



Pupil premium strategy statement 2020/21



1. Summary information					
School	Wilbury Primary School				
Academic Year	2020/21	Total PP budget	£386,015(based on Aug 20 pupil number)	Date of most recent PP Review - final end of year outcome review	Sept. 20
Total number of pupils	856	Number of pupils eligible for PP	287 (rec – y6)	Date for next internal review of this strategy	Sept. 21

2. Current attainment			
	<i>Pupils eligible for PP (your school) 2019</i>	<i>National average 2019 (Data not published at this time)</i>	<i>National 'other' 2018</i>
% achieving expected standard in reading	70	-	73
% achieving expected standard in writing	77	-	78
% achieving expected standard in maths	87	-	79
% achieving expected standard in reading, writing, maths combined	71	-	65

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Children start with very low starting points – 2s provision for deprived children needs to continue to provide early education – data shows that children who have been through our TWOs and rising 3s provision do better in SPE by end of March within the cohort (significantly higher by 8% points)
B.	Language development is key for our deprived children, many of whom have English as an additional language (72% of school intake) , to ensure their progress in reading and writing is accelerated through the school
C.	Children start with limited exposure to written English - Closing the gap in phonics and maths from KS1 to KS2.
D.	Being a large school with nearly 36% of children being eligible for PP, capacity needs to be created to allow more effective monitoring of progress of PP pupils, ensuring interventions are clearly targeted, have significant impact and are value for money.
External barriers <i>(issues which also require action outside school)</i>	
E.	A large proportion of Pupil Premium children are persistent absentees. From Sept '20 PP this has reduced, however, this will remain an issue as benefits are received for new arrivals etc and therefore needs to remain as a recognised barrier.

F	Due to the current COVID 19 pandemic, access to devices for children to complete online learning needed to be addressed to ensure the continuation of high quality learning.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide high quality provision in our TWOs and Rising 3's for our deprived (funded) children, so that data shows accelerated progress from starting point baseline through to the end of Nursery Outcomes for those attending this provision are higher than other children by the end of Nursery.	Pupils who have been through our TWOs and rising 3s funded provision have higher outcomes at the end of the Nursey than others that have joined after this.
B.	To support language development throughout the school, both through quality first teaching, focus on the teaching of oracy and intervention support outside of the classroom.	PP children show accelerated progress so that internal data shows PP children's progress in reading and writing is better than, or as good as non PP.
C.	To close the gap in attainment from KS1 to KS2 in maths and phonics through targeted interventions and high level monitoring.	PP children achieve secure or better than in reading and maths by the end of KS2.
D.	Heads of department (AHT) will be able to monitor the impact of interventions and Quality First teaching on the progress of PP children in their department. The school will also have a clear overview of the opportunities for extra-curricular experiences given to PP children. Identify one AHT to lead on PP across school, liaising with other AHTs in different departments	Quality First teaching is evident in all classrooms ensuring all children are engaged and making progress. PP children receive the necessary support/provision to improve standards as well as extra-curricular opportunities as relevant. All PP children are identified in class and within the department effectively to prove impact
E.	The persistent absence figure for the school reduces to national level with PP figure not above non-PP.	Pupil Premium children continue to show increased attainment outcomes as a result of improved attendance
F.	All children have access to a device and are able to complete online learning on a daily basis.	Quality online lessons are being completed to a high standard by all PP children.

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?
A. High quality provision in TWOS and Rising 3s ensuring	Appointment of high quality staff Specific identified training for staff	2019/20 had a higher proportion of children leaving Nursery who had been in either TWOs /3s or both.	AHT EY to monitor provision, ensuring standards are high, 90% interaction with children, beginning seamless provision for the rest of EY. Assessments on entry and exit based on Development Matters	AHT (EY)	June 21
B. Language development focus to ensure progress for PP children in reading and writing is the same as non-PP across the school	Focus for all staff on reading and writing training across the school HoDs out of class to support and develop new teachers to standards required Purchasing of RWI Development Days with RWI trainer throughout the year to ensure RWI teaching quality is maintained	High quality training for all staff to ensure Quality First Teaching in all classes which supports development of quality language both written and comprehension Ensures new and inexperienced teachers receive the necessary support/modelling/ team teaching required to raise standards The impact of the RWI training last year was clear in the outcomes across YR and Y1. We intend to build on this again this year.	AHTs significantly non-class based to provide significant support 3 Development days purchased for this academic year. AHTs for EY and KS1 to attend reading leaders cluster meetings.	AHTs DHT /AHTs FS+KS1	June 21

HoDs to ensure Quality First teaching is secure throughout their department	HoDs manage 8 classes within their department. They are the mentors for Teach First teachers, as well as support for NQTs and Schools' Direct trainees – working with them in lessons, modelling, team teaching, planning etc Working with year team leaders to ensure high quality planning	Using SLT to ensure excellent standards of teaching and learning within their department.	HoDs to all have detailed information of PP children in Department. Progress meetings show who is not at ARE. HoDs to monitor in class assessment data and books, as well as pupil conferencing, to ensure accelerated progress. HoDs discuss interventions with Assessment DHT /Inclusion AHT regularly, allowing them to intervene at the point of learning more effectively.	HoDs	June 21
Total budgeted cost to include: Staffing costs: <ul style="list-style-type: none"> • TWOs – 1x EYP, 2 x TA Rising 3s – 0.5 x EYP, 0.5 TA • 4xHoD supporting teachers (part of overall cost) RWI Development Days Cover costs for attending training					£80,000 £30,000 £100,000 £ 3,000 <u>£15,000</u> £228,000

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
B Language development focus to ensure progress for PP children in reading and writing is the same as non-PP across the school	0.6 trained teacher to support EAL/PP children in KS2 – supporting in class and intervention groups HoDs to teach literacy and maths groups in year 6 and support the year 6 team with planning	Small Literacy and Numeracy groups to have a significant impact on the reading and comprehension of under-achieving children. EAL teacher will also use her EAL training and strategies within her group to raise the standards of language for EAL/PP.	Daily – year 5 support group (maths and English) Daily – year 6 support group (Maths and English) Weekly – EAL support group DHT & HoD to monitor the impact of the year 5 & 6 groups/sets termly.	DHT /MW	June 21

C. Close the gap in attainment from KS1 to KS2 in phonics	Daily small Phonics groups.	To ensure teaching is targeted.	To share best practice as a way of developing teachers.	HOD	
	Small and individual Intervention groups	To target children to increase knowledge and confidence and ensure they achieve the required end of KS outcome.	Training with outside agency	DHT	
	Quality training from RWI consultant	To improve practice and develop strategies and skills to teach effectively.	Regular monitoring and through progress meetings.	HOD/DHT	

Total budgeted cost –				£32,000
Staffing costs – Intervention teacher 0.6				<u>£8,000</u>
Year 6 TA 0.5				<u>£40,000</u>
Staffing costs – HoDs teaching middle sets 0.6 (mornings and conferencing time)				<u>£80,000</u>

lii External Barriers					
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
E. The persistent absence figure for the school reduces to national level and Pupil Premium persistent absence does not fall below non-PP	Parent Support Advisor to target PA children – Year 1 and year 3 in particular, where PA for PP pupils is particularly high and the difference is largest – PSA to meet with parents regularly. Attendance officer to target Year 6 and Year 2	Attendance is one of the key markers of success at GCSE level. Reducing persistent absence at a young age will improve the life chances of these pupils.	AHT (Inclusion) to monitor actions of PSA and attendance officer, ensuring PA PP children are targeted effectively.	AHT (Incl)	June 21
Total budgeted cost to include: PSA (part cost) Attendance Officer (part cost)					£34,000
iv Online Learning					
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
F. All children have access to a device and are able to complete online learning on a daily basis.	Children attend school – initially childcare provision for pupils of Key Workers in addition to those that were identified as ‘vulnerable.’ Ensuring children have the correct tools to complete home learning. Regular contact with vulnerable families. Year group and personalised tasks consolidating previous learning and demonstrating new learning. Printed packs provided for all pupils as requested – to minimise	Lessons and activities are completed to a high standard daily online. Teachers mark the work to quality control the children’s efforts and learning. The learning gap due to the pandemic does not widen.	DHT, HODs and class teachers regularly monitor children’s online activity and effort – they address issues and offer support urgently to enable all pupils to succeed. Regular contact with parents to ensure work is completed to a high standard. AHT (Inclusion) to monitor actions of PSA and attendance officer, ensuring PA PP children are targeted effectively especially in times of school closure.	DHT, HoDs, AO HoDs/PSA AHT (Incl)	June 21

	<p>disadvantage due to lack of technology. Offer of laptops to be borrowed for use.</p> <p>All children have access to daily RWI phonics videos and training materials – TAs to offer 1:1 virtual phonics live teaching sessions to our disadvantaged pupils</p> <p>All TAs and our disadvantaged children have access to Oxford Owls and TAs to offer virtual 1:1 reading lessons to these pupils learning from home.</p>				
Total budgeted cost to include: PSA (part cost) Attendance Officer (part cost) Online Oxford Owls extended package Online RWI videos and training package IT Lead/technician (part cost)					£34,000 £500 £2000 <u>£10,000</u> £46,500

Additional detail

We also receive some Early Years Pupil Premium. This is likely to increase as our new families apply for the EYPP. Currently we are targeting reading and speaking in Nursery through story- telling and some EAL support.

A few specific enrichment activities are funded by Pupil Premium for those eligible for it e.g. music lessons, trips, uniform, clubs, etc.