

Pupil premium allocation statement 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	Sept 2019
Total number of pupils	393	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Feb 2020

2. Current attainment (EoY data) 2019			
	<i>Pupils eligible for PP</i>	<i>School average 2019</i>	<i>Pupils not eligible for PP (National 2019)</i>
% making Good Level of Development	33%	70%	
% achieving a pass in phonics – Year 1	83%	81%	84%
% achieving ARE+ in reading - KS1	71%	75%	78%
% achieving ARE+ in writing - KS1	64%	72%	73%
% achieving ARE+ in mathematics - KS1	64%	72%	79%
% achieving ARE+ in combination RWM - KS1	50%	65%	-
% achieving a pass in retakes phonics – Year 2	40%	50%	To be released
% 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%	51%
3. Barriers to future attainment (for pupils eligible for PP)			

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral skills in Nursery and Reception are lower for pupils eligible for PP than other pupils. This slows writing progress in subsequent years.
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.

C.	Poor levels of resilience and this impacts learning and becoming independent learners.
D.	Low level literacy skills on entry including knowledge of phonic sounds impacting on reading and writing

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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E.	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.
F.	Poor parental engagement in children's learning including lack of understanding of standards and expectations

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success
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A.	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.	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
C.	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
D.	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
E.	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

F.	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
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Planned Expenditure					
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.	LSA support in class every morning and designated pm time for teaching of core subjects. LSA	Proportion of pupils to achieve/ exceed ARE in reading, writing and maths and is closer to non PP children	LR PP Lead VW English HT Maths	£86,400 am 3 hours – 16 TAs	
Pupils acquisition of a wider range of vocabulary increases	Whole class focus on vocabulary across all subjects. Reading stories with age related rich vocabulary at the of the day.			14,040 pm ½ hour	
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	£2808 2 p.m. 4 TAs	
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	£6360 1 x T 2 x TA 3 pms	
Maintain percentage of PP children to pass phonics test in Year 1	Small group targeted intervention by CT LSA personalise intervention afternoons.	Proportion of pupils to achieve and exceed ARE in reading, writing and maths increase and is closer to non-PP pupils.	LH – SENCo Class teachers	As above 1	

Total budgeted cost = £95,568

Other approaches

Desired Outcome	Chosen action/approach	Objective/Description	Staff Lead	Cost	Impact/evaluation
Improve vocabulary for reading and writing by developing reading for pleasure across the school	School council to choose 5 books to recommend as home readers for each year group – children to take home over the year to read	Motivate the children to continue a love of books – many PP children do not have a supply of rich texts at home to read	Class teachers Curriculum Lead	£2250 30 books per class	
Improve overall attendance figures. Reduce the number of “late” pupils. Reduce the % PA	LB to monitor alongside HT Pastoral team meetings Legal proceedings followed for PA First day response provision Reward good attendance weekly during weekly celebration assembly and termly with 100% certificates.	Monitored attendance of identified PP pupils and provide family support to overcome barriers to attending school.	HT JS LB HSLW Pastoral team	£25,833	
Improve life experiences for pupils	Extended school provision – breakfast and after school club	Reduce level of persistent absentee. Increase parental involvement and support. Financial support for parents of PP children.	Woodpecker team HT	£1950 1 family 2 children currently	
Provide extra-curricular residential trips in KS2	Fairthorne Manor Stubbington Residential	Enrichment of experiences which will impact on language development, personal/social development and	KS2 teachers	As needed	

		achievement in basic skills across the curriculum.			
Support PP families	Provide support with school uniform, school trips,	Pupils are in school and well equipped to learn.	Leadership	As needed	
Sal	Private speech and language therapist to provide programmes – speaking space for children in infants	Improve speech and language for children on a personalised programme leading to improved outcomes in reading and writing	SEND assistant	£2500 speaking space 16 sessions	
Reading – Year 2 / Year 1	Provide daily guided reading 5 days a week with an adult till Christmas Year 2 and Spring/ Summer Year 1	Improved outcomes in reading for year 1 and year 2 children improved % ARE	DHT	As above 1	
Afternoon interventions with teaching assistant to support accelerated progress in reading, writing and maths – Firstclass@number, precision teaching, Sydney, phonics, reading, dyslexia project	Personalised learning plan developed from Pupil progress meetings and teacher assessments – reviewed each phase – run by TAs across the primary	Accelerated learning filling gaps in knowledge, skills and understanding leading to improved outcomes and % ARE	SENCO	£10,800 10 TAs x 4 pms	
Year 6 reading club	Lunchtime club to promote reading for pleasure in year 6	Target group of Pupil premium children who do not read at home or have access to a range of texts	Year 6 team	£340 staff plus books	
Year 6 boosters	After school and lunchtime booster sessions to be decided after mock SAT in November 2019	Target group of children who need some accelerated progress to fill gaps in knowledge, skills and understanding.	Teachers	To be confirmed	
Total budgeted cost				£43,673	