

Pupil premium strategy statement

School overview

Metric	Data
School name	Primary School
Pupils in school	176
Proportion of disadvantaged pupils	16.9%
Pupil premium allocation this academic year	£38,315
Academic year or years covered by statement	2021-22
Publish date	01 April 2021
Review date	01 April 2022
Statement authorised by	Mrs G O'Brien
Pupil premium lead	Mr P Hassan
Governor lead	Mr E Siddall

Disadvantaged pupil progress scores for last academic year (data 2018/19)

Measure	Score
Reading	-2.56
Writing	-1.01
Maths	3.54

Disadvantaged pupil performance overview for last academic year (data 2018/19)

Measure	Score
Meeting expected standard at KS2	R - 25% W – 50% M – 75%
Achieving high standard at KS2	NIL

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improved speech and language acquisition in the Foundation Stage – CDP from EYFS team Wigan training to deliver the phonics scheme effectively. (Also Speech and Lang training from LA service)
Priority 2	Wide range of interventions provided for all children to enhance the curriculum. White Rose purchased to embed Mathematics and develop the mastery of maths across all year groups

Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions – Use of White Rose resources and QFT.
Projected spending	£38,315 and school budget where required

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 22
Progress in Mathematics	Achieve average KS2 Mathematics progress score	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff have received LA EYFS training to deliver the phonics effectively (TA and teaching staff performance management targets/CPD)
Priority 2	Work with the maths coordinator and maths support Local Authority to ensure the delivery of QFT maths lessons
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions –triangulation of books, pupils and QFT
Projected spending	Within the budget of £38,315

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed use of Boosting reading across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations (Training with TESS team)
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in reading (small groups KS1 – typically an area of weakness)
Projected spending	Within the budget £38,315

Wider strategies for current academic year

Measure	Activity
Priority 1	Create various after school activities throughout the year to support the wider curriculum
Priority 2	Use the LA Attendance office to support families with attendance and engage with Early help for families with acute needs
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	Within the budget £38,315

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, staff meetings and additional cover being provided
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with HLTA to free up 1 day a week to lead small groups and also to support HLTA in small group maths recovery interventions.
Wider strategies	Engaging the families facing most challenges – Emotional Wellbeing	Pastoral lead working closely with SENCO, SLT and other outside agencies.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	The embedding of boosting reading intervention across all year groups has had an impact on the progress of reading. Despite covid children continue to progress in reading and this is shown in the increase of their reading age. End of year assessments in the summer term will indicate where school needs to develop on skills for answering questions in tests rather than the ability to read fluently.
Progress in Mathematics	Early indications from KS1 show that the interventions and White Rose maths continue to allow our children to make steady improvement all children in all year groups progress – which is allowing us to close the gap.
Phonics	Indications from our phonics screening show that we are around 90% in achievement in Year 1 (Depending if the government raise the attainment level which has stayed the same 32 for the past few years) This shows that the children are meeting the national average.
Attendance	At present our attendance stands at 94.6% for this year. (FFT national standard for the month May is 93.4%) We continue to increase our figures and are supported well by the LA attendance officer.
Other	After school clubs 'extracurricular activities' have been well received and attended by the children. We have been able to offer a variety of clubs from Science, gardening, choir, art and a variety of sports.