

Pupil Premium Strategy 2020/2021 - Review



Total number of pupils on roll	297	Total number of pupils eligible for pupil premium	41	Total amount of pupil premium funding	£57,145
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Pupil Premium funding is money, provided by the Government to help disadvantaged children achieve well at school. This funding is allocated to schools for children from EYFS upwards, who have registered for free school meals within the last six years, are in the care of the local authority or have parents who are serving in the armed forces (or have served in the last four years).

Rationale for spending

How we are spending our pupil premium allocation for the 2020-2021 school year.

How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. At Wixams Tree Primary School, we use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. As part of this, targeted interventions are being provided to support emotional and behavioural needs and development. All this is underpinned by provision maps which identify individual needs through the class/year group and appropriate interventions and resources (including staff) are targeted to address these areas.

We aim to develop a supportive and encouraging environment in which children are confident to challenge themselves and take controlled risks. The creation of a nurturing yet challenging environment is vital for our children, if they are to be fully equipped to meet the demands that they will face within and beyond the school.

Main Barriers to Learning

Throughout Wixams Tree, our Pupil Premium children may face a variety of complex challenges. There is no single issue facing all of these children and each may have their own, unique barriers.

Whilst quality first teaching, provision maps and pupil progress meetings all place a large emphasis on supporting our PP children as does our monitoring focus, we are also looking more broadly at the child as a whole. Children vulnerable to underachievement have their primary needs identified and measures are put in place so they make good or better progress. Often this primary need is not academic but social or emotional. Working with parents/carers and knowing the children, staff are able to plan for the children more widely. As a result, new provision this year includes drama lessons, and staff trained as mental health first aiders. We continue to look at ways to develop the effectiveness of our Pupil Premium funding. This includes looking at other schools and specialist bodies for ideas and innovations as well as feedback from teachers and parents who have been attending relevant conferences and training. This year's changes include offering extended parent meeting times, written communication to and from parents, enhanced pupil passports and more of a focus on wider therapy be it music or drama.

Barriers to future attainment (for pupils eligible for PP)
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>
A. The % PP pupils achieving RWM combined expected at the end of KS1 based on teacher assessment was below national at However, we know that some PP pupils in the school, particularly PP SEN pupils, perform less well compared to peers. This is particularly applicable in the current 2020/21 y2, y4 and y6 cohort. Following lockdown 2020, we will need to prioritise bespoke tutoring for PP pupils who have gaps in learning.
B. Some pupil premium pupils within school have less opportunities to practice skills at home (reading/spelling). For these pupils, reading stamina and fluency is affected.

Intended Outcomes (specific outcomes and how they will be measured)	Success criteria
A. Narrow gap between the performance of pupil premium pupils and their peers/ national in RWM at the expected standard in the current cohorts and for those individual PP pupils with SEN, thereby raising the attainment of SEN PP pupils across school.	Outcomes at the end of KS1, and at the end of KS2 will be well above national for PP pupils in RWM by the end of 2021.

B. Raise attainment in reading for pupil premium pupils.	Pupil Premium Reading attainment at the expected standard will be at least 75% by the end of 2021 PP cohorts.
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Spending

Type of support	Action / Spending	Expected Impact	Review – September 2021
Academic Improve progress for PP children to narrow their learning gaps, following lockdown	Quality First Teaching and Effective teacher feedback - 'Assessment for Learning'	The most effective support that can be provided is through quality teaching by both the teachers and support staff. It is vital that the teaching staff provide direct and immediate feedback to pupils. By doing this, Pupils can self-reflect in order to accelerate learning and progress. Pupils are given specific guidance to scaffold 'next steps' and consolidate understanding. It is important for the school to plan, monitor and evaluate learning Whilst this is our aim for all children, we do have an extra focus on PP children through feedback at pupil progress meetings, extended parent meetings and pupil individual plans.	<p>Nessy training completed with specific staff. Lift off to language training completed by specific staff</p> <ul style="list-style-type: none"> - Phonics training completed with new staff. - Purple mash raining given to teachers – used during lockdowns. <p>TEAMS training</p> <ul style="list-style-type: none"> - Safeguarding training given to all staff in September and January (new staff as part of induction). <p>Laptops and ipads purchased, set up and logged with school security system during spring term.</p> <ul style="list-style-type: none"> - Devices loaned to families in need, during lockdown. IT support provided by IT providers where possible.
	Targeted Teaching Assistant Support	Specific focused interventions to target accelerated progress across the curriculum in a high impact	Learning mentor has full programme to support targeted children, through 1:1,

		manner are delivered by our Teaching Assistant Support team. This consists of both support in class and tailored intervention sessions which are reviewed termly with the SENCo eg Lego therapy, power of one, power of 10 etc.	small group sessions, or during play/lunch times. - Learning mentor responds to concerns raised by staff, children and parents. -
	One-to-One Tuition and Small Group Support	This support is designed to 'boost' progress in Maths and/or English. The aim of this tuition is to 'narrow the gap' and support each pupil in achieving their potential. Lunchtime and after school sessions.	Small intervention session through summer term. Lunchtime and after school clubs' sessions completed.
	SENDCO/Learning Mentor	Works a flexible timetable to offer support to children or families as the need arises. PP children are supported in class and additional needs identified and actioned	Educational Psychologists continue to work with children and support families. - Tutoring programme implemented during summer term.
	Maths interventions	We use a range of interventions such as numicon, power of two, manga high, mymaths, times tables rock stars and rapid intervention	TT rockstar, mymaths subscriptions purchased. Training completed. - Monitoring of lessons identified successful use of strategies shared.
	Music lessons	The school has funded music lessons provided by Bedford Music service and has supported the loan payments for the instruments	Music lessons provided to some pupils during summer term.

	Resources and Reading Scheme	We have purchased additional book to complement our reading scheme to meet the needs of pp children. Other resources including puzzles, books, fidget toys have/will be purchased to support individual needs.	Additional reading resources purchased due to quarantining of books
	1:1 readers	Children are given one to one weekly sessions with Readers to focus on a shared love of books and their reading skills.	Teaching assistant support for 1:1 readers.
	Journalist Club	Specifically for year 2 children who need support with writing	Lunchtime clubs went ahead in bubbles where covid restrictions allowed.
	Supply Cover to allow for; - focused feedback. - Teacher/pupil response to marking time	Children develop greater understanding of their areas for improvement; to extend and deepen their learning. Children transfer knowledge into other areas of their learning.	Supply cover for teachers
	External professional data/assessment support. - System management. - Staff training	Pupil progress is tracked and adjustments made to provision, in order to meet the needs of specific children	Staff training on FFT
Ensure access arrangements are implemented to allow PP children, with SEND to access learning	SEND TA supporting pupils and staff with specific needs TAs to provide interventions for PP children according to their profiles	Providing support for staff in classrooms with SEND pupils to implement strategies to support individual pupil needs Identify specific developmental or diagnostic concerns and provide interventions to develop the strands.	Pupils with who were SEND and PP were invited back to school during the Spring term lockdown for additional support.

Social and emotional	Social Communication	This is a small group intervention led by trained members of the support staff designed to develop social skills and aid peer interaction in a wide variety of social situations	Learning mentor has full programme to support targeted children where covid restrictions allowed.
	Mental Health First Aiders	Eight members of staff to attend training with MIND in order to work as mental health first aiders within school. They will be available to all pupils on a need basis. (Includes supply cover)	Member of staff completed training to become schools mental health first aider.
	Nurture Sessions	Designed to improve access to learning. The children are supported in their learning, emotional and social development through a variety of activities	Learning mentor has full programme to support targeted children, through 1:1, small group sessions, or during play/lunch times. - Learning mentor responds to concerns raised by staff, children, and parents.
Family support	Supporting families	The school is committed to supporting parents, carers and families as well as individual pupils. If required, the 'Pupil Premium' is used to fund training or courses, specific to identified parents/carers, in order for them to help their child at home and with school life.	Learning mentor has full programme to support targeted children, through 1:1, small group sessions, or during play/lunch times. - Learning mentor responds to concerns raised by staff, children and parents.
	Sports Clubs	All children have access to a range of clubs at school but where clubs that are offered are fee paying, the PP children are offered places specifically.	Where covid restrictions allowed – sports clubs continued in Summer term.
	School trips, visitors and residential visits	When required, the funding is used for identified individual pupils who	Funding used for PP summer term trips where covid restrictions allowed.

		may not participate on or in an educational visit/activity due to disadvantage. Pupils to be supported through the funding to enable them to attend such activities with their peers	
	Milk	Daily carton of milk	<p>Milk purchased for children attending school during lockdown and the scheme was put on hold over lockdown.</p> <p>Continued through food parcels during lockdown. - Children attending school received meal as normal.</p>
	School uniform	Removal of one cause of anxiety, allowing children to concentrate on their learning	<p>Provided for pupils who joined the school during lockdown.</p>
<p>Exceptional support will be provided to pupils via our enhanced staffing ratios, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at the expected standard have individual action plans and are tracked closely and robustly monthly. This includes well thought out and fit for purpose recovery tutoring for groups and individuals. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually</p>			<p>Embedded an assessment and tracking system that is accessible for all teaching staff - Identified disadvantaged pupils more accurately through class profiles - Recognised the barriers that are faced by disadvantaged pupils including those of a welfare nature - Established and embedded a consistent approach through the implementation of English and maths frameworks which have been reviewed and updated during 2020 - 2021 - Incorporated additional gap analysis and moderation meetings for key year groups - Raised the</p>

	<p>accountability of senior and middle leaders across the school to ensure their focus is placed upon securing improved outcomes for all but specifically for disadvantaged pupils with their phase - Maintained a universal and targeted approach to meet the needs of disadvantaged pupils - Regular communication and accountability against robust target setting - Ensured pupil progress meetings rigorously identified the progress made by disadvantaged groups and adjusting interventions accordingly - Additional interventions targeting disadvantaged pupils in key year groups by senior leaders - Created a strategic plan to address the welfare needs which impact on learning of disadvantaged pupils - Increased attendance and reduced absence/persistent absenteeism - Monitored homegrown children to measure the impact of teaching over time</p>
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Review summer term 2021