



CARE HOPE ASPIRE RESPECT INQUIRE SHARE

GROWING SUCCESS, ROOTED IN FAITH

St. Wilfrid's C of E Primary School

Pupil Premium three year strategy 2020 - 2023

What is Pupil Premium?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2020 to 2021 *financial* year, schools received £1,345 for each eligible primary-aged pupil. The Pupil Premium Grant is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals (FSM) or who have claimed in the last 6 years (known as the Ever 6 FSM), as well as students who have been looked after continuously for more than 6 months by the local authority (LAC - looked after children) or children whose parents are currently serving in the armed forces.

Schools must decide how the Pupil Premium money is best spent and all schools are required to report on the amount of funding allocated and how this is being used.

Pupil Premium at St. Wilfrid's C of E Primary School - Principles

Provision funded through the pupil premium grant is informed by robust research evidence, evaluation of the impact of strategies implemented in previous years and needs assessment of current pupils in receipt of pupil premium funding. We have allocated the Pupil Premium Grant to make sure all children have their needs met according to the tiered approach in line with Educational Endowment Fund (EEF) recommendations: Enhancement of Universal Quality First Teaching; Targeted academic interventions; Other pastoral support. We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.

The key barriers to future attainment for our children are:

Low attainment on entering the school at EYFS or in later year groups and/or specific additional educational needs

Social and emotional issues affecting self-esteem, resilience and growth mindset when approaching work

Lack of opportunity for extra-curricular activities and support/resources for learning at home

Disruption to life outside of school and health issues resulting in low attendance

The impact of these barriers is increased by the current Covid 19 pandemic and the strategy for this year includes actions recognising this.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	386
Total number of pupils eligible for PPG	45
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£60,525 (2 tranches)

Spending 2020/21

Objectives

To address the impact of partial school closure, as a result of the Covid 19 pandemic, on emotional wellbeing and academic progress.

To support pupils during periods of remote learning with strategies to increase engagement and access to learning activities.

To close the gap in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading (including phonics in KS1), writing and maths.

To ensure that all pupils can access curriculum enrichment activities.

To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.

To close the gap in attendance between pupils eligible for pupil premium and non-pupil premium pupils.

Priority 1 – Enhancement of Quality First Teaching

Objectives	Actions/including monitoring	Resources/Cost	Monitoring/Success criteria
<p>Pupil's develop positive learning behaviours by demonstrating the acquisition of Core skills within learning (e.g. collaborative/active learning including metacognition).</p> <p>Pupils demonstrate effective response to feedback and marking.</p> <p>Pupils demonstrate effective self and peer evaluation against learning outcomes (SoS and individual learning targets).</p>	<p>Staff professional development meeting/INSETs on development of new 'big question' curriculum in Autumn, Spring and Summer term – to include specific training on development of Core skills – collaborative and active learning, developing pupil's metacognitive strategies within Quality First Teaching</p> <p>Observations and coaching for early career teachers to enhance Quality First Teaching.</p> <p>Personalized feedback to support teacher/TAs strategies (1:1 and groups guided sessions) for supporting pupil's response to feedback.</p> <p>Personalised feedback to support teachers/TAs use of SoS and pupil targets to accelerate pupil progress – including though self and peer evaluation and 1:1 pupil conferencing.</p>	<p>Teaching assistant support in all year groups - £11,100</p> <p>Deputy headteacher/safeguarding lead - £8,650</p> <p>Key stage leaders</p> <p>Curriculum Team Leaders</p>	<p>Monitoring from curriculum teams identifies progress and next steps in developing pupils' core skills as part of Quality First Teaching.</p> <p>Half termly book looks identify next steps in supporting pupils' response to feedback and use of SoS and targets to accelerate progress.</p> <p>Book looks/2Simple observations and learning walks show increase in engagement with writing opportunities and acceleration of progress towards ELG.</p> <p>% of pupils making expected or better progress increases and gap in progress between PP and non PP pupils reduces.</p> <p>Gap in attainment between pupil premium pupils without SEND and other pupils in reading, writing and maths in years 1-6 reduces.</p> <p>Gap in attainment for pupil premium pupils without SEND and other pupils in phonics in year 1 and 2 reduces.</p>

Pupils in EYFS demonstrate increased engagement with writing opportunities across continuous provision and accelerated progress in writing as part of weekly focused writing groups.	Support for EYFS staff to development: high quality continuous provision with enhanced opportunities for mark making and writing; and weekly focused writing activities.		Gap in attainment for pupil premium pupils without SEND and other pupils eligible achieving a good level of development in EYFS reduces.
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Priority 2 – Targeted academic intervention

Objectives	Actions	Resources/Cost	Success criteria
Consistent identification of pupils requiring targeted intervention and well matched/quality intervention to support key learning objectives.	<p>Teachers/TAs and Learning Mentors to provide targeted 1:1 and group interventions for PP children working below ARE or not making expected or better progress.</p> <p>Monthly TA professional development meetings to develop key skills and understanding of effective interventions.</p> <p>Termly pupil progress meetings to identify and discuss targeted support those at risk of below expected attainment and/or progress.</p>	<p>Teaching assistants in all year groups - £11,100</p> <p>3x Learning mentors – afternoons - £13,850</p> <p>Deputy headteacher safeguarding lead (see above)</p> <p>Inclusion Manager</p>	<p>Tracking of interventions show well targeted provision and positive impact on progress in reading, writing and maths.</p> <p>See above for pupils attainment and progress in reading , writing, maths, phonics and GLD.</p>

Priority 3 – Pastoral/Family Support and Curriculum Enrichment

Objectives	Actions	Resources/Cost	Success criteria
<p>All pupils to engage with home learning (including remote learning as a result of partial school closure) and complete homework to a high standard.</p> <p>Pupils to demonstrate resilience, high self esteem and positive learning behaviours in the classroom and around the school.</p> <p>Increased attendance for those at risk of persistence absence.</p> <p>All pupils to have the opportunity to participate in enrichment activities including school clubs and trips.</p>	<p>Teachers to support pupils and families to engage and access remote learning and/or access in school provision (where appropriate)</p> <p>DH/safeguarding lead to coordinate support for pupils and families from outside agencies including IPEH including through partial school closure.</p> <p>Whole school training to raise awareness of impact of trauma on attachment and pupil learning behaviours and of approaches/strategies to support.</p> <p>External locality training for LM to provide 1:1 and group emotional support.</p> <p>Learning mentors to provide 1:1 and group intervention (including lunch club) to support pupil's emotional health, well-being and social skills with particular focus on addressing impact of partial school closure.</p>	<p>Deputy headteacher/safeguarding lead (see above)</p> <p>3 x Learning mentors – afternoons (see above)</p> <p>Resources and training for learning mentors - £345</p> <p>Play therapist- £5,435 –</p> <p>Teaching assistant (daily learning links) - £1,370</p> <p>Key Stage leaders (time)</p> <p>Teaching assistants to support delivery of Forest School - £2,100</p> <p>Subsidised trips and enrichment activities - £5,700</p>	<p>Teachers and TAs report greater understanding of impact of trauma on learning behaviours and understanding of strategies to support.</p> <p>Teachers, pupils and parents report positive impact of specific interventions on emotional health.</p> <p>Tracking of behavior incidents shows reduction in numbers of children/incidents referred to SLT.</p> <p>Learning walks identify positive learning behaviours in the classroom and constructive interaction/play with peers.</p> <p>Termly tracking of attendance shows improved attendance for those at risk of persistent absence. Gap between PP and others for absence is reduced.</p> <p>Tracking of engagement with remote learning (during periods of partial closure) shows engagement and completion of work for feedback.</p>

<p>All year groups to participate in Forest School activities/outdoor learning as part of curriculum.</p> <p>All children to have PE kit/uniform.</p>	<p>Play Therapist (including training and resources) to provide 1:1 therapy to support the emotional health and well-being of pupils.</p> <p>KS leaders to develop activities to support social skills and play strategies at break/lunchtimes.</p> <p>TA to provide homework support through daily 'learning links' club.</p> <p>Identification of suitable enrichment activities and support pupils (and parents) to access these.</p> <p>Training of staff to enable delivery of Forest school/outdoor learning across all year groups.</p> <p>Teaching assistant to support Forest School for pupils in years 1-3.</p>	<p>Uniform/PE kit - £200</p>	<p>Termly tracking of attendance at learning links shows increased attendance by those unable to complete homework at home.</p> <p>Tracking shows all pupil premium children to have been provided with opportunities to attend enrichment activities and numbers of pupils attending has increased. Pupils report positive impacts on emotional health and self-esteem.</p> <p>Pupils in all year groups to participate in outdoor learning. Pupils, teachers and parents report positive impact on learning behaviours, social skills with peers and emotional health.</p>
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