

Pupil premium strategy statement:



1. Summary information					
School	Westcott Church of England School				
Academic Year	2020/21	Total PP budget	£7,580	Date of most recent PP Review	n/a
Total number of pupils	89	Number of pupils eligible for PP	2 x 1Term 4 x 3 Terms	Date for next internal review of this strategy	Jul 2021

Children as at the end of Spring Term

2. Outcomes <i>(Use 2015 data & levels until the alternative is established)</i>	Low		Middle		High	
<i>As part of your full strategy you will also wish to consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number, you may wish to present 3 year averages here.</i>	Pupils eligible for PP	Other pupils not eligible for PP	Pupils eligible for PP	Other pupils not eligible for PP	Pupils eligible for PP	Other pupils not eligible for PP
Typical progress in reading from their starting points	25 % of PP	16 % non PP	50 % of PP	68% non PP	25 % of PP	16% non PP
Typical progress in writing from their starting points	25 % of PP	19 % non PP	50 % of PP	65% non PP	25 % of PP	16% non PP
Typical progress in maths from their starting points	25 % of PP	22 % non PP	50 % of PP	64% non PP	25 % of PP	14% non PP
% achieving age related expectations in reading,	50 % of PP	27% non PP	50% non PP	62 % non PP	0 % of PP	11% non PP
% achieving age related expectations in writing	67 % of PP	35 % non PP	33 % non PP	60% non PP	0 % of PP	5% non PP
% achieving age related expectations in maths	50 % of PP	23 % non PP	50 % non PP	62% non PP	0 % of PP	15% non PP

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers *(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)*

A.	Segmenting and blending skills in Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.
C.	71% of PP children have additional educational needs, 14% with an EHCP. Additional time and resources are provided for the children,

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	57% of PP children receive no additional support from home. This reduces the pupils' opportunities to consolidate their learning.
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3. Outcomes *(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)*

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve segmenting and blending words for reading and writing skills for pupils eligible for PP in Year 1.	Pupils eligible for PP in Year 1 class make progress by the end of the year so that all pupils eligible for PP meet age related expectations, unless there is a specific SEN need.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Year 6 by teacher assessments and successful moderation practices.
C.	Additional support/resources provided to support children with SEN and PP needs both in school and at home	Pupils eligible for PP in KS1 and KS2 class make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age related expectations.
D.	Additional opportunities for PP children to access support in school, before school (breakfast club, after school – clubs) and during school additional reading sessions.	Pupils eligible for PP identified as requiring additional support outside school hours make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age related expectations.

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved progress for high attaining pupils	Staff training and purchasing of phonic and GPS resources to target the teaching of and development of blending and segmenting words for reading and writing in KS1. Training and implementing Guided reading activities that support PP children with High SEN Needs make accelerated progress.	Children are able to identify phonemes and are able to blend them for reading, the find the application of this in their writing more challenging. Remembering spelling rules, when to use the correct version of a phoneme (ch or tch). We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Which phonics which suggest high quality is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Which phonics training on spelling patterns and GPS progression through the school. Guided reading training to be attended by all staff to help raise the profile of guided reading – special emphasis on comprehension. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning (Pupil workbooks). Lessons from training embedded in school and feedback on.	Emily Butler and Louise Jones	Jan 2021
B. Improved progress for high attaining pupils	CPD on writing across the curriculum.	Writing is an area where some of our PP pupils have not made the expected level of progress within the academic year. Opportunities for the children to demonstrate high quality pieces of writing within topic and English (Big write), using the Hamilton Familiarisation plans and resources to aid this.	Use INSET days to deliver training on identifying links with the existing curriculum and English to make more meaningful. Highlight criteria for exceeding in writing with the children and share with others. Peer observation of attendees’ classes after the course, to embed learning (no assessment).	Emily Butler and Louise Jones	Sep 2021
Total budgeted cost					£1,905

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved word decoding and encoding skills in KS1 B. Improved progress for high attaining pupils	1:1 and small group provision of Which Phonics and Guided reading for children in KS2.	Some of the students need targeted support to catch up. Revisiting the phonics sounds they have been previously taught in a small group/ 1:1 situation (including spelling patterns). This new guided reading scheme deployed across the school and other similar size local schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult speech and Language team to identify any potential barriers that could impact on children's learning and additional activities to good implementation.	All Teachers and LSA	Jun 2021
B. Improved progress for high attaining pupils	Regular small group sessions in maths for high-attaining pupils focusing on working with higher level problem solving and reasoning skills. Make the children aware of the level they are working at and what they need to do to be working at a greater depth	We want to provide extra support to improve the level of children working at a greater depth. Short challenge activities from the Abacus and Hamilton Schemes of work provide these opportunities in lesson time. Addition a short challenge questions to check the depth of understanding. Marking grids that indicate the areas of learning where evidence is strong as well as areas for development.	Additional staff training by the English Co-ordinator delivering GPS work to a class (TA to support PP children) Impact overseen by English co-ordinator. Teaching assistant (TA) including half termly assessments on reasoning. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Headteacher and Class Teachers	Mar 2021
Total budgeted cost					£2,900
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Additional opportunities for PP children to access support in school, before school (breakfast club, after school – clubs) and during school additional reading sessions	Breakfast club and after school care offered as wrap around care.	While there has been an increased pick up in attendance by the children in attending wrap around care, there are a number of children who do not make use of the facilities aimed at supporting them. For the children who attend wrap around care attendance has improved significantly from 88% to 95.6%.	HT to discuss attendance with parents of PP children and make them aware of the facilities available to help with children's attendance. Check of children attending wrap around care provided by the school. Providing activities that the PP children find enjoyable to entice them to come to school.	Pupil Premium Coordinator and Wrap around care staff	Jun 2021

		We can't improve attainment for children if they aren't actually attending school. Children to be provided with opportunities to complete homework in wrap around care. Where staff are available	Ensure that target interventions and activities aimed at PP children are being completed and where they are not, time made available in school.		
C. Additional support/resources provided to support children with SEN and PP needs both in school and at home.	Identify interventions and support programmes for SEN children that can be access electronically. School/Parents support intervention for students. Children without access to resources at home will be provided with resources to take home or use in school out of hours.	<p>We want to ensure that our parents and staff work collaboratively to support our children with their learning. We want to create a culture where lower attaining PP children are able to learn alongside other children.</p> <p>We want to provide extra support to improve the level of children working within they own year group to bridge the gap between working with children at a lower age group and those working at the expected level of attainment.</p>	<p>Additional resources to be purchased to support the children for use at home.</p> <p>Time given to children through wrap around care to complete homework task and intervention activities.</p> <p>Additional staff training for TA's to help target intervention work for PP children help them accelerate their learning to enable them to achieve the expected level of attainment.</p>	All staff.	Jun 2021
Total budgeted cost					£2,065

4. Review of expenditure				
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate..	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress for high attaining pupils	Staff training and purchasing of guided reading resources developing comprehension skills drawing inference – raising the expectation CPD on writing across the curriculum	Mixed: pp children without additional SEN Support were able to work more independently, those with additional SEN needs required a lot of adult support to access the materials fully and engage with the lessons. This was a similar pattern for non pp children with additional SEN needs.	Staff could see the benefits of using the new scheme as it add structure and repetition with children, however there is a high level of independence required in order to make this work effectively. In a class where there is a significant number of SEN needs this becomes more challenging. School to consider alternatives to cater for these needs. Small group work for PP children with SEN. Staff are confident that by introducing the process to USK2 children and taking a more gradual approach with children in LKS2 (high level of PP and SEN needs.) the time spent with the PP children will enable rapid progress to be made, once they are familiar with the routine and can work more independently.	Guided Reading materials and Staff costs . £1,880

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved provision for more able PP children	<p>Regular small group sessions in maths for high-attaining pupils focusing on working with higher level problem solving and reasoning skills.</p> <p>Make the children aware of the level they are working at and what they need to do to be working at a greater depth.</p>	<p>Medium: The school phased in the introduction of the Hamilton Flexible planning for children in Mathematics. This enabled the high achieving PP children to demonstrate that they were able to apply reasoning skills more frequently,</p> <p>Marking grids that indicate the areas of learning where evidence is strong as well as areas for development.</p> <p>Writing, was less effective, and the fluency plans were latter to arrive on Hamilton than had been anticipated.</p>	<p>The fluency plans seemed to work better than Abacus for mathematic, however Hamilton plans meant that a class often needed to be taught two different areas of maths. Summer term this changed with mixed age plans available, bringing area of coverage closer together.</p> <p>UKS2 piloted Fluency plans, these were then rolled out to the other classes through the year.</p> <p>Same format to be applied to English. UKS2 have split their week, to spend time on coverage of content 3 days a week, and 2 days a week looking at sentence structure, GPS and big write. This is to be cascaded down to all classes, as PP children respond well to the 2 day GPS skills and then applying immediately.</p>	<p>£2,260</p> <p>For Hamilton Planning, and Abacus.</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates	Breakfast club and after school care offered as wrap around care	High: 50 - 75% uptake by the parents for breakfast club. 50-75% uptake for after school clubs. These targeted skills of interests and curriculum, e.g. art club, SATs revision (KS2). Staff conscious PP children had a good breakfast to start the day. Children encouraged to attend clubs that would help provided them with support, often missing from home.	Next year we will try to engage more with the pupils to encourage them to make use of the school wrap around care running to increase school attendance and engagement.	£1500 staffing cost, breakfast and additional resources
Additional support to consolidate accelerate attainment learning for PP pupils in Year 2, Year 3 and Year 6	Children in Y2, Y4,Y6 to work alongside children from Y1, Y3 and Y5 respectively. Additional hours provided for support staff who dedicate 20+ minutes per day with PP children in a 1:1/small group situation and interventions	Medium: positive impact as it enabled the children to gain valuable life skills, work together as part of a larger team. Learn new skills for themselves.	Provide more time to focus on the individual concerns that the PP children may have (some of these were different to what the staff were expecting, had experienced before).	£910 LSA costs for running sessions

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Westcott CE School ensure that children who are eligible for PP support are always looked after and catered for, this at time has included supporting families with school uniform, wrap around care (breakfast club and after school) and contributions to school trips. Needs of the individual children are always taken into consideration to support both the child and the family.