

Annex 2c: Pupil premium strategy statement (primary)

School	Walbottle Village Primary School				
Academic Year	19-20	Total PP budget	£88,440	Date of most recent PP Review	Sept 2019
Total number of pupils	190	Number of pupils eligible for PP	53	Date for next PP Strategy Review	Sept 2020

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% At Standard in reading, writing & maths (or equivalent)	33% (75% na)	29% (65% na)
progress in reading KS1-2	-2.6	
progress in writing KS1-2	-1.4	
progress in maths KS1-2	1.2	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Disadvantaged pupils that have mental health barriers, including low self-esteem, self-awareness and anxiety hinders concentration, focus and determination in school.
B.	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas or basic skills.
C.	56% of children on the SEN register are also disadvantaged. 28% of pupils in school are eligible for PP, in addition to 19% having SEN.

External barriers *(issues which a so require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils eligible for PP and whom are persistent absentees, fall below the national figure of 91.3 %. Attendance rates for pupils eligible for PP are 94% compared to the figure nationally 96%. This reduces their school hours and causes them to fall behind on average.
-----------	--

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Provide all children (including disadvantaged) opportunities to gain basic life skills, ie tying laces, riding a bike, learning the value of money through a whole school initiative	Disadvantaged children learn basic skills through targeted intervention from school and home. They will be rewarded with a badge when they achieve the skill.
B.	Continue to support and strengthen the mental well-being of all PP children.	Pupils eligible for PP feel loved, happy and safe in school. Support is given to those who require it through Barnardos Counselling services, educational psychologist involvement, SEN services etc. Staff are trained in mental health and provide support or opportunities to be more mindful or to reflect.
C.	Increase the percentage of disadvantaged children achieving GDS so it is more in line with the national figure	Target disadvantaged children who are capable of achieving GDS/ improve rates of attendance for these children also so that they are in school to be targeted. G&T pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils in this group exceed age related expectations.
D.	Increased attendance rates for pupils eligible for PP. Reduce the number of disadvantaged persistent absentees	Overall PP attendance improves from 94% to 96% in line with 'other' PP pupils nationally. Disadvantaged persistent absentees attend school more regularly. Percentage improves from 82.25% to more in line with the national figure of 91.3%.

E.	Ensure equality of opportunity	More children entitled to pupil premium will access the services/opportunities available to them. This will be logged electronically and managed.
F.	Ensure that the disadvantaged/SEN pupils are progressing in line with the non - SEN/disadvantaged pupils across school	<p>Progress of groups monitored termly to ensure every pupil is on track to make progress and that gaps between disadvantaged/SEN are narrowing compared to that of their non- SEN/disadvantaged pupils</p> <p>After school lessons boost progress of those who are eligible for PP/SEN.</p>

5. Planned expenditure					
Academic Year	2019-20				
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					
i. Quality of teaching for all					
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?

<p>Provide all children (including disadvantaged) opportunities to gain basic life skills, ie tying laces, riding a bike, learning the value of money through a whole school initiative</p>	<p>Introduction of a whole school initiative where children earn badges</p> <p>SLT release time to plan and develop a suitable scheme in line with age related expectations. SLT to discuss with staff members how evidence is recorded.</p> <p>Funds to buy the badges</p> <p>Trips and visits</p>	<p>Those who are rewarded for their efforts are more likely to learn a new skill.</p>	<p>Children regularly receive badges and the spread sheet is updated</p> <p>The profile for a new initiative is raised.</p> <p>Children learn skills that they may not have learnt before</p>	<p>Deputy Head + other SLT members</p> <p>Class Teachers</p> <p>Parents</p>	<p>Summer 2020</p>
--	---	---	---	---	--------------------

<p>Increased attendance rates for pupils eligible for PP.</p> <p>Reduce the number of disadvantaged persistent absentees</p>	<p>Numerous incentives for children to strive for high attendance levels, including half-termly trips for full classes, golden ticket rewarded to individuals with 100% weekly attendance, as part of whole school behaviour/attendance system where children swap points for rewards.</p> <p>Parents are invited in to discuss individual attendance plans and parenting contracts.</p> <p>Attendance Service for those who are not engaging appropriately.</p> <p>Fines for those who take term time holidays</p>	<p>Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance so we are trying new strategies to engage parents and therefore engage children.</p> <p>Research suggests that a supportive and punitive approach to attendance works best with many families.</p>	<p>Attendance will improve for those not meeting current targets. Better attendance in school will result in better progress made.</p> <p>Legal consequences for consistent and unauthorised low attendance.</p>	<p>All teachers/SLT to monitor</p> <p>Office staff/attendance officer</p>	<p>Summer 2020</p>
Total budgeted cost					<u>£25,000</u>
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?
<p>To support and strengthen the mental well-being of all PP children</p>	<p>Support is given to those who require it through Barnardos Counselling services, educational</p>	<p>Children, who suffer with their emotional wellbeing, find it difficult to concentrate and focus and are less likely to succeed in personal and academic achievements.</p>	<p>Pupils eligible for PP feel loved, happy and safe in school. Children may talk about difficulties that they are facing, but they have strategies of coping that teachers have helped them to apply.</p>	<p>All staff</p>	<p>Summer 2020</p>

	<p>psychologist involvement, SEN services etc.</p> <p>TAs/ T to run a group x 1 hr weekly during enrichment time on a Friday to support vulnerable chn/ raise wellbeing</p>	<p>Teachers, who are better informed about mental health issues and how to deal with them, make better decisions to help children cope in daily activities. If teachers are taught how to help children break down barriers that are affecting their mental health then children are more likely to find happiness and success.</p>	<p>Parents, teachers and other agencies work together to support the child.</p>		
<p>Increase the percentage of disadvantaged children achieving GDS so it is more in line with the national figure</p>	<p>Target disadvantaged children who are capable of achieving GDS (booster, in class)</p> <p>Improve rates of attendance for this group of children so that they are in school to be targeted.</p>	<p>In KS1, disadvantaged children achieving GDS is below the national average in reading and maths.</p> <p>In KS2 disadvantaged children achieving GDS is below the national average in reading, writing, GPS and maths.</p>	<p>Attendance issues for HA/disadvantaged pupils are targeted by attendance officer</p> <p>Class teachers are aware of which children are HA/disadvantaged and target these children to ensure rapid progress so those that are eligible for PP exceed age related expectations.</p> <p>HT will hold progress meeting termly to discuss outcomes for all groups in each year group. Those who are falling behind will be monitored</p> <p>.</p>	<p>HT/DHT</p> <p>Class teachers</p> <p>Attendance officer</p>	<p>Summer 2020</p>
<p>Ensure that the disadvantaged/SEN pupils are progressing in line with the non - SEN/disadvantaged pupils across school</p>	<p>Progress of groups monitored termly to ensure every pupil is on track to make progress and that gaps between disadvantaged/SEN are narrowing compared to that of their non-SEN/disadvantaged pupils</p> <p>After school lessons boost progress of those who are eligible for PP/SEN.</p>	<p>56% of children on the SEN register are also disadvantaged.</p> <p>28% of pupils in school are eligible for PP, in addition to 19% having SEN.</p>	<p>HT will hold progress meeting termly to discuss outcomes for all groups in each year group. Those who are falling behind will be monitored.</p>	<p>HT/DHT</p> <p>Class teachers</p>	<p>Summer 2020</p>

Total budgeted cost					£25,000
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?
Ensure equality of opportunity	<p>Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons</p> <p>The school is open to pupils from 8.15-4.30</p> <p>All new starters are given a free uniform</p>	<p>Subsidising breakfast club ensures that all children who attend receive a healthy and nutritional breakfast every day. As a result of a healthy breakfast children are ready to learn.</p> <p>Breakfast club has also helped our children who were continuously late become on time for school, putting them at ease at the start of the day.</p> <p>Extra – curricular activities offer disadvantaged children the chance to learn a new skill or practise a talent. This brings happiness and confidence to our pupils.</p>	More children entitled to pupil premium will access the services/opportunities available to them. This will be logged electronically and managed.	<p>SLT/class teachers</p> <p>DT</p> <p>TAs</p>	September 2020
Total budgeted cost					£35,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Provide all children (including disadvantaged) opportunities to gain basic life skills, ie tying laces, riding a bike, learning the value of money through a whole school initiative</p>	<p>Introduction of a whole school initiative where children earn badges</p> <p>SLT release time to plan and develop a suitable scheme in line with age related expectations.</p> <p>SLT to discuss with staff members how evidence is recorded.</p> <p>Funds to buy the badges</p> <p>Trips and visits</p>	<p>SLT met at the beginning of the academic year to discuss the skills that they want children to develop at key stages in their lives (such as being toilet trained or learning to tie shoelaces). In addition to key skills, the SLT decided on experiences and where these should take place in relation to the wider curriculum. Experiences include visiting the farm, theatre, a mosque etc. Badges were purchased as rewards.</p> <p>After agreeing skills and experiences, a table was created by the DHT to show the different year groups where children would be entitled to a key experience or learn an important life skill. In addition, a spreadsheet was created so that teachers can record these achievements allowing class teachers to see the skills learned by their new pupils in future years and any gaps. This was shared during staff meeting time.</p>	<p>The badge scheme will continue as the children were motivated by the reward scheme to learn new skills.</p> <p>Not all experiences took place due to lockdown. We will aim to give children these opportunities before they leave us (except in the case of year 6)</p>	

<p>Increased attendance rates for pupils eligible for PP.</p> <p>Reduce the number of disadvantaged persistent absentees</p>	<p>Numerous incentives for children to strive for high attendance levels, including half-termly trips for full classes, golden ticket rewarded to individuals with 100% weekly attendance, as part of whole school behaviour/ attendance system where children swap points for rewards.</p> <p>Parents are invited in to discuss individual attendance plans and parenting contracts.</p> <p>Attendance Service for those who are not engaging appropriately.</p> <p>Fines for those who take term time holidays</p>	<p>The gap between pp and non pp absence narrowed to 1.99% in the 2019-20 academic year compared to 2.06% in the previous year. Attendance also improved for most of the persistent absentees across school (both disadvantaged and non-disadvantaged).</p> <p>A new individual reward system was used as a way to motivate children to come to school every day. Golden tickets were awarded for 100% attendance across a week and these could be saved up and exchanged for prizes at break time. There was a marked improvement for particular individuals who had been poor attenders previously.</p> <p>Whole class rewards for best attendance continued and the class with the best attendance each half term was rewarded with a treat.</p> <p>Our attendance officer and family support worker worked closely together to offer a package and support to improve attendance. This included working with parents and children in school as well legally monitoring, parenting contracts and referrals to the local authority where appropriate</p>		<p>TOTAL TO MARCH 2020 - £16,228.31</p>
--	--	--	--	---

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support and strengthen the mental well-being of all PP children	<p>Support is given to those who require it through Barnardos Counselling services, educational psychologist involvement, SEN services etc.</p> <p>TAs/ T to run a group x 1 hr weekly during enrichment time on a Friday to support vulnerable chn/ raise wellheinn</p>	<p>Children have received support from other professionals as appropriate. These have included Barnardos counselling support, SENTASS (dyslexia specialist teachers) and a trained educational psychologist. Where there are particular academic, social or emotional barriers to learning, these have been identified and advice and support provided for teachers.</p> <p>Enrichment group which took place each Friday allowed key children the opportunity to talk through any worries and be supported in developing strategies to promote positive mental health</p>	<p>Not all advice has been acted upon to date due to lockdown. For example one child was observed and assessed by our educational psychologist in early spring. The findings/advice were not received into school until Sept 2020. A copy of the report has been shared with parent, SENCO and new class teacher in order that recommendations can be acted upon in the coming academic year. Some referrals couldn't be picked up due to lockdown and the local authority specialist SEN teachers are not currently coming into school. We will continue with quality first teaching and wave 2 intervention until we receive further, more specialist advice Mental health activities were introduced across all classes before, during and after lockdown</p>	
Increase the percentage of disadvantaged children achieving GDS so it is more in line with the national figure	<p>Target disadvantaged children who are capable of achieving GDS (booster, in class)</p> <p>Improve rates of attendance for this group of children so that they are in school to be targeted.</p>	<p>After school booster classes took place for the most able disadvantaged pupils across school and over lunchtimes for the younger children. Year 6 – 12% made better than expected progress. Year 2 The most 30% made better than expected progress. More able disadvantaged persistent absentees were targeted in order to get them into school. Attendance improved and they missed fewer lessons. During lockdown, teachers rang home regularly and discussed home learning strategies with both the child and parent. Paper packs were also provided so that issues with technology did not impact negatively on the child. Child A (KS1) attendance increased from 85 25% - 91 45% from 18/19 to 19/20. Child B (KS2) 86 48% to 90 76%</p>	<p>After school sessions will continue as part of our recovery curriculum. Sessions may have an academic focus but may also focus on activities to promote good mental health and remove any barriers caused as a result of Covid related issues.</p>	

<p>Ensure that the disadvantaged/SEN pupils are progressing in line with the non - SEN/disadvantaged pupils across school</p>	<p>Progress of groups monitored termly to ensure every pupil is on track to make progress and that gaps between disadvantaged/SEN are narrowing compared to that of their non-SEN/disadvantaged pupils</p> <p>After school lessons boost progress of those who are eligible for PP/SEN.</p>	<p>Close tracking of these pupils allowed for any issues to be identified and addressed quickly. TAs were redeployed throughout the year to provide additional in class support and allow the class teacher to provide more focused support for these pupils. TAs also provided wave 2 intervention under the direction of the class teacher. Advice given by SENCO and referrals made to outside agencies where appropriate.</p>	<p>We will continue to deploy TAs where the need is greatest.</p>	<p>TOTAL TO MARCH 2020- £20,653.62</p>
--	---	---	---	---

iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Ensure equality of opportunity</p>	<p>Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons</p> <p>The school is open to pupils from 8.15-4.30</p> <p>All new starters are given a free uniform</p>	<p>A database allows the HT to continuously track the opportunities being accessed by the disadvantaged group. Where a child is not taking up opportunities such as breakfast club or after school clubs, their parents have been contacted directly and invited to send the child. As a result of this approach, 48 out of 53 pupils accessed breakfast club and/or extra-curricular clubs last year.</p>	<p>This approach will continue. Much of the impact is evaluated through observation of the child, conversation with parents and impact on wider curriculum and pupil engagement and well being. This coming academic year we will also conduct more pupil voice surveys to gain feedback from pupils on the difference these opportunities make to them.</p>	<p>TOTAL to MARCH 2020 – £17 884</p>

--	--	--	--	--