

Pupil premium strategy St.Wilfrid's Primary School 2020-21



1. Summary information					
School	St.Wilfrid's Primary School				
Academic Year	2020-21	Total PP budget	£9,410	Date of most recent PP Review	Termly
Total number of pupils	311	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 21

2. Current attainment		
No SATS in 2020 so using Teacher assessment	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving Expected or above in reading, writing and maths end of KS2	100%	96%
% making at least expected or above progress in reading end of KS2	100%	100%
% making at least expected or above progress in writing end of KS2	100%	96%
% making at least expected or above progress in maths end of KS2	100%	96%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Cognition & Learning - Reading Fluency which impacts upon Reading Comprehension
B.	Communication & Interaction issues which require specialist bespoke provision and individualised timetable and support to allow pupils to access full time in school.
C.	Social Emotional & Mental Health Issue
D.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for pupils in Reading (fluency & comprehension)	Improvements evidence in Pupil Achievement rates. Birmingham Toolkit or NC

		Levels.
B.	All pupils attending school full time.	Pupils attending school full time with bespoke support plan and making progress against specialist assessment profiles; SCERTS, Locke & Beech, Birmingham Toolkit, Boxhall profile. Pupil / Parent feedback – Scaling through Solution Focused Approach.
C.	The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life.	Trauma – informed and mentally healthy place for all. Improvements evidenced in levels on Sheffield Support Grid SMEH, specialist assessment profiles including Boxhall profile, Locke & Beech, Early Years Foundation stage profile.
D.		

5. Planned expenditure					
Academic year	2020/21				
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					
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?
Improved outcomes for pupils in Reading (fluency & comprehension)	Reading for Pleasure Project - Research by The Open University's Centre for Research in Education and Educational Technology (CREET) has developed a successful approach, which is encouraging tens of thousands of primary school children to read for pleasure. The will to read influences the skill, so this work will be impact upon children's life chances.	See http://www.open.ac.uk/research/im pact/reading-pleasure-changing-professional-practice	Reading Strategy – overseen & monitored by LMCK (English Hub Lead) & KP INSET PDM Ongoing monitoring & assessment of progress. RWI assessment Star Reading Assessment Pupil engagement & enjoyment monitoring.	LMCK /KP	February 2021
All pupils attending school full time with bespoke support plan and making progress against specialist assessment profiles	The SCERTS Model is a comprehensive, multidisciplinary, educational approach for individuals with ASD and related disabilities. SCERTS provides a scope and sequence of developmentally grounded goals and objectives, as well as a framework and specific guidance for selecting evidence-based strategies or elements of practice to meet these goals and objectives.	Research from https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	Working closely with SALT team and Fusion School 2 school support..	MW / CG	March 2021
All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life.	Trauma Informed Schools UK training - Practical skills based training course underpinned by over 1000 evidence-based psychological, medical and neuroscientific research studies, designed to inform and empower school staff to respond effectively to vulnerable children and those who have suffered a trauma or have mental health issues.	See https://www.traumainformedschools.co.uk/diploma-in-trauma-and-mental-health-informed-schools-and-communities-practitioner-status	Following the Diploma approved route /status.	MW / FC	May 2021
ii. Targeted support					

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?
Improved outcomes for pupils in Reading (fluency & comprehension)	KS1 & KS2 Fluency Reading Groups Increase availability of wide range of modern fiction & non-fiction books from a range of cultures Book Clubs & small groups reading sessions to plug gaps and develop vocabulary.	<u>Hempel-Jorgensen, Amelia; Cremin, Teresa; Harris, Diane and Chamberlain, Liz</u> (2018). Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? <i>Literacy</i> , 52(2) pp. 86–94 The most significant barrier to comprehension of written texts is that of reading fluency. David Didau	Planned PDM's & inset throughout the year Monitoring & learning walks by LMK & RL Staff / Pupil survey Track progress measures. STAR reading assessments & RWI assessment, Birmingham Toolkit.	KP / RL	Half termly
All pupils attending school full time with bespoke support plan and making progress against specialist assessment profiles	Targeted 1 to 1 and small group support. through SCERTS approach: Social Communication: The Curiosity programme, Intensive Interactions, Shape coding Emotional Regulation: Zones of Regulation – small group & one to one Transactional Analysis: First / Then strategy Pictorial support	Research from https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	SCERTS monitoring – to measure progress measures. Ongoing support & monitoring through Fusion School 2 school Support, Autism, SALT team and EP.	MW / RM	Termly Parental reviews. Feedback
The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life.	Trauma Informed Schools Zones of Regulation Mighty Minds Fun Friends Theraplay Rainbows Solution Focused Approach	Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning	Boxhall profiling SCERTS – Emotional Regulation strand. Strengths & difficulties questionnaire Following the structure of the Diploma course. Solution Focused scaling.	MW/FC	Half termly profiling Pupil survey
iii. Other approaches					
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?
Improved outcomes for pupils in Reading (fluency & comprehension)	Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children who have difficulties learning to read and write. It is based on the pedagogy and practice of Reading Recovery, and targets children who do not	https://www.evidence4impact.org.uk/interventions	Continuing support & monitoring by Fusion School 2 school support & SENco. Tracking progress of pupils through Birmingham Toolkit assessment system.	FC / MW	Termly feedback to parents through Review system

	have the skills to access group interventions.				
All pupils attending school full time with bespoke support plan and making progress against specialist assessment profiles	Nurture Provision within school – physical space to carry out interventions and programmes of support.	Research from https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	Working with Educational Psychologist and Autism Service to establish an integrated resource in school that supports the needs of higher needs pupils whilst integrating them into school life.	MW / FC / RM	Termly meets with Acting Head teacher & SEND governor
The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered children who can participate and contribute to school life.	Extracurricular Enhancement Rock Steady music sessions Forest Schools Razamatazz	Parents expressed a preference for this choice to enable their children to attend a range of educational visits, experiences, additional music lessons, art clubs and sporting opportunities.	Evidence of pupil progress and engagement. Parental Reviews / Feedback in parental survey.	MW / LMCL	Parental / Pupil feedback
					£9,410

6. Review of expenditure				
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.	Lessons learned (and whether you will continue with this approach)	Cost
To Improve reading fluency in order to improve comprehension skills.	<p>Classrooms become 'reader ready' areas with concentration on book areas and promoting reading. Build in use of speed sound charts to reinforce strategies taught in KS1</p> <p>Increase availability of non-fiction books</p> <p>Change book banding system for home readers Y2 – Y6 accessing book banded books as home readers</p> <p>Story times Plugging and developing vocabulary</p>	<p>Good early indicators of progress – unable to evaluate due to COVID – plan to continue and build on success from last year.</p> <p>Y6 Teacher assessment data evidenced that PP pupils achieved expected or above expectations within Reading.</p>	<ul style="list-style-type: none"> - Data showed positive early signs of progress unable to establish full analysis due to Covid / lockdown school situation. - Although some chn enjoy on-line reading, the majority of pupils prefer to have a physical book to hole and enjoy. - Nonfiction books purchased and aligned to curriculum - Limited no's of adults in school & opportunity for trips. - Now trailing, alternative approaches eg Mystery Reader, Teachers reading on line to class - Some training was postponed now being trained in Talk through stories – INSET 22 Feb - Very successful teachers choosing list of stories to read to the class each half term. The books have been very popular with pupils and they enjoy hearing them regularly. 	<p>Half termly Accelerated Reader, Gemma Books, Training</p> <p>£2,233.80</p>

To improve vocabulary, subject knowledge and retrieval strategies	Story times Plugging and developing vocabulary through subject specific texts. Adopting Rosenshine's Principles to develop The Principles of Instruction.	Good early indicators of progress – unable to evaluate due to COVID – plan to continue and build on success from last year.	We continue to revisit in PDM's and ongoing training. Now working through the Rosenshine's Principles in Action– Research based strategies by Tom Sherrington WalkThrus Five Step guide to instructional coaching k produced by Tom Sherrington & Oliver Caviglioli Teachers are becoming more confident in this area. Working in teams to build upon success, linking to Assessment Research based project with Learn Sheffield Linking to research based around 'The science of learning.'- Soderstrom and Bjork 2015	Half termly. PDM - £400
Improved Maths outcomes	Maths Mastery Programme.	Good early indicators of progress – unable to evaluate due to COVID – plan to continue and build on success from last year. Y6 Teacher assessment data evidenced that PP pupils achieved expected or above expectations within Reading.	Continue to build upon evidence-based research to develop fluency. Dan Willingham 2009	<u>Half Termly</u> £1,200
Improved provision for Communication & Interaction issues which require quality first teaching with knowledge of Autism/ ADHD approaches friendly approaches	Mighty Minds Project Family Action ADHD programme	Unable to fully evaluate due to COVID – plan to continue and build on success from last year.	Group dynamics influenced success of the group. Careful planning for this to enable intervention to work successfully. Reflect that a smaller group of 2 or 3 can lead to greater impact than group of 6 pupils. Family Action – ADHD, teachers found the training useful and have adapted practice. Follow up and reflection required 2020-21.	Training £200
Total budgeted cost				£4,033.8
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
To Improve reading fluency in order to improve comprehension skills.	RWI – fluency groups	Extremely successful. Able to sustain progress measures despite Covid & lockdown / schools partial closures.	Systematic assessment – 6 weekly & lead RWI practitioner. Resulted in targeted additional targeted support where required.	6 weekly March '2020 £1,800 LMck time, Gp time.
To improve vocabulary, subject knowledge and retrieval strategies	The Narrative Improvement Programme	All pupils made gains across the lang screen; next step was to measure impact against age related expectations.	Successful intervention programme, worked well with TA linked to class and working with the pupils within the classroom. Needs further data analysis upon sustained impact upon age related expectations – Birmingham Toolkit assessment will measure this in the future.	Termly £1,560

Improved Maths outcomes	Pre teach and Same Day Intervention Filling the Gap intervention	Good early indicators of progress – unable to evaluate due to COVID – plan to continue and build on success from last year. Y6 Teacher assessment data evidenced that PP pupils achieved expected or above expectations within maths.	Continue to revisit in PDM's and ongoing training. Now working through the Rosenshine's Principles in Action– Research based strategies by Tom Sherrington WalkThrus Five Step guide to instructional coaching k produced by Tom Sherrington & Oliver Caviglioli Teachers are becoming more confident in this area. Working in teams to build upon success, linking to Assessment Research based project with Learn Sheffield Linking to research based around 'The science of learning.'- Soderstrom and Bjork 2015	Half termly As above from maths
Total budgeted cost				£3,360

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
Increased focus and priority set upon PP pupils.	PP progress PDM's	Staff to share overview of pupil progress in pupil progress meetings. Summarising profile, QFT strategies, interventions and progress.	Continue to follow this approach through termly pupil progress meetings and whole class feedback strategies targeting awareness at PP pupils.	£200
Pastoral systems and processes support target pupils through accurate tracking and timely support.	CPOMS software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.	Clear data for analysis for categories of incident plus individual pupil data.	This analysis of data needs to continue through weekly pastoral meetings and feedback to governors. Due to the Covid situation, the data has altered radically and not easy to compare like to like. Need to continue to monitor – additional staff training for categorisation. Plan CPOM training for staff.	£600
Equality of opportunity for all.	Extracurricular Enhancement	Parents expressed a preference for this choice to enable their children to attend a range of educational visits, experiences, additional music lessons, art clubs and sporting opportunities.	Evidence of pupil progress and engagement. Parental Reviews / Feedback in parental survey – Evidence limited due to curtailment of Summer reviews. Continue to elicit feedback through parent / pupil feedback and scaling within reviews.	£1,046.20
Total budgeted cost				£1,846.20
Total budgeted cost				£9,240

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk