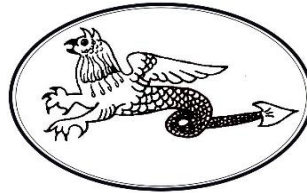


Wherwell Primary School Pupil Premium Strategy Statement 2020-2021

Schools Vision

We believe that learning is at its most powerful when it nurtures curious minds, fosters independence and provides opportunities for every child to be the best that they can be. Children, staff and parents will work together to create a safe and supportive environment. Our curriculum will help children to grow in confidence and build resilience as we celebrate success and support each other as life-long learners. Together, we will be confident and curious learners who can contribute fully in our local and global communities.



Pupils Premium Funding

Free School Meals Pupil Premium (FSMPP)

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SPP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

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Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium

PP strategic Principles

These are our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

- We have a culture of high expectations for all and we promote our challenge to the children; "For them to be the best version of themselves"
- We have a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning through Respect, Responsibility, Resilience and Care
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality inclusive teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality inclusive teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners in teacher lead catch up groups.
- Professional development is focused on securing strong subject knowledge, feedback, and self-regulation.
- Interventions are additional to the entitlement to high quality inclusive teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Learning Journeys are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up.
- Transition processes for disadvantaged pupils are carefully planned and implemented through TPA's and good communication.

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Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- A Strategy Group, which includes members of the leadership team and a governor, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Strategy group team members	Role
Mary Collins	HT
Tara Copping	SENCo
Ruth McNee	PP Lead
Sam Horne	Inclusion Governor
Review Dates for academic year:	January, April and July

Academic Year	2020-2021	Number of Pupils eligible for PP	14
	202--2021	Number of Service Children	6
NoR	146	Total PP budget	£27,297.76
Date of Statement	August 2020	Review Date(s) January, April and July	July 2021

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Barriers to future attainment (for pupils eligible for Pupil Premium funding, including high ability)

At Wherwell Primary School, we understand the barriers that both vulnerable children and the children of service families face. For this reason, we refer to the latest guidance, for example research carried out by the Education Endowment Foundation and the latest Government guidance for schools to support the strategies used within school. We strive to create an environment where all children are safe, happy and nurtured. We have high aspirations for all of our children and champion them to make good progress. Supporting all children in their learning to be the best version of themselves is embodied in our ethos and vision. We pursue this through our work on our School Values and by endeavouring to remove barriers to learning that a child may experience. By using the pupil premium, we have developed a highly trained skilled staff who are focussed on engaging every child and their family to identify and tailor support that meets the needs of the whole child. This enables us to narrow the gap in learning and raise self-esteem and well-being.

Area of spend	Intended outcomes – why these approaches are taken	Evidence and rationale for the action	Actions	Cost
Extra TA support, one-to-one or small group support for children within the classroom removing barriers to learning Employment of additional teaching assistant hours to remove barriers to learning	<ul style="list-style-type: none"> ➤ To narrow the gaps in attainment and progress between pupils who receive the PP Grant and others, including at greater depth ➤ 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, phonics, handwriting) ➤ Support within lessons to improve understanding of learning in reading, writing and maths ➤ Consolidation of learning completed in classes – time for practise and application of skills ➤ Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology ➤ Careful tracking of homework – ensure regular reading takes place ➤ Priority reading with LSAs if pupils are unable to read at home ➤ Additional reading books to support individual children 	<ul style="list-style-type: none"> ➤ Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. (EEF 2019) ➤ By employing additional teaching assistant hours we are able to provide pupils with the opportunity to work in small groups, provide pre-teaching of new concepts and to ensure learning in a different way during active interventions when necessary 	<ul style="list-style-type: none"> ➤ Regular LSA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources ➤ Teacher and SENCO review – careful planning of interventions to be completed each half term/phase ➤ Teachers and LSAs complete impact statements to provide evidence of outcomes and plan for next steps ➤ SENCO observe interventions and provide feedback regarding strategies, next steps, resources ➤ Clear communication between teachers and LSAs – expectations within lessons ➤ LSA timetables carefully planned – making best use of time for pre-teaching and consolidation of learning ➤ Close communication between LSAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary ➤ Teachers and LSAs liaise closely and regularly update tracking for pupils with SEN ➤ High interest, low reading age books to build fluency and self-worth while reading. ➤ Reading books bought to go home to support reading at home 	<p>£6,811</p> <p>£128</p> <p>£20</p>

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	<ul style="list-style-type: none"> ➤ Regular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains ➤ Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 			
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> ➤ Social skills are developed through participation in a range of clubs provided by the school or external providers ➤ Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities ➤ Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> ➤ The payment of trips and visitors to ensure equal opportunities for all children to engage in all areas of the curriculum and wider curriculum ➤ Increased confidence and support for an enriched curriculum 	<ul style="list-style-type: none"> ➤ Annual analysis of number of pupils who have taken part in clubs ➤ Staff to talk to children/parents about possible interests and available clubs ➤ Admin officer to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing) 	<ul style="list-style-type: none"> ➤ £432 music ➤ £486 football ➤ £45 drama
Funding for dedicated ELSA support for vulnerable pupils	<ul style="list-style-type: none"> ➤ To provide dedicated time and support (1:1 and group) to help build pupils emotional development ➤ To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom ➤ Lego Therapy Sessions run by ELSA 	<ul style="list-style-type: none"> ➤ A number of our children are not ready to learn because of emotional distress due to home situations ➤ Books and resources to support children in school and families at home ➤ Resources to support Lego Therapy Sessions 	<ul style="list-style-type: none"> ➤ Clear protocols in place to ensure pupils are referred for correct ELSA programme ➤ Regular opportunities for ELSA to feedback to relevant staff and parents ➤ 	<ul style="list-style-type: none"> ➤ £3,466 ➤ £175 ➤ £75
Funding for one session of both before school 'early birds' and after-school club (Woodpeckers)	<ul style="list-style-type: none"> ➤ Early Birds – to promote good attendance and punctuality ➤ Pupils have time to complete homework tasks if unable to do at home ➤ Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning) 	<ul style="list-style-type: none"> ➤ Supporting payment for attendance at Early Birds/Woodpeckers in order to support attendance for families 	<ul style="list-style-type: none"> ➤ Inform parents of PP pupils that one session of early birds and woodpeckers a week is available at no cost (encourage pupils to attend) ➤ Liaise with class teachers so Early bird and woodpeckers staff are aware of homework that requires completion – if appropriate ➤ Purchase range of games/activities to support early birds and woodpeckers. 	<ul style="list-style-type: none"> ➤ £1170
Supporting children emotional wellbeing	<ul style="list-style-type: none"> ➤ Whole staff training regarding attachment and approaches to support children. ➤ 5 x Lunchtime emotional support for LAC pupil ➤ 1 pm weekly SALT support for children 	<ul style="list-style-type: none"> ➤ Recommendations made by external agencies for staff to explore the attachment theory. 	<ul style="list-style-type: none"> ➤ LSAs to attend attachment training ➤ Enabled children to engage in pm learning as he was regulated and ready to learn 	<ul style="list-style-type: none"> ➤ £484.10 ➤ £437.66

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	<ul style="list-style-type: none"> ➤ Building the nest ➤ Site security (fences, gates and airlock door) ➤ Ipads and software 	<ul style="list-style-type: none"> ➤ Implementing SALT program recommended by SALT ➤ A number of our children are not ready to learn because of emotional distress due to home situations 	<ul style="list-style-type: none"> ➤ SALT input leads to increased confidence and more rapid progress in reading ➤ Build and equip a calm space (The Nest) which will provide a Safe Space for vulnerable children ➤ Ipads and software to support reading and spelling programmes and improve outcomes 	<ul style="list-style-type: none"> ➤ £450 ➤ £1481 ➤ £5,900 ➤ £6,160
Total Spend				£27,720.76