

Weston Turville CE School

Pupil Premium Statement 2019-2020

About the Pupil Premium Grant

The Pupil Premium Grant (PPG) is additional to main school funding and is allocated to schools for children of statutory school age who:

- are known to be eligible for Free School Meals (FSM)
- have been eligible for FSM in the last six years (EVER 6)
- have been looked after by the Local Authority continuously (LAC) for more than six months
- have parents currently serving in the armed forces

The reasons for this funding is to 'diminish the difference' between the achievements of Pupil Premium children and their peers. It is known that children from disadvantaged backgrounds are known to start school with fewer skills than their peers and require support to catch-up, and children who are LAC or from Services families also benefit from additional input. The Pupil Premium Grant helps schools to achieve this.

Schools are held accountable for how the additional funding is used to support pupils and are required to show the impact of this spending. Schools are accountable for how they spend the PPG to support those pupils who receive this extra funding but the Department for Education states that: 'schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.'

Numbers eligible for support may change through the year but funding does not necessarily change.

Use of the Pupil Premium Grant 2019-2020

Over the academic year 2019-2020, 34 children were eligible for Pupil Premium funding at Weston Turville CE School (WTCES), which represents 16.6% of the school's population.

WTCES had:

- 4 Services children (2%)
- 4 LAC (2%)
- 26 FSM, including EVER 6 (12.7%).

The school received £44,720 in Pupil Premium funding. This was spent as follows:

- Pupil Premium children monitoring and support by Inclusion Manager (£8,037)
- Teaching Assistant support to provide intervention programmes aimed at improving progress (£34,183)
- Curriculum Support (£100)
- Trip Support (£900)
- Professional Support (£500)
- Counselling support for children of Services personnel (£1,000)

Pupil Premium Children's Academic Progress

During the 2019-2020 academic year, Pupil Premium children across the school made the following points of academic progress.

The figures used to calculate this progress were obtained in baseline assessments that took place in the early weeks of September 2020. When analysing the data, it is important to note that children had been absent from school for almost 6 months prior, and so their assessment performance may not necessarily reflect academic ability.

Points of Progress	Class R		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	4.8	3.6	4.3	4.2	0	4.7	3.0	5.2	3.3	4.7	6.0	6.0	6.0	6.1
Writing	4.3	3.5	3.4	3.3	0	3.3	4.0	5.1	3.3	4.4	4.8	6.2	6.1	6.0
Maths	5	4.0	4.3	4.3	5.3	5.3	4.5	5.0	3.7	4.4	6.0	6.1	5.9	6.4

Expected progress is 5 point in Reception and Year 1, and 6 points in other classes.

Please note: The figures above show steps of progress from Sept 2019- Sept 2020. Due to the COVID19 shutdown, children were not available to be assessed in July, at the end of the 2019-2020 academic year.

Impact of COVID19

Due to the shutdown of schools from mid-March until the end of the year, pupils missed their normal school experiences and teacher input for approximately 3.5 months (32%) of the school year.

Class teachers at WTCES used the virtual classroom offered by the 'SeeSaw' online platform to continue setting work and providing feedback for the children. However, this meant that pupil progress between March and July was reliant on children having access to suitable devices, sufficient internet connection, and adult input at home where needed.

For some children, virtual learning via SeeSaw was not possible or was attempted only sporadically. A number of our PP children and their families struggled to complete work set by the class teachers for many reasons, including:

- sharing one device between a number of siblings
- no device or internet at home
- parents unable to support due to work or family commitments
- parents felt unable to provide adequate academic input/explanation
- children were resistant to working at home for parents
- mental health and low mood difficulties

A number of children of key-workers and children from vulnerable or disadvantaged families were invited in to school as part of a 'Key-Worker Bubble'; however, this arrangement was a 'childcare' arrangement, rather than an academic classroom experience. For many children, returning to school in this capacity was highly beneficial to their well-being.

Progress Despite COVID19

Despite the inevitable and recognised impact of the COVID19 shutdown, PP children across the school still made good progress in reading, writing and maths, with two Class 2 children being an exception for reading and writing.

In Reception and Class 1

- Expected progress is 5 points in Reception and Year 1 so, despite the shutdown, children made good progress in these class in all areas.
- PP children actually made more progress than their non-PP counterparts did in most areas.

Class 2

- There were 3 PP children in this class
- One of the PP children made 8 points of progress in reading; 1 point in writing; 5 points in maths
- Two children did not progress in reading or writing, but made 4.0 points and 7.0 points of progress in maths
- Following consultation with parents, all children have been included in catch-up programs since returning to school, and additional provisions are in place within the classroom and in small-group interventions

Class 3 and 4

- Progress for the PP children has been less than the progress seen for non-PP children
- Progress has been approximately half the number of points of progress expected for the year
- A catch-up program is in place in both classes, including targeted support from a number of Teaching Assistants

Class 5 and 6

- Pupils have made good progress, in light of COVID19 shutdown

National Assessments

Key Stage One (Year 2) and Key Stage Two (Year 6) assessments did not take place due to COVID19.

Plan for 2020-2021

WTCES is committed to raising attainment for all pupils, including those who are eligible for Pupil Premium. Our targeted support and whole-school strategies will ensure that PP children can achieve their highest potential.

Our PP children have a wide range of complex needs and many have special educational needs, which contribute to their difficulties; therefore, programmes of support will be tailored to the individual children's need.

Robust monitoring, assessing and reviewing informs our planning for pupil progress and well-being, and this will enable appropriate interventions to be used to raise attainment and diminish the gap between our PP children and non-PP children.

Some children have other barriers to their learning, including social or communication issues, and lack of exposure to out-of-school opportunities. We will continue to support and nurture our children, despite the difficulties posed by COVID19 safety measures.

Barriers	Linked Desired Outcomes	Strategies to Meet Outcomes
<ul style="list-style-type: none"> • Social and emotional problems linked to home circumstances (e.g. separation, low income, domestic difficulties) • Resulting in poor behaviour choices, low self-esteem, limited concentration and problems building friendships and socialising with others. 	<ul style="list-style-type: none"> • Parents and carers support learning at home. • Regular communication between home and WTCS regarding needs and next steps. • Children are confident, emotionally supported and are able to make the right choices in class 	<ul style="list-style-type: none"> • 2 x ELSA (<i>emotional literacy support assistants</i>) plus classroom based ELSAs to provide 1:1 and small-group activities to build self-esteem, develop strategies to cope with emotions, discuss worries or concerns, build resilience, etc. • Class teachers regularly phone home or use communication books • Individual Education Plans created on Edukey and shared with parents for comment. • Sessions provided by 'Helping Hands' to develop protective behaviours and raise self-esteem • Young Carers involvement • Mentoring / support offered • Zones of Regulation taught more widely and language used to enable children to manage their emotions and communicate their needs. • Social Thinking groups run to encourage social and communication skills. • Referrals to School Nurse Mental Health Service and CAMHS as necessary
<p>Low attendance and repeated continuing lateness.</p>	<ul style="list-style-type: none"> • All PP children will have good attendance above 95%. • All PP children will have low levels of lateness. 	<ul style="list-style-type: none"> • Monitoring of attendance. Parents challenged for persistent lateness • The school will work with the Traveller Liaison Officer where necessary. • Celebrate good attendance. • Quality First Teaching and nurturing classroom experiences to ensure children are happy to come to school.
<p>Lack of aspiration.</p>	<ul style="list-style-type: none"> • Children with low aspirations will make good or better progress. 	<ul style="list-style-type: none"> • Use individual areas of interest as motivators. • Reward effort, not attainment. • Build self-belief and self-esteem. • Break tasks into small, achievable chunks so child can experience success. • Use external rewards to motivate and reward (e.g. stickers and charts, visits to KB) • Encouraged internal sense of reward (draw attention to pride, improved self-image). • Staff to showcase success.
<p>Low development of language and communication skills.</p>	<ul style="list-style-type: none"> • To see an improvement in the development of language and communication skills starting in EYFS and through to KS1. 	<ul style="list-style-type: none"> • Improvements to child's vocabulary through modelling by the staff. • Encouraging verbal communication of needs • Vocabulary games. • Encouragement of conversation, with correct pronunciation and grammar modelled. • Use 'Infant Speech Link and Language Link' assessments to identify areas for improvements and use resources for targeted intervention. • SALT Clinic referrals where necessary.
<ul style="list-style-type: none"> • Limited parental engagement with 	<ul style="list-style-type: none"> • To engage parents and diminish the gap 	<ul style="list-style-type: none"> • Homework explained to parents where necessary at end of day.

<p>school, especially with communication, completion of homework/reading and attendance at Parents' Evenings.</p>	<p>between PP and non-PP children.</p>	<ul style="list-style-type: none"> • Selection of homework tasks to choose from. • Additional opportunities to read in school. • Virtual / phone call Parents' Evening meetings where necessary.
<ul style="list-style-type: none"> • Limited life experiences and opportunities. • Limited access to extra-curricular activities. 	<ul style="list-style-type: none"> • Children will have enhanced and varied opportunities in a range of life experiences tailored to their specific gaps. • PP children will have access to a range of extra-curricular activities in and out of school. 	<ul style="list-style-type: none"> • Opportunities offered in school for a range of extra-curricular experiences (<i>COVID-19 making this more difficult at present</i>). • Online resources used to show material from other cultures, countries and viewpoints. • Children encouraged to aim high and have self-belief. • Improvements to child's vocabulary through modelling by the staff and careful consideration regarding talk partners.
<ul style="list-style-type: none"> • Lack of academic progress as a result of above barriers, plus possible SEN 	<ul style="list-style-type: none"> • Accelerated progress for PP children to close the gap 	<ul style="list-style-type: none"> • Maths and Literacy coordinators to continue to provide staff training. • Quality First Teaching across the whole school. • Growth Mind-Set ethos across the whole school. • Pre/Post teaching and teaching of Key Words. • Use of Now and Next boards. • Visual instructions. • Reduce the reliance on reading and writing in tasks where it's not necessary for children who struggle to allow them to be successful in other ways. • Targeted intervention strategies, including: Talking Partners; Nesy; Precision Monitoring; Toe-By-Toe; Rainbow Road; OT Toolbox; Write Words. • Alternative writing positions, including use of standing desks. • Sensory breaks timetabled throughout the day to ensure children are well regulated.

F.Robinson

Oct 2020