

# Pupil premium strategy statement Whitchurch Primary School 2020-21

1. Summary information					
School	Whitchurch Primary				
Academic Year	2020/21	Total PP budget	£12,625	Date of most recent PP Review	July 2020
Total number of pupils	137	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Feb 2021

2. Current attainment		
NB: Based on 3 year average due to small number of pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	84%
% making progress in reading	100%	98%
% making progress in writing	100%	88%
% making progress in maths	100%	94%

3. Barriers to future attainment	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Social and emotional development: academic progress of pupils across the school (mostly eligible for PP) being effected by social and emotional/mental health needs eg home/family circumstances, SEND, Post COVID wellbeing
<b>B.</b>	Gaps in learning: pupils eligible for PP are not on track to reach national expected standard by the end of Key Stage. Currently on track: Reading 71%, Writing 43%, Maths 57%
<b>C.</b>	Strategies for learning: lack of strategies for learning (attention) is having a detrimental effect on academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Provide pupils with skills to be enable them to build their emotional resilience.	Pupils eligible for PP are able to use skills for emotional resilience. Staff, Parents and pupils report positively about emotional well-being.
<b>B.</b>	Closing of the gap between pupils eligible for PP and those not eligible nationally.	Pupils eligible for PP make as much progress as other pupils nationally, using statutory results or standardised tests.
<b>C.</b>	Strategies for learning	Pupils eligible for PP have more strategies to support their own learning. Observations of pupils shows greater focus and fewer incidents of off-task behaviours.

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?
<b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA  Whole school approach to issues of PSHE.  Targeted approach to Zones of Regulation Development	EEF research identifies Social & Emotional learning as +4 months in its research. A number of children have been identified as benefiting from specific Emotional Literacy support	ELSA trained by Ed Psych Service. Regular supervision sessions. Review meetings in school.	DC RNL	January 2021 April 2021
<b>B:</b> Closing of the gap between pupils eligible for PP and those not eligible nationally.	Small group phonics sessions  Enhance phonics resources  SDP targeted area.	EEF research states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of +4 months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	Key SDP area	FN GR	Feb 2021
<b>Total budgeted cost</b>					£2305
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?
<b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA  1 to 1 ELSA sessions	EFF research identifies Social & Emotional learning as +4 months in its research. A number of children have been identified as benefiting from specific Emotional Literacy support	ELSA trained by Ed Psych Service. Regular supervision sessions.  Review meetings in school.	DC RNL	January and June 2021
<b>B:</b> Closing of the gap between pupils eligible for PP and those not eligible nationally.	1:1 tuition to support pupils	1 to 1 tuition EFF research suggests +5 months based on extensive evidence. Prior evidence of this approach in school successful.	Observation of 1:1 tutors. Liaison time between class teacher and tutor. Refined tracking systems for pupils using STAR.	DC	January and June 2020
<b>C:</b> Strategies for learning: lack of strategies for learning (attention) is having a detrimental effect on academic progress	1 to 1 tuition  Small group tuition	EEF research states self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Pupil progress meetings. Regular teacher and TA discussions.	DC	January and June 2020
<b>Total budgeted cost</b>					£9590
<b>iii. Other approaches</b>					
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?
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	All children have access to extracurricular activities and school visits. No child misses out.	Discreetly ensure parents know that we offer this. All children take part in a range of activities.	FB	Termly
<b>Total budgeted cost</b>					£730

6. Review of expenditure			
Previous Academic Year		2019-20	
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)
<b>A:</b> Provide pupils with skills to be able them to build their emotional resilience.	<p>On-going supervision for ELSA</p> <p>Whole school approach to issues of PSHE.</p> <p>Whole school approach to Zones of Regulation</p>	<p>ELSA role provided support to both PPM and non PPM children, this also continued throughout lockdown, with specific resources being targeted to individual pupils' needs.</p> <p>New Whole school PSHE has created opportunity for all pupils to spend time focusing on mental health. Skills developed for taking time to be mindful, and meditate.</p> <p>Filial Play training trained staff to carry out Play sessions with children. This training has been rolled out to other vulnerable children not on PPM with positive results.</p>	<p>ELSA role to continue . Art therapy to be used as another source of support for building emotional resilience.</p> <p>ELSA role played valuable role for many pupils during lock down, with additional support phone calls and resources.</p> <p>Zones of regulation carried out with youngest children. Children did reference this in other parts of the curriculum.</p> <p>Filial Play training sessions supported PPM children and worked well for some children. This became difficult to run once lock down began.</p> <p>Filial play is an application that uses play to help infants under the age of 3 as well as children up to the age of 14, in their mental and emotional development which for some reason, such as attachment issues, may be impaired. It is also designed to improve parent/child relationships.</p>
<b>C:</b> Strategies for learning: lack of strategies for learning (attention and social) to enable pupils eligible for PP is having a detrimental effect on their academic progress	<p>Continue to implement strategies as advised by OT and other outside agencies.</p> <p>Fine tune rewards &amp; consequences systems</p>	<p>Changes to behaviour approach across the school. More positive recognition for pupils doing the right thing.</p> <p>Less negative reinforcement, which didn't previous have any impact. Replaced with approach that gave more ownership of own behaviour to the children.</p>	<p>More work training staff on leading therapeutic movement activities linked to OT advice.</p> <p>Some aspects of new approach to behaviour were difficult to manage in the classroom. School tweaked the approach and took the aspects that worked forward.</p>
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)

<b>B:</b> Closing of the gap between pupils eligible for PP and those not eligible nationally.	1:1 tuition to support pupils	End of year standardised scores not available due to Lockdown.  Teacher assessments	For some pupils, emotional support had to be in place to enable academic support to be undertaken successfully. Targeting this early in the day led to a more settled morning.
<b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA  Movement breaks	Movement breaks successful. Play sessions a small % of individual pupils was not as effective as hoped, but on the whole had a positive impact with children.	Staff we in the early stages of working with children with this new approach when Lockdown came in. This needs to be re established.
<b>C:</b> Behaviour for learning: off task behaviour an lack of focus for a group of pupils eligible for PP is having a detrimental effect on their academic progress	1:1 TAs to help support learning and behaviour	TA ongoing support resulted in minimal behaviour incidents.  Marked improvement in QCA behaviour scores.  Improved STAR assessment results at March assessments.	Ensure TA and teacher swap roles working with 1 to 1 pupils so that all staff are working with the pupil.  Ensure pupil is supported to be able to work independently as moving on through the school so they are not reliant on 1 to 1 support.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	Funding has supported pupils in wrap around care, clubs and extra curricular provision.  All children have access to extracurricular activities and school visits. No child misses out.	This is valuable to ensure pupils feel included and don't miss the opportunity to do a wider range of activities.

## 7. Additional detail

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

School consults with teachers, pupils and parents to help identify key areas and focuses for PP children.  
School Uses EEF Teaching and learning toolkit to review international evidence on teaching 5-16 to help with inform judgements on how to target funding effectively.  
School regularly carries out an audit of it's pupil premium provision.

New additional "Cabin" purchased to support ELSA and individual work.