

South Wonston Primary School - Pupil Premium Strategy Statement 2021-2022

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all and 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. 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.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement. Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners. Professional development for staff is focused on ensuring strong subject knowledge, questioning skills, feedback and the continuing development of effective teaching strategies.

Meeting individual learning needs

Pupil progress meetings 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 are enabled to catch up to meet age related expectations or increasingly work at greater depth. Transition processes for disadvantaged pupils are carefully planned and implemented

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. Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group which includes and a governor, reviews the effectiveness of strategies at the end of each assessment phase. 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. Staff are deployed 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.

1. Current pupil Information			
School	South Wonston Primary School		
Academic Year	2021-2022	Total Pupil Pupil Premium budget (PP) Service Pupil Premium budget (SPP)	£37,660 £31,620
Total number of pupils	315	Number of pupils eligible for PP Number of Service pupils eligible for PP	21 104

2. Attainment in 2019-20 and 2020-2021 There were no Statutory Assessments due to the COVID 19 Pandemic		
In 2019 there were 6 pupils in Y6 eligible for Pupil premium. 50% were on the SEN register.	<i>Pupils eligible for PP (South Wonston)</i>	<i>Pupils not eligible for PP (National 2018)</i>
% achieving ARE or above in reading in Y6 2019 % achieving Higher level in reading in Y6 2019	67% 50%	64% 18%
% achieving ARE or above in writing in Y6 2019 % achieving Greater Depth in Writing in Y6 2019	100% 33%	67% 11%
% achieving ARE or above in maths in Y6 2019 % achieving Higher level in maths in Y6 2019	67% 33%	76% 14%
% achieving ARE or above in reading, writing & maths 2019	33%	67%

2. Possible Barriers to future attainment	
A.	Oral language skills are sometimes lower for pupils eligible for PP. This creates a barrier to social interactions that impacts on rates of learning. This is particularly so on entry to YR.
B.	Some pupils in receipt of pupil premium are not resilient and lack focus in their work
C.	Behaviour and negative attitudes to learning for a very small group throughout the school has a detrimental effect on their academic progress
D.	The number of pupils in receipt of PP and also on the SEN register is 42% (11/26) (Sept 2021)
E.	Some children do not have support for home learning
F.	For some children a lack of life experiences has affected the development of a rich vocabulary which impacts on spoken language and ability to produce writing of a good quality.

G	Mobility of Service Children impacts of progress for some children due to gaps in learning and slow identification of needs. Service pupils also on SEN Register (18/102 = 17.6%)	
3. Desired outcomes		Success criteria
A.	Improve oral language skills for pupils eligible for PP.	Pupils eligible for PP in YR and beyond make rapid progress by the end of year and an increasing number make age related expectations.
B.	Ensure that all the PP pupils see themselves a learners and value education. They are able to focus with greater concentration and settle quickly to their work .	Through developing a whole school Growth Mindset approach children will become more resilient, confident learners. Through the use of sensory circuits PP pupils are more easily able to focus and settle to their work .
C.	The behaviours of a very small minority of pupil premium pupils is addressed.	Improved engagement in learning.
D.	Children eligible for pupil premium with SEN needs will make expected progress in reading, writing and mathematics	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at termly pupil progress meetings and individual strategies to enhance learning will be planned.
E.	Address the limited support / interaction at home for some pupils in receipt of pupil premium.	Additional support in school ensures that pupils achieve in line with their peers. Class teachers identify pupils who lack support at home and plan and implement strategies according to need.
F.	A broader range of life experiences enhances children's vocabulary and aspirations	Our enquiry based curriculum, offers a rich and varied range of experiences that are accessible to all of our children. This ensures that pupils learning beyond the classroom has a positive impact on their achievement and wellbeing. Children inY2-6 will learn an instrument during their weekly music lesson.
G.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Increase attendance	Our school values 'Together, we will nurture, inspire, challenge and achieve' ensures that children's emotional welfare as well as academic achievement is of the highest priority. Our pastoral team are responsive and flexible in their approach to individual needs.
H.	Service Children's needs are identified quickly on entry and addressed. All children eligible for service pupil premium will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance their learning will be planned.

4. Planned expenditure					
Academic year 2021-2022					
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
A. Improve oral language skills for pupils eligible for Pupil Premium	<p>Screen all children in Year R using Language link and the NFER NELI programme so that early interventions can be put into</p> <p>Speech and Language Support Assistant (8 hours approx. a week) SALT – small group and 1 to 1 work Talk partners</p> <p>Ensure that children use accurate grammatical structures within speaking and writing.</p> <p>Increase opportunities for speaking and listening and oral rehearsal in order to help children improve their writing particularly for less able children</p> <p>Exposure to challenging texts that are rich in vocabulary Language links assessments Cued Articulation linked to phonics</p>	<p>Children’s poor oral skills impact negatively on their ability to speak and write effectively.</p> <p>Early intervention for identified children will help children develop the skills necessary to over come barriers to learning.</p> <p>Some pupils need targeted support to catch up. Programmes of work developed by the Outside Agencies whose specialist advice is followed.</p> <p>National research and current work in school has shown the effectiveness of using open questioning and developing higher order thinking skills. As a result attainment and progress will be accelerated. This approach will also be used to enable more able pupils to achieve greater depth by the end of Y6 in reading and writing.</p>	<p>Monitoring through book scrutiny and lesson observations.</p> <p>Timetable of support monitored</p>	<p>SLT</p> <p>SENCO</p> <p>Classteachers</p>	<p>July 2022</p>

B. Ensure that all the Pupil Premium pupils see themselves as learners and value education through a Growth Mindset approach.	Teachers continue to implement Growth Mindset approach when planning for their class. All staff use the language of the Growth Mindset approach and have reminders visible in the classroom. Focus on positive behaviour and learning attitudes so that time is not wasted in lessons and children do not give up.	Carol Dweck's Growth Mindset research about changing the way students perceive their own abilities and potential could drastically alter their performance. Focus on implications for struggling learners in mastery curriculum; planning for independence and progress; developing effective use of teaching assistants to promote independent learning.	Training for all new staff and refresher training for teachers, Learning Support Assistants. Monitoring the impact of ELSA support through parent and pupil questionnaires. Monitoring of learning behaviours and Behaviour policy.	ELSA/ SENCO	July 2022
	Improved concentration and gross motor skills through the regular use of sensory circuits.		Before and after questionnaires to measure impact	Sensory Circuits Specialist teacher	Termly
C. The behaviours of a very small minority of pupil premium pupils is addressed.	Individual behaviour plans are developed with involvement from Primary Behaviour Service/Outreach Service where appropriate.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular behavioural issues can be effective.	Briefing of all staff Development of individual plans Collaboration with outside agencies	HT/DHT SENCO	Half termly through SLT meetings

<p>D. All children eligible for pupil premium with SEN will make expected progress in reading, writing and mathematics</p>	<p>Increased intervention / adult time. Positive discrimination by staff to visit PP children first, check they are on track and provide feedback / mark books first.</p> <p>Pre-teaching and other proven strategies. 1 to 1 reading 'Nessy' phonics/spelling programme Specific interventions – Word Wasp, Power of 2, Clicker etc</p> <p>Provide Clicker training for identified teachers and TA's to enable them to better support children with communication needs</p> <p>Use of ICT to support learning</p>	<p>EFF Toolkit suggests high quality feedback is an effective way to improve attainment. Advice on practice and evidence from them demonstrating that positive discrimination support accelerated progress.</p> <p>Teachers know pupils and their gaps well and can target pupils effectively to support them. Some pupils need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other schools.</p> <p>Research has demonstrated that engaging pupils in the learning process increases their attention and focus, motivates them to practice higher level critical thinking skills and promotes meaningful learning experiences. The EFF Toolkit states there is clear evidence that it is more beneficial for areas like writing.</p>	<p>Barriers to learning documents completed and updated at the start of each term by each class teacher.</p> <p>Pupil progress meetings with class teachers are used effectively</p> <p>Assessment meetings</p> <p>Targeted training for staff where there is an identified need.</p> <p>Evidence in childrens books</p>	<p>SLT</p> <p>SENCO</p> <p>SENCO</p>	<p>Termly</p>
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<p>E. Address the limited support / interaction at home for some pupils in receipt of pupil premium.</p>	<p>Pre-teaching groups Home Learning support in school Daily 1 to 1 reading ELSA support Online learning platforms – Purple Mash / Nessy/ Times Table Rock Stars Workshops for parents - personal invites</p>	<p>We want to provide additional opportunities for learning so that rates of progress are in line with or better than national. Research – John Hattie, Carole Dweck, EEF toolkit</p>	<p>Briefing of all staff Regular communication with the parents about Home Learning expectations.</p>	<p>HT/DHT</p>	<p>December 2021 April 2022 July 2022</p>
<p>F. A broader range of life experiences enhances children's vocabulary and aspirations</p>	<p>Learning is supported by trips and visitors to school that are carefully planned to enhance the school's curriculum.</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.</p> <p>Pupils are able to participate fully in school trips and residential trip</p> <p>Provide funding for eligible children to attend after school clubs, music tuition and residential trips in order to participate in enrichment activities, promote team work and wider experiences.</p>	<p>Research shows that limited life experiences impacts on a child's capacity to learn and understand. Increasing these opportunities builds self-esteem and encourages positive attitudes to learning.</p>	<p>Admin Officer to check eligibility and manage funding provided.</p> <p>Class teachers to liaise with HT regarding potential funding opportunities</p>	<p>DHT</p>	<p>July 2022</p>

<p>G. All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn</p>	<p>Maintain full time ELSA and part/time ELSA (3 afternoons a week) Supervision for ELSA and FEIPS</p> <p>Opportunities for Pastoral support at varying levels</p> <ul style="list-style-type: none"> - Class teachers - ELSA - FEIPS - CAHMS (by referral). <p>Growth Mindset approach is used across the school to develop resilience and positive learning attitudes. Children are empowered to take responsibility for their own learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Previous experience in school has demonstrated the impact of therapeutic based interventions such as ELSA in supporting social, emotional and mental health needs. By developing staff skills and knowledge, more children can be given appropriate guidance and support that better meets their needs. There is well founded national and International research behind the Growth Mindset approach to support this practice.</p> <p>Increasing numbers of families are seeking support</p> <p>Increasing numbers of children require support for a range of issues.</p>	<p>Continued training and supervision for ELSA's</p> <p>Benchmark before and after ELSA interventions. Parent questionnaires Child questionnaires</p> <p>Analysis of CPOMS</p>	<p>SENCO</p> <p>ELSA</p> <p>DHT/AHT</p>	<p>July 2022</p>
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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?
H. Service Children's needs are identified quickly on entry and addressed. All children eligible for service pupil premium will make expected progress in reading, writing and mathematics.	Admin team liaise with previous schools to obtain information and records promptly. On entry assessments to identify gaps and current attainment. Service children tracked as a separate group of children Catch up sessions delivered by Service Family Support Assistant and TA's	Advice on practice and previous evidence demonstrates that positive support that is provided quickly after entry accelerates progress. Support around times of parental deployment is also essential in ensuring a child feels secure and has resilience before a move or whilst a parent is away.	Admin Team Termly Pupil progress meetings Assessment meetings Maintain Service Family Support Assistant	HT	July 2021

Desired Outcome										
A	B	C	D	E	F	G	H	Area of Spend	Focus	Total Allocation
√	√	√	√	√	√	√	√	LSA's in class support and interventions (Afternoon hours 10)	Reading, Writing and maths	£10,950
√					√			Learning resources	Reading, Writing and maths <i>Language links, Nessy, Purple Mash, Times Table Rock Stars, Phonics Play, White Rose Vocabulary Ninja, Sumdog</i>	£3,571
√	√	√			√	√	√	Staff Training	Reading, Writing and maths Assessment.	£6,000
√		√	√			√		SENCO (Cost of ½ day a week targeted at PP children)	Basic Skills identification of new children Identification and support of SEND	£7,718
					√			Funding for Extra-Curricular activities/music lessons/ Residential	Enrichment	£1000
					√			Activities to enrich the curriculum and develop language–theatre group, curriculum workshops, music groups	Enrichment and language development	£1,200
√	√	√	√	√		√	√	Pupil Progress meetings 3 x days cover	Reading, Writing and maths	£980
	√							Interventions	Sensory Circuits / OT 2xpm	£7,498
									Total spend	£38,917

Service Pupil premium										
		√	√			√	√	Service Family Support Assistant	Pastoral Care and welfare Admissions	£5,683
		√				√	√	ELSA support including training and supervision (3 x pm)	Pastoral care and welfare	£7,183
							√	Additional admin time for processing Service Children leaving and joining the school 4 hrs a week	Admissions paperwork	£2,309
√	√	√	√	√	√	√	√	LSA in class support	High quality in class support and small group intervention	£10,950
							√	Resources	Wellbeing and pastoral care	£2000
									Total spend	£28,125

Additional information

Progress and attainment data is collected at set point during the year. The monitoring and tracking of the data is used to inform pupil progress meetings and enable early identification of need and support. Pupil progress meetings take place termly. Each class teacher meets with a member of the senior leadership team to discuss identified needs and interventions put into place.

The impact of actions is reviewed termly by the senior leadership team. The Governors responsible for Assessment and SEN, meet with the Assessment leader and SENCO termly to review actions and impact of all the groups across the school.

Target intervention groups will often contain a mix of pupil premium children and non-pupil premium children where needs are similar.