



Pupil premium strategy 2020-21

1. Summary information					
School	West Wittering Parochial CE Primary School				
Academic Year	2020-21	Total PP budget	£13,450	Date of most recent PP Review	Dec 20 20
Total number of pupils	101	Number of pupils eligible for PP	14	Date for next internal review of this strategy	July 21

2. Current attainment		
Key Stage One Data – 3 children		
Due to Covid 19 there was no end of term data for 2019-20 so this data looks at Aut/Spr 19 to Entry 20/21 data.	<i>Pupils eligible for PP (West Wittering)</i>	<i>Pupils not eligible for PP (West Wittering)</i>
% achieving expected standard or above in reading, writing & maths	0%	41%
% making expected progress in reading (as measured in the school)	66%	62%
% making expected progress in writing (as measured in the school)	66%	75%
% making expected progress in mathematics (as measured in the school)	66%	69%
Key Stage Two Data – 11 Children		
Due to Covid 19 there was no end of term data for 2019-20 so this data looks at Aut/Spr 19 to Entry 20/21 data.	<i>Pupils eligible for PP (West Wittering)</i>	<i>Pupils not eligible for PP (West Wittering)</i>
% achieving expected standard or above in reading, writing & maths	9%	41%
% making expected progress in reading (as measured in the school)	66%	85%
% making expected progress in writing (as measured in the school)	44%	75%



% making expected progress in mathematics (as measured in the school)		56%	95%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers			
A.	The Covid lockdown has had a significant negative impact on retention of key core subject knowledge and skills.		
B.	The writing skills of our children with PP are generally significantly poorer than those of their peers due.		
C.	Children's understanding of Phonics is not secure by the end of Yr 2 for some of our children, slowing progress in Yr 3.		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
D.	Emotional wellbeing has suffered as a result of the country going into lockdown for summer last term.		
E.	Low uptake of home learning for many of our PPG children mean that they missed a huge amount of learning.		
F.	Some children during last lockdown had very little home technology access meaning home learning was difficult.		
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria	
A.	To provide catch up tutoring sessions for those children who have fallen behind the most in R,W,M as a result of Covid 19 lockdowns.	End of year Assessments show increased percentage of children meeting ARE from last year for PPG students in each year group.	
B.	Improve writing opportunities for children so they can improve the speed, accuracy and quality of writing, through trialling new English resources and developing more rich quality text topics.	PPG children will be able to write with increased stamina and the % of PPG (Non-SEND) children meeting ARE in writing will be in line with the non-PPG/non-SEND children.	
C.	KS2 Phonic interventions to improve the outcomes of reading and phonics across the school.	PPG make accelerated progress in reading over the next year in reading and all PPG children (Non-SEND) pass phonics check. All staff will be trained in phonics and an investment in new books made (KS1/EYFS).	
D.	To provide time and space to explore and discuss children's emotional literacy to ensure they are getting these basic needs met, so they are ready and able to access learning.	Reduced teacher time in dealing with low level disruptive behaviour and a greater amount of T&L time and the children are more focused and make better progress in class.	
E.	Catch Up Tutoring sessions will be designed to ensure that children can plug the gaps in learning and recovery curriculum designed to ensure that children are able	Children will have increased self-esteem and a greater percentage of children will meet ARE at the end of the year. Children will reduce cognitive load to be able to access learning more.	



F.	Increase the access to mobile technology in our school for pupils with PPG. Ensure that there all PPG children have access to mobile technology in the event of another school lockdown and that technology in school is reliable.	All children will have laptop access and increased opportunities for remote home learning in the event of a lockdown 2.
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Last Year's Spending					
Area of Development / Expenditure	Money spent on:	Cost:	Adult responsible:	Impact:	Notes:
Improving language skills (Outcome A)	<ul style="list-style-type: none"> Language intervention sessions were set up in the form of Lego Therapy. Word of the day books purchased and staff taught how we can use them daily. TA's are used to provide additional intervention and in class support. They were working with PPG children to discuss learning and one of their focuses was on supporting and developing language in class. 	£800 of total TA costs. £150 Approx. £3000	SENDCO Headteacher Class Teachers	<ul style="list-style-type: none"> Lego therapy sessions worked well in developing language skills and especially in skills of turn taking for many of our children. PPG who attended all made significant progress in cooperating with one another. There is no formal evidence, but feedback from staff and teachers explained that they noted significant improvements in language and communication skills for most pupils. Learning walks at the start of the day regularly saw these books being used. Through Pupil conferencing children were able to articulate words that they have come across and could mostly explain what those words mean or use in context. During two separate book looks it was clear that they had used this increased vocabulary in their day-to-day writing. During learning walks and in formal lessons PPG children could be seen engaging in questions and answers in learning and were able to articulate themselves clearly using suitable vocabulary. Where this was not the case, they were observed correcting the children (CT or TA's). 	We lost children for the entire summer term due to school closures for Covid 19. This had a significant impact on the some of our targets. Reviewed termly in PP meetings.
To improve the quality of writing. (Outcome B)	<ul style="list-style-type: none"> New text led learning journeys were introduced and all children were given access to a copy of the text. Increased writing opportunities made in English and across the curriculum. Purchase of Clicker 8 for PPG children to use. TA's to lead writing support sessions both during learning and as extra intervention, for PPG children who need the most support. 	£2000 (£1500) subsidised by FPTA £720	SENDCO English Lead	<ul style="list-style-type: none"> High levels of pupil engagement in the new learning journeys and triangulation of books, learning walks and data show positive signs of improvement in writing. 75% of PPG children made at least expected progress in writing in academic year 19/20 this is an increase from 57% the year before. Book looks and learning walks show increased writing opportunities for the first two terms before lockdown and children being more aware of their writing. Children able to describe their writing process more easily. Intervention sessions such as same day interventions, and pre-teaching were set up. Impact statements from TA's report that the vast majority of children make significant progress over the 6-week block. Constantly reviewed models, supported by HT and SENDCO 	There was no Summer term 2020 assessment due to lockdown, so data is measured to re-entry data in Sept 20. Reviewed termly in PP meetings



				ensure that the sessions are purposeful. Teachers able to pinpoint exact skills for TA's to work on.	
Improve Mathematical Understanding (Outcome C)	<ul style="list-style-type: none"> Quality First Teaching focused on Staff CPD on maths mastery given to all teachers by Maths leader to support the planning and delivery of the maths curriculum. Same Day maths Intervention weekly for PPG and other children who need it delivered by TA. TA's also provide support assistant role in class working with PPG children to assist in maths. 	£2010	Class Teachers SENDCO Headteacher	<ul style="list-style-type: none"> Lesson observations and drop-ins look at QFT and developmental points are linked to aspects of QFT missed. 8% increase in PPG (including SEND) chn who have met the EXS in maths. Lesson planning, books and data tracking shows that all children, including PPG, are getting suitably differentiated work to meet the development needs of the individual. Same Day intervention and pre teaching means that pupils are able to make accelerated in class progress in key areas they are finding difficult. Pre-teaching ensures that PPG children who find maths hard are able to engage and broaden understanding in lessons. This was noted in governor learning walk. Results show an 18% increase in progress for PPG children in maths this year, from last (40% to 58% increase in total PPG including SEND). 	Reviewed termly in PP meetings.
Improve Parental Engagement (Outcome D)	<ul style="list-style-type: none"> Spring Term parents forum carried out to invite parents in and to work collaboratively with them. Open door policy established, senior leader on gate every pick up and drop off to welcome and engage with parents. 8 Weeks in EYFS meeting carried out along with meet the teacher and other parent sessions. 	No cost, just time.	Headteacher	<ul style="list-style-type: none"> Parental engagement was strong in areas of the school, but some of the hard-to-reach families still not engage as much as we would like. A parental survey was sent out and 91% of parents feel their child is at least happy at school, 81% feel their child makes at least good progress and 94% of parents would recommend the school to someone else. 75% of the PPG parents engage really well with the school and have close and honest relationships with staff about their child's learning. 	34 families completed the questionnaire to parents.
Supporting families with school financing. (Outcome E)	<ul style="list-style-type: none"> Money was used to part fund residentials and school trips. Additional enrichment opportunities given (after school clubs) for some PPG children. 	£530	Headteacher	<ul style="list-style-type: none"> No child on PPG had to miss out on any trip or enrichment activity based upon their family finances. Children went on residential to Outdoor Bowls centre for Yr 5 & 6, part funded by PPG. Several other trips were subsidised or paid for out of PPG. Trips are essential enrichment activities and pupil conferencing with the children confirms how important these are to the children and how much they learn from them. PPG pupils experienced increased self-esteem and well-being as a result of attending these sessions. 	Reviewed termly.
Emotional Health & Well-being development.	<ul style="list-style-type: none"> Our emotional support dog continued to attend to support the wellbeing of some of our Pupils including PPG. 	£750 £780	Headteacher	<ul style="list-style-type: none"> 6-week cycles of 4 children working with Riva. Excellent progress made by all children in developing their communication skills, but also their emotional literacy skills. Children encouraged and supported to talk about their own wellbeing. All children quizzed about the value of their sessions with Riva highly rate the experience and we have quite a waiting list for her sessions. Julia (handler) 	We only had two terms of Riva coming into school due to lockdown.



(Outcome F)	<ul style="list-style-type: none"> New Laughology PSHE scheme purchased and implemented and PSHE set up a LTP for the subject. 			<p>provides great feedback to staff on what the children have said and done. Teachers report Riva is a very good at helping children settle into learning and is particularly beneficial for some of our PPG who have greater emotional needs, allowing them to regulate before coming back to learning.</p> <ul style="list-style-type: none"> Staff very positive about new Laughology resources. These were shared in staff meeting and LTP given. Staff have explored and used some of these lessons as part of the Lockdown work, which was when these were due to initially be rolled out (Summer term). These resources will be very useful as part of our recovery curriculum for 2020-21. 	

5. Planned expenditure

Academic year **2020-21**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Outcome	Action	What is the evidence and	Monitoring undertaken	Estimated Cost	Review Date
Improve teaching of phonics/reading across the school.	<ul style="list-style-type: none"> All staff to complete Early Years / KS1 Phonics training with Southampton English Hub. Half termly teacher assessments of all KS1/EYFS in phonics phase. Use of high-quality texts as learning journeys to expose the children to quality writing and to model excellent reading skills to them. 	Last year's phonics pass mark was 73%, national was 82%	<p>Staff training by Southampton English Hub</p> <p>Phonics lead to audit resources and provision</p> <p>Learning walks</p> <p>Drop-ins</p> <p>Planning scrutiny</p>	£1500	Half Termly by subject leader.



Improve writing opportunities for children so they can improve the speed, accuracy and quality of writing.	<ul style="list-style-type: none"> - KS2 staff trial new jane Constantine 'The Wright Stuff' approach to English writing to see the impact this has on improving standards. - KS1 introduce new rich text topic led learning journeys. - TA's in class during English to support the writing process and to work with small groups on specific targets. 		English Subject leader Termly data Book looks Learning walks Planning exercises	£200 TA cost factored in to TA costs below.	
Improve emotional wellbeing of children within the school.	<ul style="list-style-type: none"> - Staff will be given time each day to carry out an emotional register. - Staff (TA's) will then work with identified children to discuss emotional needs and get them ready to access learning for the start of the day. - Jan Price to complete ELSA training course so she can lead ELSA sessions next year. 	EEF and Maslow	Learning Walk Teacher notes PP meetings	£400 training TA cost factored in to TA costs below.	
Focus on PPG children in PP meetings.	<ul style="list-style-type: none"> - Termly pupil progress meetings will have a section where we focus on the educational attainment and progress of PPG children, to ensure they are a priority group for us. 	KS2 data in 2019 saw us: Read – 58% Write – 50% Maths – 58% KS1 Read – 69% Write - 69% Maths – 81% 66% of these results are lower than national.	HT – PP Meetings with teachers	£600 for supply cover	

Total budgeted cost £2700

ii. Targeted support

Outcome	Action	What is the evidence and	Monitoring undertaken	Estimated Cost	Review Date
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<p>Improve outcomes in reading, closing the gap of PPG students to their peers.</p>	<p>Phonics intervention sessions set up for children in KS2 who did not complete the phonics phases in KS1 and new fully decodable books purchased.</p>	<p>Phonics provision is not currently in place in KS2 and staff in this part of the school have no formal phonics training.</p>	<p>Phonics Leader ½ termly assessments Learning walks Book Looks Planning scrutiny</p>	<p>£2500 for new books (Covered by Governors fundraising)</p>	<p>Phonics lead to review half termly. Annual review for PPG spend.</p>
<p>Catch Up Tutoring to small groups/individuals to enable them to catch up on missed learning. Improved attainment for PPG pupils and closing the gap on peers.</p>	<p>Catch up tutor employed to work with identified children from each class to support these children to close the gap on key objectives that they are not secure in.</p> <p>Each class to have 2 x 1hr additional catch-up sessions, delivered by an experienced teacher, to be organised by CT.</p> <p>Half termly reviews of Catch up to see the impact it is having and the direction it needs to go in next.</p>	<p>Entry 2020 (Sept) shows that reading and maths has taken a significant decline due to Covid Lockdown. Teachers identify writing as an additional area to address through CUT.</p> <p>EEF shows targeted support and intervention as an effective tool for PPG when delivered by fully qualified teacher.</p>	<p>Catch Up tutor to report to class teacher on impact.</p> <p>RW to monitor and lead CUT half termly.</p>	<p>£8640 (£8000 of this is funded through catch up premium)</p>	<p>Reviewed half termly by RW</p>
<p>Targeted children given time to discuss their wellbeing.</p>	<p>Some children will receive targeted 1:1 Emotional Wellbeing time with Mrs Price and Bailey the emotional wellbeing dog. This time is to help them to regulate their feelings and provide them a safe space to be able to talk and share any concerns they have, whilst give strategies that may help them in class.</p>	<p>Maslow's hierarchy of needs tells us that we need to meet the basic needs of the children before we can do high order learning.</p>	<p>Discussions with staff</p>	<p>0.05 FTE TA £921</p>	
<p>TA Support for Intervention and teaching sessions</p>	<p>TA in class support for developing and supporting learning alongside the class.</p> <p>TA intervention support for picking up and address gaps in children's learning.</p> <p>TA support to run NELI intervention sessions</p> <p>TA support to Lego Therapy</p>	<p>We missed a significant amount of learning last year due to the Covid lockdown and so children have big gaps, despite a comprehensive online learning provision.</p>	<p>Headteacher SENDCO Impact statements from TA's Learning walks</p>	<p>£7139</p>	



	<p>TA Support to run KS2 Phonics (Summer term)</p> <p>TA Support to run Phase Phonics groups</p> <p>After school TA writing club for identified children in Sycamore to encourage more writing.</p> <p>Plus 1 & Plus 2 Books daily for targeted children</p> <p>Precision Teaching</p>	<p>Small group work, with an experienced member of staff, is fully recognised as an effective use of PPG funding according to EEF.</p>	<p>Lesson observations.</p> <p>End of term data / PP meetings</p>		
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Total budgeted cost £8700

iii. Wider approaches

Outcome	Action	What is the evidence and	Monitoring undertaken	Estimated Cost	Review Date
Increase access to mobile technology	Purchase additional Chromebooks to ensure that we have enough reliable technology to support home learning should we get to a lock down again.	During our last lockdown we had to hand out 11 laptops for use, of which 2 were broken, one lost and 3 more are on their last legs.	Headteacher	£1000 DfE have funded several devices already	Oct 21
Supporting families in financial strife.	Support families who cannot afford school trips, school resources or school enrichment, to ensure that the children do not miss out at all.	We know that several of our families have been hit hard by Covid-19 and are struggling financially.	Headteacher	£750	Termly
Purchasing of sensory resources for sensory Pupils	Set up sensory circuits for one of our LAC children.	This will help him regulate and has been recommended by adoption support.	SENDCO	£300	Oct 21

Total budgeted cost £2050

6. Additional detail



Our full Pupil Premium strategy can be found on our school website.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, that is why all of our interventions run on a six-week cycle, meaning we can rapidly assess the impact of our work. Where impact is not good, we change what we are doing, to ensure maximum efficiency of all interventions.

Please note, we follow the Education Endowment Foundation approach to Pupil Premium Spending. This very much focuses on fewer targets and interventions that are more focused and have greater impact.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality Teaching
2. Targeted academic support
3. Wider strategies



West Wittering Parochial C.E. Primary School

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