

Pupil premium strategy statement:2019-20

1. Summary information					
School	Wroxton CE Primary School				
Academic Year	2019/2020	Total PP budget	£12,480 (TBC)	Date of most recent PP Review	Sept 2019
Total number of pupils	86	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2020

2. Outcomes 18 -19				Progress of pupils	
<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 (your school) 13	Pupils eligible for PP not SEN (your school) 7	Other pupils (national average)	Pupils eligible for PP (your school)	Other pupils national
% achieving a good level of development in in reading, writing and maths	NA	NA	70	NA	
% making at least expected progress in reading	67%	NA	65%	NYA	NYA
% making at least expected in writing	50%	NA	61%	NYA	NYA
% making at least expected progress in maths	58%	NA	70%	NYA	NYA

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers <i>(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)</i>	
A.	Oral language skills. This can slow reading progress in subsequent years.
B.	Poor oral language skills inhibits attainment and progress in writing
C.	High level of social emotional needs across the school that impact on engagement
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Social and emotional development
E.	

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills	Pupil Premium children who are not SEN will achieve at least age related expectations for speech and language. Children who are SEN will close the gaps. Pupils make improved progress in reading comprehension so that by the end of KS2 they are performing in line with their peers compared to their starting points. This will be assessed through PIRA , reading expectations for the year group and age appropriate comprehensions
B.	Improved and consistent progress in writing	Pupils make improved progress in writing so that by the end of KS2 they are performing in line with their peers compared to their starting points. This will be assessed through year group expectations.
C.	Improved engagement in school through Improvement in emotional skills	Children through play therapy will have improved engagement and able to engage with pupils and adults appropriately. Access to play therapy. Play therapist to assess progress of children, as assessed against her criteria (strengths and difficulties questionnaire). Improvement in self-esteem noted in class

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	2019/2020				
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, target support and other					
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 oral language skills	Develop a strategy for targeted vocabulary work across the school	Evidence shows that children from disadvantaged backgrounds have poor recall of technical vocabulary affecting their ability to access a range subjects.	Lesson observations Used of trained TA	CT	January 2020 July 2020
B Improvement in writing through targeted teaching of reading and phonics	Ensure ALL KS1 staff have had RWI training and that as a school we use the whole scheme not just phonics	Evidence shows that schools that adopt the RWI scheme as a whole enable children to leave KS1 as confident readers and writers	Discussion at team meetings Focus of lesson observations and work scans Feedback to Curriculum Committee Progress of writing tracked at the end of each term Staff development on High Potential Learners	AG CT	January 2020 July 2020
C Improved engagement in school through Improvement in emotional skills	Through use of Play therapist, Home School Link Worker, Talk Therapy and communication and interaction advisory teacher and Mental Health First Aider	Children who are socially and emotionally resilient achieve at higher levels than those that do not. Use of some of these services have already proved beneficial.	Feedback from external professionals	MW	Termly
Total budgeted cost					£12,480 TBC

1. Review of expenditure 18.19																																								
Previous Academic Year																																								
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. Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost																																				
Improved oral language skills	<p>Continue to used targeted speaking and listening in EYFS /Y1 and specific intervention in other year groups</p> <p>Focus on using technical language and answering questions in full sentences</p>	<table border="1"> <thead> <tr> <th></th> <th>Pupils (%)</th> <th>Pupils (%) making 6+ steps progress</th> </tr> <tr> <th></th> <th></th> <th>Spoken Language</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>92 (100%)</td> <td>56 (60.9%)</td> </tr> <tr> <td>Males</td> <td>52 (56.5%)</td> <td>28 (53.8%)</td> </tr> <tr> <td>Females</td> <td>40 (43.5%)</td> <td>28 (70.0%)</td> </tr> <tr> <td>FSM</td> <td>6 (6.5%)</td> <td>3 (50.0%)</td> </tr> <tr> <td>Not FSM</td> <td>86 (93.5%)</td> <td>53 (61.6%)</td> </tr> <tr> <td>Pupil Premium</td> <td>12 (13.0%)</td> <td>6 (50.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80 (87.0%)</td> <td>50 (62.5%)</td> </tr> <tr> <td>SEN Support</td> <td>22 (23.9%)</td> <td>13 (59.1%)</td> </tr> <tr> <td>Education, health and care plan</td> <td>2 (2.2%)</td> <td>1 (50.0%)</td> </tr> <tr> <td>Not SEN</td> <td>68 (73.9%)</td> <td>42 (61.8%)</td> </tr> </tbody> </table> <p>80% of children in EYFS achieved Early Learning Goals for communication.</p> <p>Observations of teaching and learning focussing on questioning have shown that questioning is good across the school.</p>		Pupils (%)	Pupils (%) making 6+ steps progress			Spoken Language	All Pupils	92 (100%)	56 (60.9%)	Males	52 (56.5%)	28 (53.8%)	Females	40 (43.5%)	28 (70.0%)	FSM	6 (6.5%)	3 (50.0%)	Not FSM	86 (93.5%)	53 (61.6%)	Pupil Premium	12 (13.0%)	6 (50.0%)	Not Pupil Premium	80 (87.0%)	50 (62.5%)	SEN Support	22 (23.9%)	13 (59.1%)	Education, health and care plan	2 (2.2%)	1 (50.0%)	Not SEN	68 (73.9%)	42 (61.8%)	<p>We will continue to target children on entry to school with a speaking and listening intervention as pupils continue to come into school with low starting points.</p> <p>We have also learnt that children have a lack of understanding of the meaning of words and so we will look at improving vocabulary across the school.</p>	£1778
	Pupils (%)	Pupils (%) making 6+ steps progress																																						
		Spoken Language																																						
All Pupils	92 (100%)	56 (60.9%)																																						
Males	52 (56.5%)	28 (53.8%)																																						
Females	40 (43.5%)	28 (70.0%)																																						
FSM	6 (6.5%)	3 (50.0%)																																						
Not FSM	86 (93.5%)	53 (61.6%)																																						
Pupil Premium	12 (13.0%)	6 (50.0%)																																						
Not Pupil Premium	80 (87.0%)	50 (62.5%)																																						
SEN Support	22 (23.9%)	13 (59.1%)																																						
Education, health and care plan	2 (2.2%)	1 (50.0%)																																						
Not SEN	68 (73.9%)	42 (61.8%)																																						
Improvement in Writing	Focus on guided writing to ensure children have understanding of what a high level looks like prior to own work	Focus on guided writing in KS2 has shown to have had a good impact on some of the children. Children have been taught to use editing partners which has had a positive impact. For those children that have not achieved ARE they have made progress against starting points but have more significant needs. For some of these children emotional needs were and continue to be a barrier to learning	Writing will continue to be a focus area for development for all children not just PP children. The low oral skills and vocabulary that children enter school with is a barrier to writing. For some of these children they have not built up enough knowledge of what an author does due to lack of stories being read.	£400 Programme £889																																				

Improved engagement in school through Improvement in emotional skills	Through use of Play therapist, Home School Link Worker, Talk Therapy and communication and interaction advisory teacher and Mental Health First Aider	Three children seen by the Play Therapist were also supported by Home School Link Worker. These families are and were dealing with a range of issues from family break downs to severe illness in the family. All showed improvement in their scores as carried out by the Play Therapist from the beginning of the course to the end. Talk therapy with one particular child has had a huge impact on his mental wellbeing this year and he has developed good self-regulation.	We have a high level of emotional needs throughout the school and therefore this is a strategy that will continue.	£1778 (MH) £5666 (TT) £7200 (PT) £1238 (HSL)
--	---	--	--	---

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

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

--	--	--	--	--

2. Additional detail

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

