

## Pupil premium allocation impact 2019/2020 – Weyford Nursery and Primary School

1. Summary information					
School	Weyford Nursery and Primary School				
Academic Year	2019/20	Total PP budget	138,180	Date of most recent PP Review	2/5/19
Total number of pupils	<b>400</b>	Number of pupils eligible for PP	<b>100</b>	Date for final review of this strategy	<b>25/9/20</b>

2. Current attainment (EoY data) 2019			
	<i>Pupils eligible for PP</i>	<i>School average 2019</i>	<i>National PP 2019 Not known</i>
% making Good Level of Development	33%	70%	
% achieving a pass in phonics – Year 1	83%	81%	
% achieving ARE+ in reading - KS1	71%	75%	
% achieving ARE+ in writing - KS1	64%	72%	
% achieving ARE+ in mathematics - KS1	64%	72%	
% achieving ARE+ in combination RWM - KS1	50%	65%	
% achieving a pass in retakes phonics – Year 2	40%	50%	
% at national standard or above in reading – KS 2	45%	52%	
% at national standard or above in writing – KS 2	52%	62%	
% at national standard or above in maths – KS 2	38%	48%	
% at national standard or above in GPS – KS2	59%	63%	
% achieving combined RWM – KS 2		32%	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Oral skills in Nursery and Reception are lower for pupils eligible for PP than other pupils. This slows writing progress in subsequent years.	
<b>B.</b>	Emotional, wellbeing and social needs, children have a poor social skills and difficulty forming relationships this impacts on their readiness to learn. There are many PP children in the school with multiple vulnerabilities which further impact on their outcomes.	
<b>C.</b>	Poor levels of resilience and this impacts learning and becoming independent learners.	
<b>D.</b>	Low level literacy skills on entry including knowledge of phonic sounds impacting on reading and writing	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for pupils eligible for Pupil Premium are 94.1% with non-pupil premium at 95.6% - summer 2019 Authorised absences, unauthorised absences and lateness are higher than that all children.	
<b>F.</b>	Poor parental engagement in children's learning including lack of understanding of standards and expectations	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success</b>
<b>A.</b>	Improved oral language skills for children eligible for PP impacting positively on writing skills.	Pupils eligible for PP make rapid progress and at least meet ARE by end of the year – EYs, KS1 and KS2
<b>B.</b>	Improved outcomes in reading to enable more Pupil Premium children to achieve in line with their peers	Outcomes in reading in EYs, KS1 and KS2 have closed the gap with national outcomes at the end of each key stage
<b>C.</b>	Improved outcomes in writing to enable children in receipt of Pupil Premium to achieve in line with their peers	Outcomes in writing in EYs, KS1 and KS2 have closed the gap with national outcomes at the end of each key stage
<b>D.</b>	Improve outcomes in maths to enable children in receipt of Pupil Premium to achieve in line with their peers	Outcomes in maths in EYs, KS1 and KS2 have closed the gap with national outcomes at the end of each key stage

<b>E.</b>	To improve attendance so that children in receipt of pupil premium have improved outcomes in line with their peers	Attendance of pupil premium children is in line with non-pupil premium children
<b>F.</b>	To improve the social and emotional wellbeing of learners so that barriers to learning are diminished and children achieve better outcomes in R, W and M	Children and families are supported with any outside agencies in a timely manner and have improved outcomes

### Planned Expenditure

**Due to the lockdown (COVID 19) on 20<sup>th</sup> March 2020, the children of key workers and vulnerable families remained in school whilst all other children were on remote home learning. The data below is from March 2020 and therefore is not end of year data and is only an indication of what could have been achieved with another 5 months in school and interventions in place.**

Academic Year 2019-2020					
Improving the quality of education including targeted support and other whole school strategies					
Desired Outcomes	Chosen action/approach	Objective/description	Staff Lead	Cost	Impact/Evaluation
Higher % of PP pupils to achieve and exceed standards at the end of each year group in reading, writing and maths	TA support in class every morning for teaching of core subjects	Proportion of pupils to achieve/ exceed ARE in reading, writing and maths and is closer to non PP children	LR PP Lead		<p><b>March 2020</b></p> <p>Early Years 33% of PP children 4/12 were of track to achieve GLD at the end of the year.</p> <p>Year 1 improved percentages from September to March – 18% improvement in reading, writing and maths</p> <p>Year 2 – reading 75%, writing 67%, maths 75%</p> <p>Year 3 – reading 83%, writing 83%, maths 75%</p> <p>Year 4 – reading 67%, writing 27%, maths 60% (6/15 children are SEND)</p> <p>Year 5 – reading 55%, writing 55%, maths 55%</p> <p>Year 6 – reading 58%, writing 47%, maths 47% - increase of 10% in maths from September</p> <p>Improved Quality First Teaching, training of staff in Live AFL and feedback has enabled learners to accelerate their</p>
Pupils acquisition of a wider range of vocabulary increases	Whole class focus on vocabulary across all subjects		VW English		

					progress and use of the half an hour after lunch to preteach or revisit misconceptions has had a positive influence on progress. Staff are better equipped to move children on within the lesson onto a more challenging task and improved use of variation and AFL from lesson to lesson has also impacted positively on outcomes.
Improved emotional/ social wellbeing and academic achievement	Emotional Literacy Parental support from HSLW Work with PBS Wellbeing team	Use of trained staff to reduce barriers to learning allowing these pupils full access to a broad and balanced curriculum	LH SENCO LB HSLW		The Pastoral meet weekly to discuss the emotional wellbeing of the children. Concerns are quickly acted upon ensuring that children are supported ie bereavement, child protection concerns, family illness etc. Alongside the team are 4 trained ELSAs and a HSLW who have provided appropriate support to children and families.
Accelerate progress to maintain a positive GLD particularly in reading and writing	Language Link Talk Boost SaL programmes Talk Books	Use of quality interventions evidenced to have a positive impact over the last two years to support language development	EL EYFS SR SEND Assist		Dec 2019 – all children have been tested and the programme has now started for both language link and Talk Boost <u>March 2020</u> 64% of children on track to reach GLD at end of year. Targeted interventions in reading, writing and maths were in place to support the children who needed to improve 1 or 2 aspects of ELGs ie writing. Language link and talk boost alongside daily phonics and maths teaching were having a positive impact on the children’s progress.
Maintain percentage of PP children to pass phonics test in Year 1					<u>March 2020</u>  43% PP on track to pass phonics test in June compared to 78% of non PP children  Daily phonics and booster phonics with the teacher three times a week were enabling targeted children to catch up with their phonics confidence and knowledge. Regular testing and changing of groups enabled accurate targeted teaching. The year group were on track to reach national phonics by the end of the year.