies to support the compositional elements of their work including spelling patterns and rules, features of different genres and grammar.</p>	<p>All pupils are receiving QFT using Power of Reading, Talk for Writing and No Nonsense Spelling.</p> <p>Yr 2 and Yr 6 end of KS reading and writing results are at least in line with national and improving for PP children.</p> <p>Yr 2 and Yr 6 end of KS results show an average increase of 3-5 marks compared to previous year,</p>
C	<p>Pupil premium children at EYFS, KS1 and KS2 will develop 'learning power' and be more resilient and independent learners through targeted emotional support from Family Support Worker and nurture groups. Reviews of the impact on academic progress half-termly. Case studies of individual children.</p>	<p>New FSW is offering a range of support in school and signposting families to correct agencies within one week of referral. Parents engage with early help support when offered and outcomes impact positively on the mental health of pupils.</p>

D	Improve the attendance of pupil premium children. Engage with parents (letters / newsletters / attendance reward assemblies). Track through SIMS attendance data.	Attendance of PP children is at least 97%.
E,F,G	Pupil premium parents engage in school learning and homework initiatives including on-line reading and activities posted on the Tapestry online platform. Pupil premium pupils attend after school clubs including 'The Hub' (Homework Club) and parental engagement is promoted through these initiatives. Parents engage with Family Support Worker and are signposted to appropriate support around any family issues. Reviews of the impact on academic progress, attitudes to learning (teachers) and review of progress against social / emotional targets (FSW) half-termly.	The vast majority of PP children complete all homework, and parents engage with online learning on Tapestry. Parents engage with early help support when offered and outcomes impact positively on the mental health of pupils.

Planned expenditure for academic year 2020 – 2021

ACADEMIC YEAR 2020 - 2021						
Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
<p>Embed 'Talk for Writing and Power of Reading'. Refresh staff CPD. Improve resourcing so that books explicitly match reading/phonic ability.</p> <p>Make sure all children are logging in to online reading and engaging with online learning on Tapestry.</p>	<p>Attainment in writing and maths is accelerated and the gap between PP and their peers is closing.</p>	<p>POR strategies have a proven impact on reading standards. PP children need to develop a love of reading and access high quality reading material.</p> <p>Improved pedagogy in writing through POR impacts positively on all children in class lessons and intervention groups.</p>	<p>Subscription to the POR project and FOCUS maths with staff CPD.</p> <p>Half-termly monitoring and evaluation schedules for PPM, lesson observations and other monitoring activities, moderation.</p>	HT and SLT	<p>£1,000 for POR subscriptions and CPD</p> <p>£4,000 for reading resources</p> <p>£900 for Tapestry subscription</p> <p>£1,400 for Pearson subscription (Phonics / Bug Club)</p>	<p>Reviewed at the end of each half term in pupil progress meetings.</p> <p>Review overall progress at the end of the academic year.</p>

<p>Provide at least 3 weeks PSHE curriculum for all pupils as a result of COVID-19</p> <p>FSW is in place and children who are experiencing anxiety and mental health issues are supported and all children are able to flourish.</p>	<p>Staff are able to use a wide range of strategies to identify and support children with SEMH issues.</p>	<p>Research shows that a better awareness of mental health issues will enable all staff to reduce emotional barriers to learning.</p>	<p>Training sessions for Ongoing CPD throughout the year for person-centered planning and mental health trauma.</p>	<p>HT and SENDCo</p>	<p>FSW £10,000</p>	<p>December 2020 April 2021 July 2021</p>
<p>Budgeted cost</p>						<p>£15,300</p>

Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual cost	When will you review this?
<p>Pupils receive targeted interventions, within lessons and before / after school.</p> <p><u>Reading</u> Increase reading sessions in school for PP pupils including access to BRP (outside of school timetable)</p>	<p>Selected pupils make accelerated learning.</p>	<p>Sutton Trust Research shows that targeted support is effective in accelerating progress</p> <p>School already uses 'Better Reading Partners' which is a highly effective catch up programme.</p>	<p>Level 3 TAs continue to receive training to deliver programmes with a proven track record of improving outcomes.</p> <p>Formal observations of interventions.</p> <p>Learning walks and book scrutinies to examine impact. Termly scrutiny of data. Half termly pupil progress meetings.</p>	<p>Head Teacher and SLT</p>	<p>HLTA hours for intervention strategies 18 hours per week @ £12.00 hour = £216 x 30 weeks £6,480</p>	<p>December 2020 April 2021 July 2021</p>
<p>Increase participation of pupils in homework</p>	<p>The Hub Homework club for PP pupils and provision of revision guides and breakfast club revision.</p>	<p>Evidence shows that PP pupils rarely complete homework, and parents do not buy revision guides.</p>	<p>Monitor attendance at the club and completion of homework.</p>	<p>SJB</p>	<p>2 hours @ £10.00 hour = £20.00 x 36 weeks £720.00</p>	<p>December 2020 April 2021 July 2021</p>
<p>Budgeted cost</p>						<p>£7,200</p>

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual cost	When will you review this?
Pupil premium children to enter school with higher basic skills.	School to expand nursery provision, and continue to invest in QFT for pre-school pupils.	<p>Although outcomes have improved our baseline shows that some pupils continue to enter school without the required skills to access the curriculum.</p> <p>Implementing a quality, school led, Nursery provision was at least a 2year strategy for HT and Governors. Improved outcomes in 2019-2020 need to be sustained.</p>	<p>HT and Governors to monitor impact of Nursery provision.</p> <p>Nursery staff to access CPD.</p> <p>Monitoring activities and supervision to be carried out by EYFS Leader.</p> <p>Performance Management to be carried out by HT.</p>	Head Teacher EYFS Leader		Half-termly reviews to examine the impact of provision.
<p>Better support for families in order that they can develop more appropriate parenting.</p> <p>Pastoral support for pupils to improve emotional resilience.</p>	Appointment of Family Support Worker to: engage with parents, chase attendance issues, attend Early Support meetings, provide counselling and small group support eg. SULP	Apathy from some of our PP families, and poor parenting skills.	Measure the impact of the work of the FSW on attainment of PP children supported.	SJB / FSW		December 2020 April 2021 July 2021

Pupils to have wider experiences	To fund PP year 6 residential to Culmington Manor. Whole class music tuition for Maple and Rowan. Subsidise school trips for PP as appropriate.	History shows that at our school it is often PP who miss out on extra-curricular experiences and music tuition.	All pupils who wish to attend an event will have an opportunity. Quality music tuition from County Music Service, including provision of instruments.	HT	£650 subsidy for residential	On-going
Total budgeted cost:						£23,150

Review of expenditure from previous academic year 2019-2020

PREVIOUS ACADEMIC YEAR

Total amount: £20,440

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Embed 'Power of Reading' and 'Talk for Writing'. Invest in staff CPD. Introduce more whole class reading to model effective analytical skills.</p> <p>Introduce quality texts and teach units of work from POR that lead into writing.</p>	<p>Improve reading and writing outcomes across the school.</p> <p>Close gaps between PP and their peers.</p>	<p>Outcomes were improving for all children. All teaching was securely good or better with improved modelling of writing and deep text analysis observed in lesson observations and drop ins.</p> <p>Children more aware of the raised expectations in writing.</p> <p>83% PP pupils made expected or better progress in writing, and 100% in reading EOY in Key Stage 2 (teacher assessment)</p> <p>High impact</p>	<p>Whole school implementation of writing and reading support underpinned with CPD and SLT support and monitoring is effective in raising standards in reading and writing and will continue to be embedded next year.</p>	£4,000
<p>Whole school engagement with SEMH CPD across the year.</p>	<p>Staff able to support children with SEMH issues and emotional barriers to learning are reduced.</p>	<p>Children were well supported and learning outcomes were improving before lockdown. High impact</p>	<p>During 2020-2021 we will look to continue to develop our capacity to deliver high quality SEMH provision.</p>	

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Additional TA hours to run interventions before and after school.</p> <p>Breakfast and booster classes and The Hub to provide support for PP with homework activities and</p>	<p>Pupils have accelerated learning through targeted interventions.</p> <p>Increase in number of pupils who extend their learning at home.</p>	<p>Intervention programs, 1:1 and small group support were effective in closing gaps and accelerating learning:</p> <p>The Hub homework club had high levels of participation particularly for Year 6 pupils leading up to SATs and before lockdown. This led to accelerated progress in reading and maths.</p> <p>High impact</p>	<p>Running the interventions before and after school was effective and will continue next year. Targeted interventions remain an important part of our strategy for PP children.</p>	<p>£9,200</p>

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
Pupil premium children to enter school with higher basic skills.	Establish a school nursery providing a high quality EYFS curriculum.	School Nursery provision is established. Baseline of children entering school was higher than in previous years. Children's language skills are improving. High impact	School will continue to run Nursery provision and invest in high quality CPD for staff.	£6,250
Better support for families from FSW in order to develop parenting skills. Pastoral support for children to develop emotional resilience.	Improved learning behaviours and better attendance. Higher levels of parental engagement.	Our FSW was invaluable in supporting some extremely vulnerable children who had suffered bereavement. Work with other parents had mixed results however and impact was difficult to measure. Medium impact	This is valuable provision which offers long term support to parents and children and will continue next year.	
Pupils to have wider experiences.	Music lessons, cooking club, subsidised residential trip for PP children.	Although difficult to measure direct impact on pupil progress this does allow children to develop wider cultural capital and gain equal access to the wider curriculum. Low impact	This is one of the most important elements of the funding from parents' perspective and will continue next year. Impact was reduced this year due to lockdown.	