

Waltham St Lawrence Primary School Pupil Premium Strategy Statement 2020-21

Summary information					
Academic Year	2020-21	Total PP budget	£31,210	Review Date	Sept 20
Total number of pupils	141 (Sept 2020) 140 (Feb 2021)	Number of pupils eligible for Pupil Premium	14	Date for next internal review of this strategy	March 21
Head Teacher	Li-Juan Ellerton	Inclusion Coordinator / Pupil Premium Lead	Kathy Jones	Inclusion / Pupil Premium Governor	Fiona Edwards

RATIONALE:

Our aim is to use the Pupil Premium funding to:

- 1. Improving teaching**
- 2. Providing targeted academic interventions**
- 3. Using a wider range of strategies to overcome barriers to learning**

Tier 1: Supporting Great Teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Our Tier 1 “Pupil Premium” Support will include:

extensive gap analysis used to further inform teaching, 1:1 and small support within the class, TA support in class, the employment of specialist teachers, CPD for staff, including mentoring and team teaching and modelled lessons.

Tier 2: Targeted Academic Support

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, such as key skills in Mathematics or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective intervention follows assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

Our Tier 2 “Pupil Premium” Support will include:

1:1 / small groups in English and Maths, additional learning time, pre-teaching, tutoring, additional phonics, speech and language / dyslexia support and SEND / greater depth support groups.

Tier 3: Wider Strategies

In addition to the strategies above, a range of other strategies can contribute to children’s success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents play a key role in supporting children to learn at home and it is important for us to work together to support this.

Our Tier 3 “Pupil Premium” Support will include:

A focus on improving attendance, providing curriculum enrichment opportunities, support for wellbeing and mental health, interventions to increase parental engagement and to ensure there is equity for pupils.

CONTEXT:

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind.

We strongly believe that it is not about where you come from but your passion and thirst for knowledge, your dedication and commitment to learning that make the difference. We are determined to ensure that our children are given every chance to realise their full potential. We are committed to ensuring Pupil Premium funding it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child’s potential in any way. Our school motto, “Together We Inspire and Achieve” reflects our high expectations of the whole school community and we aim to be an optimistic school and striving for excellence in every respect.

OUR POPULATION:

Despite the percentage of children eligible for Pupil Premium being lower than the national average, it can still bring about complex challenges. Our staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no “one size fits all” so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

COVID-19

COVID-19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.

The closure of our school has had an impact for all pupils, but the largest impact can be seen on those from the disadvantaged families.

Every child’s experience has been different and some children have been impacted far more than others. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents who have been able to take on the role of ‘teacher’ and oversee the Remote Learning . For many others, a whole range of issues have impacted on their ability to learn at home:

- Parents having the time / skills to commit to Remote Learning
- Lack of access to online facilities

Some families have experienced illness and bereavement and there will be ongoing anxieties for children, parents and staff about getting back to “normality” and returning to school.

Children have experienced a great deal of loss – loss of structure and routines, loss of relationships, loss of support networks and loss of freedom. Families will have been under greater pressure and will need a wide range of support on their return to school (e.g. financial, mental health etc).

As all children return to a “new normal” in school, our challenge is to reduce, as much as possible, the negative impact this pandemic has had on children’s physical and mental well-being and on their longer-term academic success.

PUPIL OUTCOMES 2019 - 2020

DfE have advised that schools will not be able to evaluate the impact of Pupil Premium for all of 2019/20 academic year. Instead we will report on the grant’s impact at the end of 2020/21 financial year. This will cover the whole period between September 2019 and March 2021, giving the most detail about the grant’s use and impact between September 2020 and March 2021.

Disadvantaged pupil progress scores for last academic year 2019-20

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19

Disadvantaged pupil performance overview for last academic year 2019-20

Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19

EYFS

	Pupil Premium	All Pupils	National Average
Good Level of Development	N/A		
Reading			
Writing			
Number			
Shape			

Year 1 Phonics

	Pupil Premium	All Pupils	National Average
Year 2 cohort who were Year 1 in summer 2020	1 out of 2 the PP children passed = 50%	19/22 passed = 86.4% (2 SEND/1 PP children)	Not released yet
Year 2 resit			

End of KS1

	Pupil Premium	All Pupils	National Average
% reaching expected standard in Reading	N/A		
% reaching expected standard in Writing			
% reaching expected standard in Maths			
% reaching greater depth in Reading			
% reaching greater depth in Writing			
% reaching greater depth in Maths			

End of KS2

	Pupil Premium	All Pupils	National Average
% achieving expected standard or above in Reading, Writing and Maths	N/A		
% reaching expected standard in Reading			
% reaching expected standard in Writing			

% reaching expected standard in Maths			
% reaching greater depth in Reading			
% reaching greater depth in Writing			
% reaching greater depth in Maths			
Progress rate in Reading			
Progress rate in Writing			
Progress rate in Maths			

Attendance 2019 – 2020

There is no data for 2019-2020, due to the pandemic.

2019-20	Pupil Premium	Whole School
Attendance	NA	

Barriers to Learning		
A.	Pupils eligible for PPG have low starting points, low attainment and slow progress rates made by Pupil Premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.	
B.	Pupils eligible for PPG and their families have social & emotional difficulties, including medical and mental health issues. Pupils sometimes have difficulty regulating their emotions and can affect their learning.	
C.	Pupils eligible for PPG do not always have the same enrichment experiences in comparison to their peers	
D.	Pupils eligible for PPG do not always have the same level of learning support including effective use of technology at home in comparison to their peers. They also have limited access to books, libraries. Pupils have limited experiences beyond their home life and immediate community and this impacts on their aspirations.	
Intended Outcomes		Success criteria
A.	Children to have caught up on missed learning due to lockdown but with specific targeted groups for PP children.	All teaching and interventions are recorded as good or better. Attainment of pupil premium pupils is in line with or above national at end of KS2 and KS1. Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed.
B.	Increase engagement of parents in children's learning.	Higher % of parents are more engaged from PP families. Parents have the skills to support children's learning. Monitoring and tracking show positive impact of support. Parents feel supported and have the correct parenting tools. PP pupils showed improved outcomes
C.	Provide children with a broader range of real life experiences in school e.g. taking part in competitions and attending trips and organised cultural and social events, which in turn will raise their future aspirations.	Whole school including each year group will separately include termly enhancements and enrichments to their curriculum. PP pupils were more culturally aware and their general knowledge has been improved Children will have raised future goals and ambition.

D.	Pre-learning is effective in giving the PPG children a 'head start' or 'catch up' on learning particularly in the teaching of key concepts that may have missed due to external factors	PPG children are able to access learning more quickly, allowing them to make rapid progress in lessons. The pupils will feel more confident to contribute. Teachers will be able to identify gaps more quickly in knowledge.
E.	Class Teachers continue build strong relationships with families and there is effective support in place to support the children and their family's social, emotional and mental health needs.	Regular meetings with Parents. Timely and appropriate pastoral care and provision maps reflect the support in place to meet children's identified needs.

HOW...

1. Planned Expenditure

Academic Year 2020-21	£31,210
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The three headings enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school

i. Supporting Great Teaching

Intended outcome	Action	Staff Lead	Monitoring/Review	Timescales	Cost
Children to have caught up on missed learning due to lockdown but with specific targeted groups for PP children.	SLT or subject leaders work alongside other teachers/HLTAs to support planning, observe and model lessons, share examples of excellence and to provide personalised CPD.	SLT Teachers	Due to COVID-19, planned sessions have been postponed until it is feasible	Ongoing	CPD budget
	Regular informal learning walks, book looks, lesson observations so evidence shows teaching is good or better.	SLT DE/TW		Ongoing Term 5 & 6	
	A range of opportunities are in place to support leadership development: leadership courses (Middle leaders' course), personalised coaching sessions and subject leadership training.	SLT			
	Continue to provide a range of training for teaching and non-teaching staff : Phonics, key skills in Maths and new Maths Guidance , grammar, reading, English, disadvantaged learners, SENDCO, intervention projects – e.g. grammar, reading partners.	TW DE KJ			
	Personalise year group timetable to meet the needs of the children in it by increasing the	Class Teachers			

	<p>proportion of English and Maths until Summer Term 2021.</p> <p>Daily phonics (KS1), Daily multiplication sessions and increase in spelling/grammar sessions throughout the week.</p> <p>Use of specialist PE coaches for PPA and PE lessons so that Class Teachers can provide high quality provision and ensure consistency in expectations .</p> <p>Regular pupil progress meetings are used to track progress and to target pupils for interventions.</p> <p>Intervention groups are fluid.</p> <p>Use of gap analysis to identify gaps and to inform teaching and interventions.</p>	<p>SLT</p> <p>SLT</p> <p>Teachers</p>			
Total budgeted cost					£25,500

ii. Targeted academic support

Intended outcome	Action	Staff Lead	Monitoring/Review	Timescales	Cost
<p>Children to have caught up on missed learning due to lockdown but with specific targeted groups for PP children.</p>	<p>Development of Maths and English skills through gap analysis, addressing misconceptions.</p>	<p>DE/TW</p>	<p>The progress of targeted pupils with SEND and needing catch up support is carefully monitored and tracked and a range of strategies are put in place to support them in making good progress.</p>		<p>£900</p>
	<p>Development of Reading, Writing, Maths and Phonics Skills through delivery of one-to-one and small group targeted intervention groups across the school. See intervention timetable.</p>	<p>DE/TW</p>			<p>£900</p>
	<p>Pre-teaching sessions for targeted children. See intervention timetable.</p>	<p>Class Teachers</p>			<p>£1400</p>
	<p>Introduction of 15 hours of small group tutoring for targeted children. See Catch Up Support Plan.</p>	<p>SLT</p>			<p>£300</p>
	<p>Targeted speech and language support with 'Talk Boost' is provided for EYFS/KS1 children.</p>	<p>Class Teachers</p>			
	<p>Increase teaching assistant hours to provide targeted support for reading, phonics and Maths. Additional hours for Inclusion Coordinator to do more observation and assessment of pupils.</p>				
	<p>Development of dyslexia identification and targeted support</p>				
Total budgeted cost					£3500

iii. Wider Strategies

Intended outcome	Action	Staff Lead	Monitoring /Review	Timescales	Cost
To increase engagement of parents in children's learning	<p>Actively involve targeted parents and encourage them to be part of their children's learning</p> <p>Weekly Newsletters provide up to date information about the curriculum, events and signpost parents to other agencies for support. The school newsletter showcases learning and excellence across the curriculum.</p> <p>To provide increased access to technology, especially for those children with no / limited access at home.</p> <p>Organise curriculum workshops to improve parents' subject knowledge and skills.</p>	<p>All</p> <p>LJE</p> <p>KJ</p> <p>LJE</p> <p>Subject Leaders Teachers</p>		<p>Ongoing</p> <p>Ongoing</p>	
Breakfast and Holiday Camp Clubs & PP Summer Camp	<p>Breakfast and Holiday Camp Clubs offered by school and external services including RBWM Summer Camp for targeted PP with deprived backgrounds who would not normally experience a school holiday activity or family holiday</p> <p>Opportunity to mix with other pupils Improve awareness of healthy lifestyle choices Try new activities Breaking down barriers for transitioning between primary & secondary school</p>	<p>LJE</p> <p>KJ</p> <p>SLT</p> <p>DE</p> <p>KJ</p>	<p>Breakfast club and holiday clubs & RBWM Summer Camp to be targeted for PP families.</p> <p>These pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. Holiday Clubs allow the school to offer working families support in school holidays.</p>		
PPG children have equity in accessing Music, Sporting and other extra-curricular opportunities	Follow children's aspirations and career goals by inviting guest speakers or going to visit places of work. e.g. nurse/doctor/chef/armed forces/hairdresser/artist.	SLT	Admin and payments related to peripatetic music, sport and other extra-curricular opportunities		
All PPG children have equity of access to residential and other trips	Continue to extend our Extra Curricular Clubs & Sporting Clubs (Covid restrictions apply) by asking children what clubs they would like. See PE Grant strategy.	LJE DE	Admin and payments related to residential and other trips Equity of access – School Values		

<p>Provide children with a broader range of real life experiences which in turn will raise their future aspirations.</p>	<p>To bring the curriculum to life by making learning exciting, engaging and relevant.</p> <p>Plan a WOW starter at the beginning of each Termly Topic lesson.</p> <p>Enhance the curriculum by linking to real life experiences, guest speakers, virtual visits (due to Covid 19).</p> <p>Additional sessions to support children to find new interests – cooking, gardening, art etc...</p> <ul style="list-style-type: none"> • Monthly cooking sessions • Gardening Club • Visiting Artist to work with children to create whole school project 	<p>Subject Leaders</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Community Volunteers</p>			
<p>There is effective support in place to support the children and their family's social, emotional and mental health needs.</p>	<p>Targeted parents' meetings to provide support and signpost parents to external agencies.</p> <p>Work closely with Children and Family Wellbeing Service.</p> <p>A range of targeted provision in place to support children's wellbeing and social, emotional and mental health needs – social and nurture groups, play therapy.</p> <p>Targeted children to receive ELSA Sessions to support children to build confidence, self-esteem and resilience when facing difficulties in daily life</p>	<p>KJ</p> <p>Class Teachers</p> <p>ELSA</p> <p>KJ</p> <p>ELSA</p> <p>SK</p>			
Total budgeted cost					£3100
Grand Total budgeted cost					£32,100