



Pupil premium strategy 2019-20

1. Summary information					
School	West Wittering Parochial CE Primary School				
Academic Year	2019-20	Total PP budget	£9,240	Date of most recent PP Review	July 19
Total number of pupils	103	Number of pupils eligible for PP	10	Date for next internal review of this strategy	April 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	20%	
% making expected progress in reading (as measured in the school)	40%	
% making expected progress in writing (as measured in the school)	40%	
% making expected progress in mathematics (as measured in the school)	40%	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Lower level or oral language skills which impact on all areas of the curriculum.
B.	General writing skills are significantly lower in many of our PPG pupils due to limited language skills and resilience.
C.	Understanding of the fundamental skills in maths is lower in many of our PPG children, they are significantly behind their chronological age.

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

D.	Poor parental engagement with learning at home for many pupils with PPG, so lack of reading and homework interaction.
E.	Financial barriers to be able to afford trips, resources, uniforms for the children's time at school.
F.	Issues of poor self-esteem and emotional wellbeing in many of our PPG pupils.

4. Intended outcomes *(specific outcomes and how they will be measured)* **Success criteria**



A.	To improve the oral language skills of pupils with PPG so they are in line with other non PPG children.	PPG children make accelerated progress in the language skills. Children develop a wider and more varied vocabulary and can articulate themselves more easily.
B.	To improve the speed, accuracy and quality of writing across Key Stage 1 and 2 using high quality texts and targeted interventions.	These children will close the gap and make accelerated progress. Increased attainment in all year groups for writing.
C.	To improve their understanding of number and their arithmetic skills of children in KS1 and KS2 who are on the PPG register.	Children become more confident with number and make fewer errors. End of year test results show increased Age standardised scores. Children are more confident with their arithmetic skills. Closing the gap in attainment.
D.	Parents take an active role in supporting their child out of school.	Increased uptake at parents evenings and workshops. Parents complete regular reading with their child at home. Parents engage in school trips, letters and home school link books. Increase attendance of PPG children.
E.	To support families financial to allow their children to engage in the full curriculum.	Children will be able to attend all school trips, will be suitably clothed for school and will have access to all the same sporting and after school options as any other child in the school.
F.	To continue to implement emotional health and well-being sessions to improve self-esteem and wellbeing.	Children will have increased self-esteem and will be able to talk about issues concerning them. Children will reduce cognitive load to be able to access learning more.

Last Year's Spending

Area of Development / Expenditure	Money spent on:	Cost:	Adult responsible:	Impact:	Notes:
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Emotional Wellbeing	<i>Riva the well-being dog.</i> Riva worked with children each week to get them in a better place for learning, by providing a safe and quiet place to talk. She also provided speaking and listening opportunities.	£1060	English lead / Head	Riva had a really big impact on our children and their personal wellbeing. When the children worked with Riva, or meet her for well-being time, it transformed some of the behaviours of the children. Riva boosted the love of reading for some of the children. Most importantly children opened up more to what they were feeling and could share this enabling them to then access learning more easily. Due to small cohort's data is irrelevant for years, but 43% of children met EXS for read, writing and maths. The children all really developed their interpersonal skills along with their communication skills.	Continue moving forward.
Resources for Children	<i>Reading books:</i> Specific books aimed at developing a love of reading and engaging readers was purchased over the year.	£230	Head & Class Teachers	The books developed the children's reading skills and it actually enabled 14% of this group to reach GDS in reading, which is very positive. Having access to these books helped to motivate most readers into enjoying reading a little more.	
Technology	<i>Purchase of Tablets:</i> Providing IT facilities for children who may not have it. To enable them to access digital books and complete homework online. Additional software	£300 £84	Headteacher	It is hard to measure the impact through data. Having access to these resources meant that none of the children missed out on the opportunity to complete homework, practice Times Tables Rockstars, or even read online. They were a big success.	Expand the opportunities in the future.
School Trips:	<i>Funding for school trips:</i> Subsidising/covering the cost of trips so that all children can take part in all educational experiences/trips in school over the year.	£410	Bursar	No child missed out on any school trips. Through trips such as the residential trip, children developed their confidence and their emotional side, learning to live away from parents. In other trips children developed their curriculum based knowledge and took part in wider opportunities that developed independence, teamwork and initiative. The children really valued the trips and really developed their learning on these.	
After School Clubs	<i>Funding for afterschool clubs:</i> Subsidising or covering the costs of after school clubs so these children get the same opportunities as others.	£158	PE Lead / Headteacher	These children developed their personal skills and were able to specialise in learning bespoke skills needed in a game environment. They demonstrated better skills of collaboration and they also developed fitness levels.	Continue as needed



Teaching Assistants:	Part funding of TA Support: Part of our TA's hours are used for 1:1 or small group intervention to develop our young learners.	£5,025	Headteacher/ Bursar	These TA's hours were used to develop the children's skills in the curriculum areas they were finding most challenging. Children took part in interventions such as priority reading, precision teaching, over-teaching, precision spelling, Power of 1 maths etc. These sessions helped to fill the gaps in some of the children's learning and helped to close the gaps. Small school data, along with the fact that many of the children who are FSM are also on the SEN register mean that attainment data is not significantly valid. These sessions also provided much needed emotional support for many of these learners, who without, would not be able to access the curriculum at all, thus enabling them to be included in learning.	Continue
CPD	TA and Teacher Training To part fund teacher and TA training in particular areas of needs for lower achieving children.	£500		Several courses were attended and this enabled staff to be upskilled in working with all children, including FSM. This training ensures that we are working on the most up to date methods/pedagogies to build maximum impact. Some of the training was specialising in SEN as 43% of these children are FSM.	Continue

5. Planned expenditure

Academic year

2019 – 20

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
A. To improve language skills.	Teachers will undergo CPD in teaching of early reading through Phonics under the guidance of the English Hub in Southampton.	Early Years interventions +5 months	Phonics Audit Learning Walks Lesson Observations Phonics Check %	£1000 to train and cover all staff.	Summer 2020



B. To improve writing	To use high quality texts to improve language and writing skills. To provide more time and opportunities to write. To purchase Clicker 8 to support the writing process for children with SEND and PPG.	PPG children are making less progress in writing than non PPG Digital technology +4 months	English Lead monitoring Insight Data Lesson Observations Learning walks.	£500 for purchasing books £720 for software	Summer 2020
C. Improve mathematical understanding	Quality First teaching ensures that the PPG pupils get work that is focused on their needs based on prior assessment. Additional support in the form of small group teaching during lessons.	PPG children are underperforming as a whole and we need to ensure they are getting targeted differentiation and additional support in class.	Class teachers will monitor the impact of additional adults. SLT will monitor overall effectiveness. Insight data tells the progress story.	£0	Summer 2020

Total budgeted cost £2220

ii. Targeted support

Outcome	Action	What is the evidence and	Monitoring undertaken	Estimated Cost	Review Date
A. To improve language skills.	Lego Therapy introduced to improve language skills. Word of the day and other vocabulary focuses will be in place to broaden the children understanding of language to aid reading, writing and speaking.	Oral language interventions +5 months Research suggests that language understanding is a core identifier of future progress.	Phonics Audit Learning Walks Lesson Observations Phonics Check %	£700 £150 on resources	Summer 2020
A, B & C	Teaching assistants will carry out 1:1 and small group work on developing reading, writing and maths skills through Precision Teaching, Over-teaching and Same Day	1:1 tuition = +5 months Individualised instruction = +3 months. Small Group tuition = +4 months	SENDCO and HT monitors the impact of these sessions. Learning Walk notes	£2010	Reviewed every 6 weeks, ongoing



	Interventions. This is our intervention offering.		Subject leader data reports.		
A, B & C	In class support for PPG to be able to access the learning in class.	Some of our PPG children are working well below their chronological age and so TA support is needed to allow them to access and get support with their learning.	Class teacher Learning walks Monitoring Self-assessment	£2010	Ongoing review by class teachers.
Total budgeted cost					£4720
iii. Wider approaches					
Outcome	Action	What is the evidence and	Monitoring undertaken	Estimated Cost	Review Date
E. Supporting families with school financing.	The school will support families financially to fund the costs of school trips, residentials and after school clubs.	All children deserve the same opportunities and money should not stop pupils from having the chance to excel.	School budget share FSP meetings HT reports Finance reports	£500	Summer 2020



F. Emotional health & Well-being	Children will work with Julia and Riva to get time to talk about things concerning them and to learn how to communicate with others.	Social and emotional learning = +4 months. Impact of previous sessions has been significantly strong.	Teachers, SENDCO Monitoring	£1020	Summer 2020
	To implement the Happy School Centred Approach to PSHE	This has got very good reviews and is in line with our school values and needs of our children.	HT PSHE Lead Lesson Observations PSHE Lead feedback	£780	Summer 2020
D. Engage parents more	Invite parents in to special meetings and parent's evenings. Bring in parent forum and 8 weeks in meetings for EYFS. Make parents feel valued by open door policy. Run IMPACT or parental workshops at key points of the year.	Parental Engagement +3 months	HT Class teacher Children	£0	Summer 2020
Total budgeted cost					£2300

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

Enjoy, Achieve, Aspire...