**Pupil premium strategy statement Weald Community Primary School 2020-2021**

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| 1. **Summary information** | | | | | |
| **School** | Weald Community Primary School | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | £25,555 | **Date of most recent PP Review** | October 2020 |
| **Total number of pupils** | 117 | **Number of pupils eligible for PP** | 19 (16%) | **Date for next internal review of this strategy** | November 2021 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Attainment gaps in PP children in reading writing and maths | | | |
|  | | Poor language skills and auditory processing skills | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **C.** | | Poor home learning environments | | | |
| **D.** | | Attendance and health | | | |
| 1. **Desired outcomes** | | | |  |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* | *Assessment of impact (July)* |
|  | Attainment gaps to narrow PP children with no SEND perform closer in line with their peers in reading, writing and maths | | % of PP children at expected/+ in Reading Writing and Maths is within 10% of non PP | Interventions and support mean that PP children came within 10% of non PP. Strong KS2 cohort with high attainment. Ensures this continues in to further KS2 classes where attainment levels are not as strong. |
|  | Careful assessment of pupils and selecting strategies to support their area of need | | Interventions in place, carefully monitoring termly impact. | Still ongoing – focus for next academic year needed on further positive mental health and emotional regulation. |
| **C.** | Poor home learning environments.- communication and engagement between school and PP parents continue to improve. | | Strategies for engaging and communicating with ‘hard to reach’ parents are good , teachers and SLT proactively and consistently engage with PP parents to establish the best ways to support and enrich their children’s experience at school. | School have worked hard this academic year to reach all families. There continue to be some who are difficult to communicate with. However, now, the majority have formed good relationships and have a good channel of communication. |

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|  |  |  | Attainment | | | | Registers |
| Year Group | PP= LAC/  FSM | Attendance  Average % | % Emerging | % Expected | % Exceeding | Support in place: | SEN/Additional Support/EAL |
| EYFS | 3 |  |  |  |  | Additional maths and literacy interventions; speech and language support; early help intervention | 1x AEN |
| Key Stage 1 | 14 |  |  |  |  | Additional maths and literacy interventions; key-worker/ vulnerable group in school during lockdown; 1:1 live teaching sessions during lockdown; early help intervention |  |
| Key Stage 2 | 4 |  |  |  |  | Additional maths and literacy interventions; bespoke curriculum (SEN); key-worker/ vulnerable group in school during lockdown; 1:1 live teaching sessions during lockdown; external agency involvement | 4x SEN  1x SEN & LAC |

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| Total Pupil Premium for 2020/2021 - £18830 | | | |  |
| Planned Provision | Focus | Intended Outcome | Cost | Monitoring of impact: |
| Sprint PE – mental health and well-being input  Language Link – Junior & Infant subscriptions  Jump Ahead/Beam, Time to talk, Memory Magic, Clever Fingers, Sensory Circuits | A firm promotion of wellbeing and mental health – particularly in light of COVID-19 pandemic and school closures.  Targeted support with small group tuition for pupil premium children who are not on track to achieve expected progress across academic subjects.  To provide extra interventions and support to Pupil Premium pupils not on track to make expected progress | * To make accelerated progress, closing the gap, especially those children who are on the verge of ‘expected’ * Speech and language input for those with weaknesses in their speech sounds and understanding * To encourage confidence and improved attitude * Promote wellbeing, build resilience and improve social interaction and mental health of all children | Sprint PE : £7400  Language Link : £811.75  TA costs = £15 per hour  For example: Each child 2.25 hours a per week for LL, 3 children per group.  each child = £427.50 per annum | Pupil progress reports and meetings updated termly.  Intervention reviews uploaded on to Arbor, termly. |
| TA costs = £15.00 per hour  1:1 support = £450.00 | Wellbeing and character analysis through PSHE, circle and class time.  Character building assessment. |
| New reading scheme | To provide a new and updated reading scheme to boost children’s attainment in reading | * New reading scheme linked with the Read Write Inc programme already used in school * Scheme works up in smaller increments to allow those children who have weaknesses with their reading to become more fluent with high frequency and trickier words | Reading scheme : £5000 | Feedback from parents/carers on enthusiasm for reading; reading assessments in school. |
| Daily Early Morning Nurture Club  **Currently not running due to COVID-19 restrictions. To restart when government guidelines allow** | To support children who struggle with the transition, from home to school, to ease anxiety and increase confidence and wellbeing. | * To provide children with confidence to start their school day * To ensure children have calm and settled start to learning * To ensure all children have had breakfast * To encourage team work and acceptance of other’s differences. | 2 x TA daily 30mins  = £75 weekly | Wellbeing and character analysis through PSHE, circle and class time.  Character building assessment. |
| Free or subsidising the cost of school visits, swimming and day trips  School clubs.  **Extra-curricula activites not running due to COVID-19 restrictions. To restart when government guidelines allow** | All pupils will have access to school visits to enrich the curriculum and learning including Yr 6 residential week, day trips to local heritage sights, swimming and theatre | * To enhance the acquisition of knowledge and development of skills. * To encourage fitness and develop self esteem |  | Wellbeing and character analysis through extra curricula opportunities and learning outside the classroom. |
| School Uniform | All children to wear the appropriate uniform | * All children to experience the sense of belonging and pride | £300.00 | Presentation of self, punctuality and pride in appearance. |
| External provision (clubs)  Free or subsidised for pupils in receipt of Pupil Premium  **Extra-curricula activites not running due to COVID-19 restrictions. To restart when government guidelines allow** | By cultivating confidence and happiness children are more likely to embrace the whole school environment which will have a positive impact on academic learning. | * To provide children with opportunities to develop their interests and skills in a wider sense . * To develop self esteem and confidence | £1165.26 | Wellbeing and character analysis through extra curricula opportunities and learning outside the classroom. |
| ICT – Setting up of remote learning platform | Remote Learning platform to provide assistance when school is closed during lockdowns and for use after | * To set up a remote learning platform for school closures and to continue afterwards to enhance learning in school * Allowing for 1:1 live sessions for vulnerable families and PP children to close the gap * Government gifted laptops | Microsoft Teams = £4500.00 | Enable children to access all learning during periods of lockdown at home. |