

Pupil premium strategy statement

School overview

| Metric | Data |
|---|-----------------------------|
| School name | The Whartons Primary School |
| Pupils in school | 182 |
| Proportion of disadvantaged pupils | 13% |
| Pupil premium allocation this academic year | £36,970 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | November 2020 |
| Review date | November 2021 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Julia Dickson |
| Governor lead | Rick Dickerson |

Disadvantaged pupil progress scores and performance overview for last academic year

Due to the fact there were no external SATs tests last year internal progress data was used to ascertain whether disadvantaged children made expected progress, better than expected progress or slow progress in comparison to age related expectations

| Measure | Score |
|----------------------------------|---|
| Reading | 80% of children made accelerated (better than expected) progress between end of KS1 and end of KS2/spring term. 20% of children made expected progress |
| Writing | 60% of children made accelerated (better than expected) progress between end of KS1 and end of KS2/spring term) 20% of children made expected progress |
| Maths | 80% of children made accelerated (better than expected) progress between end of KS1 and end of KS2/spring term. 10% of children made expected progress |
| Measure | Score |
| Meeting expected standard at KS2 | 60%. |
| Achieving high standard at KS2 | 0% |

Strategy aims for Teaching disadvantaged pupils

| Measure | Activity |
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| Priority 1 | <p>Implement recovery curriculum which strengthens resilience and learning behaviours whilst identifying and closing gaps in learning from six-month lockdown period, through targeted range of timely interventions.</p> <p>Key Concepts from current year group covered and children 'catch up' with age related expectations by end of 2021.</p> |
| Priority 2 | <p>Ensure all relevant staff (including new staff) have received paid-for and /or internal training to deliver the phonics and spelling schemes effectively.</p> |
| Barriers to learning these priorities address | <p>Disadvantaged children fall behind their peers due to gaps in learning of key concepts during lockdown and remote learning in the summer term 2020</p> <p>Ensuring staff embed evidence based whole class/ small group and individual teaching interventions.</p> <p>Lower levels of resilience when approaching learning is detrimental to progress and greater depth understanding</p> <p>Slower phonics acquisition hampering reading fluency and leading to poorer spelling skills and limited</p> <p>Lower retention of key concepts learned at an advancing level, reduces the ability of children to build on their knowledge and understanding.</p> |
| Projected spending | £17,500 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieving national average progress scores in KS2 reading (0) | Sept 2021 |
| Progress in Writing | Achieving national average progress scores in KS2 writing (0) | Sept 2021 |
| Progress in Mathematics | Achieving national average progress scores in KS2 mathematics (0) | Sept 2021 |
| Phonics | Achieving national average expected standard in PSC | Sept 2021 |
| Other | Improved attendance of disadvantaged pupils to school target of 97% | Sept 2021 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
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| Priority 1 | Establish small 'Focus Learning' group phonics, reading, writing and maths, teacher led, interventions for disadvantaged children falling behind age related expectations in core areas. |
| Priority 2 | Supporting mental health and well-being for disadvantaged children and families through a bespoke and wide ranging external and internal intervention with experts eg Learning mentor, counselling, parent support adviser, educational psychologist |
| Barriers to learning these priorities address | Low emotional well-being of some children is impacting on their academic progress and future opportunities. Fluency in basic skills and KPIs (key performance indicators) for year-appropriate objectives are lower, impacting on future learning |
| Projected spending | £18,000 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 1 | Secure range of expertise eg Learning Mentor to with families, cluster Parent Support adviser, parent gym sessions and LA welfare officer to support families with attendance and acute or chronic need. Planned and timely interventions to reduce persistent absence for disadvantaged children |
| Priority 2 | Purchase of IDL online learning tool to support the acquisition of basic skills in English and maths. The package can be used at school and home to consolidate learning of key knowledge. |
| Barriers to learning these priorities address | Persistent absence rate for some PP children is higher than that amongst non-PP children which reduces the time actually spent in school. This is detrimental to securing key skills and so progress overall. A number of disadvantaged children do not engage in homework related to TT Rocks Stars and IDL, which consolidates learning in the classroom. This impacts on understanding, readiness for next steps and fluency of reading and key maths recall facts. |
| Projected spending | £8,440 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | Lower levels of resilience when approaching learning is detrimental to progress and greater depth understanding | Staff revisit basic, advancing and deep learning concepts by Chris Quigley, linked to curriculum design (training day Oct 2020). Strategies, approaches, pedagogy and questioning techniques to facilitate understanding and build incrementally to deep learning over time to be employed in the classroom. Monitoring and sharing good practice developed. Recovery curriculum designed to build resilience and strengthen learning behaviours through the structured teaching of Growth Mindsets, metacognition approaches, learning to learn strategies and resilience techniques. |

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| | <p>Lower retention of key concepts learned at an advancing level, reduces the ability of children to build on their knowledge and understanding. This restricts development of mastery and the ability to move learning on to Greater Depth</p> <p>Fluency in basic skills and KPIs (key performance indicators) for year-appropriate objectives are lower, impacting on future learning</p> <p>Slower phonics acquisition hampering reading fluency and leading to poorer spelling skills and limited consolidation of Key Instant Recall Facts (KIRFs) in maths are impacting on the overall quality of work</p> <p>Some children's experiences are curtailed by financial constraints and situational barriers eg transport, reflection on cultural experiences. This can impact negatively on children's overall development.</p> | <p>Bespoke pre and post learning against KPIs (key performance indicators) for individual children identified. Same day in class support, through pre and post learning, in order to remove the barriers disadvantaged children may have enabling them to access learning with their peers and reach age related expectations in line with non-disadvantaged children. Each class has designated in class support time for PP children pre and post learning 1 to 2 hour per day as a minimum.</p> <p>Pre teaching will boost confidence, pre assessment ensures children are challenged at correct level.</p> <p>English and EYFS leaders will plan and deliver whole school, teacher training and Teaching Assistant training in the teaching of phonics.</p> <p>Maths leader will model and monitor the effective teaching of key instant recall facts across school.</p> <p>Identify tiered vocabulary for each teaching unit which is ambitious and promotes cultural capital ie technical, academic and subject specific. Plan opportunities to build children's confidence in using this vocabulary in debate and discussion</p> |
| Targeted support | <p>Slower phonics acquisition hampering reading fluency and leading to poorer spelling skills and limited consolidation of Key Instant Recall Facts (KIRFs) in maths are impacting on the overall quality of work</p> <p>Lower retention of key concepts learned at an advancing level, reduces the ability of children to build on their knowledge and understanding. This restricts development of mastery and the ability to move learning on to Greater Depth</p> | <p>Weekly focus small learning group with class teacher to practice and consolidate letters and sounds</p> <p>Key workers allocated for individual pupil premium children to act as a mentor/coach.</p> <p>Concept checking training for teachers and TAs in order to reduce the occurrence of concept loss over time. Over learning sessions carried out with children who need to consolidate key concepts.</p> <p>We will continue holding out-of-class interventions at one specific time in the week and all other intervention work will be same day, pre/post learning in the classroom. Daily 'keep up' sessions and annotated planning will facilitate timely in class support. All children will be assigned to an out-of-class focused learning group which will support all children, including more able, to make good progress.</p> |

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| | <p>Low emotional well-being of some children is impacting on their academic progress and future opportunities.</p> | <ul style="list-style-type: none"> - Seasons for Growth small groups run throughout the year to support children in their ability to deal with significant impacts on their emotional wellbeing and thus ability to learn. - Learning Mentor timetabled to work with individual PP children and their families or small groups of children. Teachers, Inclusion Manager (DHT) and the HT, will identify key children each half term who need targeted support from the learning mentor. This will take the form of daily catch up sessions, daily liaison with parents/carers, in class support or regular nurture sessions - Contribution and engagement with Cluster Targeted services enables school to refer key children for emotional support through counselling, family support through Parent Support Advisor, or learning support through speech and language therapist and Educational Psychologist input as and when appropriate. |
| Wider strategies | <p>A number of children do not engage in homework related to TT Rocks Stars and IDL, which consolidates learning in the classroom. This impacts on understanding, readiness for next steps and fluency of reading and key maths recall facts.</p> <p>Further building on the structured and focused partnership between home and school in supporting children's acquisition and consolidation of key concepts and skills, as in some cases this is failing to provide a joined up approach to closing children's gaps and removing barriers to learning. This alongside a higher rate of failure to complete homework means some PP pupils are not practising the learning of basic skills and is detrimental to the fostering of a positive work ethic</p> <p>Persistent absence rate for some PP children is higher than that amongst non PP children which reduces the time actually spent in school. This is detrimental to securing key skills and so progress overall</p> | <p>Weekly TT Rock Stars and IDL homework club run by Y6 Digital leaders at lunchtime (when social distancing allows).</p> <p>Continue termly additional parents' meeting between PP children's parents/ carers and class teachers. The meetings will share children's progress, individual barriers to learning, how Pupil Premium funding is being spent and how all parties can work together to close gaps and remove barriers</p> <p>Learning Mentor to meet regularly with key parents and carers of focus PP children and implement joint plans.</p> <p>Learning Mentor employed to work together with focus children and families to secure strategies which raise attendance.</p> <p>Contribution and engagement with Cluster Targeted services enables school to refer key children and families for support around attendance and with the Parent Support Adviser. The Learning Mentor works with cluster colleagues to provide parent gym sessions (once social distancing allows) for identified parents struggling to get children to school</p> |

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| | <p>Some children's experiences are curtailed by financial constraints and situational barriers eg transport. This can impact negatively on children's overall development.</p> | <p>Breakfast club places will continue to be offered to children as and when needed to support families and to prepare children to learn during the school day.</p> <p>School to secure SLA Attendance 'Silver' package which includes 6x 1 day 'Attendance Improvement Officer' time. The AIO would work with focus families to secure strategies.</p> <p>Develop an experiences 'map' for children at the Whartons which includes cultural experiences eg theatre trips; widening horizons eg African voices workshops and careers and aspirations week; developing life skills eg traveling by public transport and outdoor adventures and embedding a programme of opportunities to debate and hone self-confident opinions</p> |
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Review: last year's aims and outcomes

| Aim | Outcome |
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| A. Increased confidence with basic skills | Internal tracking data across school showed that between 75% and 89% of children in receipt of PP funding reached daily objectives at a fluent level in reading writing and maths for the Autumn and Spring terms. Most were on track to reach age related expectations (ARE) by the end of the year. |
| B. Improved Pupil Resilience and Self Learning | Click or tap here to enter text. |
| C. Improved phonics, spelling and key Instant recall facts (KIRFS) in maths | <p>Due to lockdown the phonics screening tests did not take place. However, assessments at the end of the spring term 2020 and the beginning of the autumn term 2020 identified all children with PP funding made significant progress and most will pass phonics screening or reached ARE in spelling for the time of year.</p> <p>Times tables Rock Stars tracking showed</p> <p>Analysis of spelling progress tracking shows</p> |
| D. Improved retention of key concepts | <p>Regular, daily concept checking, over and post learning, has supported children in building firm foundations in their education and 'keep up' with their peers in class learning.</p> <p>Most children in receipt of PP funding were on track to reach ARE in reading, writing and maths by Spring 2 2020.</p> |
| E. Increased attendance rates and reduced persistent absence | <p>There has been an overall improvement in attendance rates for PP children across school. Although the same percentage of children (33%) reached the 97% attendance target, of the children who didn't quite reach the target 38% had narrowed the gap with the target.</p> <p>Persistent absence of over 10% absence over the two terms for PP children is at 16% which was due in the majority of cases to illness.</p> |

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| <p>F. Improved working partnership with parents and Improved commitment to homework</p> | <p>Termly parents' meetings are built into the electronic parents' evening booking system. These have been much appreciated by parents. The double length 'face to face' slot with teachers facilitated more in-depth discussions, built stronger collaboration and enabled planning for home and school, working together.</p> <p>During lockdown teaching assistants who are key workers for PP children within their classes emailed all their children regularly throughout the lockdown period. This was to ensure children and parents could check in with school and receive advice and support to enable engagement in Google Classroom learning platforms.</p> <p>Due to lockdown the end of year parent questionnaire was not sent out. These will be resent during 2020-21</p> |
| <p>G. Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and confidence does not suffer.</p> | <p>All children attended wellbeing workshops set up by the Learning Mentor. These workshops were accessed by children during breaktime drop-in sessions. Activities were physical, sensory, mindful activities and coping strategies. These workshops were very well attended, and children enjoyed the opportunity to share thoughts, worries and spend time in a mindful environment. Learning Mentor liaised with class teachers to identify children in need of emotional support. This was timely and responsive to need, same day interventions with follow up sessions. Teachers' feedback evidence calmer behaviour in class and more focus. Nurture groups, bereavement and trauma intervention, KS2 anxiety group with discussions/debates and proactive to children's needs plus regular 1:1 meeting with key children all supported children's emotional wellbeing. This showed positive impact in the classroom and with engagement in learning.</p> <p>These will all carry on next academic year. To enhance the provision for children to self-refer to the learning mentor; a post box will be installed outside the nurture room. The Learning Mentor will allocate weekly time to answer children's requests and plan appropriate follow up actions.</p> <p>Annual membership and engagement with the Otley, Pool and Bramhope Cluster through Guidance and Support meetings, has ensured that a significant number of vulnerable children and families have accessed Parent Support Advisor input, TAMHS (Targeted Mental Health Support) counselling sessions and speech and language intervention from qualified therapists. Impact analysis shows positive improvements for those families and children.</p> |
| <p>H. Building cultural capital enhancing life experiences and embedding opportunities to debate and form opinions</p> | <p>Training for teachers in the identification of cultural capital and discussion carried out to identify areas to develop across school had begun before lockdown. However, initiatives need to be developed so this is a focus area to carry over to next academic year.</p> |