

# Pupil Premium Strategy Statement Evaluation Report to Governors 2020

Summary information					
<b>School</b>	Branton St Wilfrid's Primary School			Date: November 20	
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	Sept 20 £17,750	<b>Date of most recent external PP review</b>	Summer 2018
<b>Total number of pupils</b>	Number adjusted 190 ( Nov 20)	<b>Number of pupils eligible for PP</b>	Based on: 13 pupils ( 20/21 pupils) + 1 forces	<b>Date for next internal review of this strategy</b>	Autumn 2020
		<b>Current numbers</b>	December 2020 14 pupils and 2 forces		

## Evaluation 19/20

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Intervention in basic skills –reading and writing and maths- specific learning difficulties
<b>B.</b>	Support for social and emotional needs
<b>C.</b>	Support for specific learning difficulties- Language, dyslexic tendencies
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance and punctuality affects individuals
<b>E.</b>	Other issues dealt with through multi-agency involvement- home
2. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Pupils to reach aspirational targets in reading
	- 100%Reach personal target set - 64% of pupils reaching ARE and GD
<b>B.</b>	Pupils to reach aspirational targets in writing
	- 100%Reach personal target set - 64% of pupils reaching ARE and GD
<b>C.</b>	Pupils to reach aspirational targets in maths
	- 100%Reach personal target set - 64% of pupils reaching ARE and GD

<b>D.</b>	Personalised support for pupils with emotional and social needs	- Questionnaires report that 100% of pupils attending the school full time are positive overall.
<b>E.</b>	Individuals demonstrates improved punctuality	- Attendance to be in line with national or above 96% - Attendance 96% 2019-2020

<b>Quality of teaching for all</b>		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>
High quality maths teaching of arithmetic and reasoning skills across the school	Further develop use of mathematical vocabulary. Increased focus on daily arithmetic	Evidence in maths books and through pupil voice shows that children are being taught mathematical vocabulary more explicitly to enhance confidence to approach problem solving questions. Daily arithmetic practise and weekly tests have shown an increase in scores. PP children are able to improve their fluency of the 4 operations through daily practise. Which in turn has increased confidence.
High quality consistent phonics teaching across EYFS & KS1	New to phonics staff to be trained in the RWI approach in the first half term	Continued Phonics training for those who deliver lessons. Phonics has a consistently high pass rate of over 93%. If children require additional intervention lessons, this has been identified by teachers and delivered.
High quality consistent teaching of the Branton Reading approach	New staff to be trained in the reading approach. In the first half term Training for volunteer readers Develop the reading culture in the school and in each classroom	The Branton approach of using knowledge organisers and front covers and the use of short quizzes for all lessons has improved vocabulary and embedding of knowledge. Confidence and independence especially in KS2 has improved.
High quality consistent teaching of writing and spelling	New staff to be trained in the Branton writing approach RWI spelling revisited Basic skills picked up across the curriculum	Spelling is taught explicitly at least 3x per week and basic skills addressed in all areas of the curriculum. Improvements have been made and are in line with end of year assessment outcomes.
To ensure all staff are aware of who the disadvantaged pupils are and the criteria for them being designated as this.	<ul style="list-style-type: none"> <li>All staff have an up-to-date list of pupil premium pupils.</li> <li>Discussion during INSET and PPM</li> </ul>	Staff are aware of their PP children in their class and create and assess targets termly to close the gap. Teachers are now positive and aware of expectation.
To track progress, attainment and attendance of disadvantaged pupils in order to identify patterns and barriers to be able to put in action to overcome them	<ul style="list-style-type: none"> <li>Pupil Premium Education Plan for each child to establish barriers and identify additional support pupils require</li> <li>Disadvantaged pupils a key focus in all half termly pupil progress meetings.</li> <li>HT report to governors includes key information about PP pupils.</li> <li>Pupils who require accelerated progress to choose a learning mentor who they will meet regularly</li> </ul>	Plans are reviewed every term and updated with new targets. Children are on track to achieve their targets.

## Targeted Support

Desired Outcome	Chosen action/approach	Impact
Pupil premium pupils to achieve their own target in writing	Intervention on the same day/next day by the teacher/TA for writing	12/15 children across school exp or above in writing and all 15 achieved their targets. This was achieved through teacher recapping and regular interventions.
Pupil premium pupils to achieve targets in reading	Daily reading support from TA to build stamina and fluency skills in reading. Monitor reading speeds.	11/15 children across school exp or above in writing and all 15 achieved their targets. This was achieved through teacher recapping and regular interventions.
Pupil premium pupils to achieve targets in maths	Same day intervention to develop fluency skills. Additional session to develop reasoning skills twice per week with teacher/TA	12/15 children across school exp or above in writing and all 15 achieved their targets. This was achieved through teacher recapping and regular interventions.
Vulnerable pupils to have regular opportunities to discuss concerns about school or home with a nominated adult	Key workers to have meetings with vulnerable pupils to resolve any issues.	When in school reflection, discussion and prayer time was given to PP children with the class TA. Covid restrictions meant that Branton school mentor system could not be implemented.
Pupils to feel confident	Metacognition – Targets created for each PP child	Whilst in school metacognition targets were used to give children strategies in lessons to increase productivity and confidence. This will be ongoing to embed these strategies because time was not maximised due to Covid restrictions.
Pupils to be included in curriculum enrichment and residentials (peripatetic lessons, trips, after-school clubs)	PP lead to support pupils to voice choice of activities	Support was restrictive due to Covid 19 yet pupil premium children are regularly given support through their class teacher and TA.

## Data 2019/20

EYFS - percentage of pupils achieving Good Level of Development	
2020	
% Achieving Good Level of Development	
All pupils (16)	75% 12/16 pupils
Disadvantaged Pupils (0)	0% 0/16 pupils
Other Pupils (16)	75% 12/16 pupils

Key Stage 1						
Key Stage 1 Outcomes	2020					
	Showing % of pupils attaining at expected standard or at greater depth					
	Reading		Writing		Maths	
	At Exp +Stand	At GD	At Exp +Stand	At GD	At Exp +Stand	At GD
All Pupils ( 29)	86%	31%	79%	24%	86%	28%
Disadvantaged Pupil (2)	100%	0%	100%	0%	100%	0%
Other Pupils (27)	85%	33%	78%	26%	85%	30%

Key Stage 2						
Key Stage 2 Outcomes	2020					
	Showing % of pupils attaining at expected standard or at greater depth					
	Reading		Writing		Maths	
	At Exp +Stand	At GD	At Exp +Stand	At GD	At Exp +Stand	At GD
All Pupils 30	80%	63%	80%	33%	87%	33%
Disadvantaged Pupil (3)	67%	0%	67%	0%	67%	0%
Other Pupils (27)	81%	70%	81%	37%	89%	37%

Phonics – percentage of pupils achieving the expected standard in the phonics screening test.	
2020	
All pupils (28)	23/28 82%
Disadvantaged Pupils (1)	0%
Other Pupils (27)	81%
2020	
Year 2	
All Pupils	97% 28/29
Disadvantaged Pupils (2)	100%
Other Pupils (27)	93% 25/27

Years 1, 3, 4 and 5 2020 Percentage of Pupils achieving at the Expected Standard						
Year Group	Reading		Writing		Maths	
	Disadvantaged Pupils	All	Disadvantaged Pupils	All	Disadvantaged Pupils	All
Year 1 (1pupils)	0%	79%	0%	75%	0%	75%
Year 3 (2 pupils)	50%	85%	100%	83%	100%	91%
Year 4 (3 pupils)	67%	75%	33%	72%	67%	85%
Year 5 (3 pupils)	67%	81%	67%	81%	67%	81%

## Impact of Funding

Overall the attainment gap between PP and Non is better than national.

We have small cohorts of PP compared to national so data needs to be compared with caution.

Quality first teaching has improved and is classified as good or better. This need to continue to be a focus so that even more teaching is good and outcomes strengthen. On returning to school PP targets need to be a focus to re-engage PP children with learning and the curriculum.

Maths teaching and learning has improved and staff are more familiar with the White Rose scheme and are able to assess and challenge children. More time allocated to practising arithmetic is supporting improvements across the year groups.

Reading stamina needs to continue to be a focus moving forward to further strengthen the outcomes for all but also for PP pupils.

In the coming year Writing needs to be monitored closely for PP children to make accelerated progress and reduce the 20% WT children in writing.

The targeted action taken so far this year has contributed to PP funded pupils improving outcomes but even more needs to be invested in order to accelerate progress of those pupils who have the ability to strengthen progress through out school.

# Pupil Premium Strategy 2020-21

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
D.	Intervention in basic skills –reading and writing and maths- specific learning difficulties	
E.	Support for social and emotional needs	
F.	Support for specific learning difficulties- Language, dyslexic tendencies	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance and punctuality affects individuals	
E	Other issues dealt with through multi-agency involvement- home	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
F.	Pupils to reach aspirational targets in reading	<ul style="list-style-type: none"> <li>- 100%Reach personal target set</li> <li>- 69% of pupils reaching ARE and GD</li> </ul>
G.	Pupils to reach aspirational targets in writing	<ul style="list-style-type: none"> <li>- 100%Reach personal target set</li> <li>- 69% of pupils reaching ARE and GD</li> </ul>
H.	Pupils to reach aspirational targets in maths	<ul style="list-style-type: none"> <li>- 100%Reach personal target set</li> <li>- 75% of pupils reaching ARE and GD</li> </ul>
I.	Personalised support for pupils with emotional and social needs	<ul style="list-style-type: none"> <li>- Questionnaires report that 100% of pupils attending the school full time are positive overall.</li> </ul>
J.	Individuals demonstrates improved punctuality	<ul style="list-style-type: none"> <li>- Attendance to be in line with national or above 96%</li> </ul>

Planned expenditure 2020					
Academic year	2020-21 Due to COVID restrictions lesson observations have not been completed.				
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?

High quality maths teaching of arithmetic and reasoning skills across the school	Further develop use of mathematical vocabulary. Increased focus on daily arithmetic	Pupils are not secure with using some vocabulary which is required when understanding reasoning questions Some pupils not fluent in four rules of calculation	A maths enquiry is planned early in the Autumn Term to check consistency of approach. Further staff training will be implemented as required. Tracking of arithmetic scores weekly	RW (VW)	Autumn 1
High quality consistent phonics teaching across EYFS & KS1	New to phonics staff to be trained in the RWI approach in the first half term	RWI has had a positive impact on outcomes for pupils. This consistent approach must be sustained in order for this to continue.	Phonics leader will deliver phonics lessons in the first two weeks of Autumn 1 to model the approach for all staff delivering phonics Follow up 1 :1 coaching	FA (VW)	Autumn 1
High quality consistent teaching of the Branton Reading approach	New staff to be trained in the reading approach. In the first half term Training for volunteer readers Develop the reading culture in the school and in each classroom	The Branton approach to teaching reading has had a positive impact on outcomes for pupils. This consistent approach must be sustained in order for this to continue. Focus on reading stamina for some pupils measuring speeds Focus on using all opportunities across the day to encourage reading Metacognition has shown to support pupils to be self-motivated. Following Rosen shine principles and model	Drop-ins by the literacy leader. Reading and Literacy enquiry Autumn Term. Coaching of staff where needed Pupil interviews/questionnaires around reading and the writing journey.	(VW) KM	Autumn 1
High quality consistent teaching of writing and spelling	New staff to be trained in the Branton writing approach RWI spelling revisited Basic skills picked up across the curriculum	Following the general improvement in writing outcomes ensure staff follow approach Following on from the positive impact of RWI phonics, the school will now follow the RWI spelling to support the teaching and consistency of developing strategies for teaching spelling. Following the Rosenshine principles teaching model.	CPD Training to take place in early Autumn 1 for teachers. Coaching follow up where needed	(Jo T) KM (VW)	Autumn 1
To ensure all staff are aware of who the disadvantaged pupils are and the criteria for them being designated as this.	<ul style="list-style-type: none"> <li>All staff have an up-to-date list of pupil premium pupils.</li> <li>Discussion during INSET and PPM</li> </ul>	PP pupils high profile in school. Staff know who the pupils are and are targeted to reach their potential so achievement is in line with peers where possible.	SLT to be responsible for Pupil Premium Drop ins, lesson observations and Pupil Progress Meetings. Targets to be reviewed ½ termly Outcomes will be reported to Governors via the Head teachers report to enable effective monitoring & challenge to take place.	SA/JT/ VW	Autumn 1 And ongoing.
Monitor disadvantaged pupils in order to identify patterns and barriers to be able to put in action to overcome them	<ul style="list-style-type: none"> <li>Pupil Premium Education Plan for each child to establish barriers and identify additional support pupils require</li> </ul>	PP pupils high profile in school Staff know who the pupils are and are targeted to accelerate progress so achievement is in line with peers	Drop ins, lesson observations and Pupil Progress Meetings a minimum of half termly. Outcomes will be reported to Governors via the Head Teachers report to enable effective monitoring & challenge to take place.	(Jo T ) VW	Autumn 1 And ongoing.

	<ul style="list-style-type: none"> <li>Disadvantaged pupils a key focus in all half termly pupil progress meetings.</li> <li>HT report to governors includes key information about PP pupils.</li> <li>Pupils who require accelerated progress to choose a learning mentor who they will meet regularly</li> </ul>				
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**Total budgeted cost** 6000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil premium pupils to achieve their own target in writing	Intervention on the same day /next day by the teacher /TA for writing	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding.	Monitoring by the Leader VW on a weekly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact. 10/15 to reach EXS/GD	VW	Jan 21
Pupil premium pupils to achieve targets in reading	Daily reading support from TA to build stamina and fluency skills in reading Monitor reading speeds	Targeted support taking place in addition to whole class quality first teaching to close the gap in fluency of reading	Monitoring by the Leader KM on a ½ termly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact. 10/15 to reach EXS/GD	KM (JoT) VW	Jan 21
Pupils premium pupils to achieve targets in maths	Same day intervention to develop fluency skills. Additional session to develop reasoning skills twice per week with teacher/TA	Targeted support linked to the learning taking place in class to support with fluency of application of the 4 operations of maths.	Monitoring by the Maths Leader (SG) on fortnightly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact. 10/15 to reach EXS/GD	RW VW	Jan 21



Vulnerable pupils to have regular opportunities to discuss concerns about school or home with a nominated adult	Key Workers to have meetings with vulnerable pupils to resolve any issues. weekly	PP pupils have specific complexities that may require support to resolve.  Self-esteem questionnaires	Monitoring by PP lead to ensure contact with learning mentors are consistent	JoT/SA/ VW	Dec 20
Pupils to feel confident	Metacognition 1 to 1 KW support	Pupils will be able to identify own barriers to learning and strategies to overcome them as researched through the EEF.  Self-esteem questionnaires Metacognition audit	Monitoring by PP lead VW and JT who is responsible for metacognition	SA+ VW	Dec 20
Pupils to be included in curriculum enrichment and residentials (peripatetic lessons, trips, after-school clubs)	PP lead to support pupils to voice choice of activities	All chn to have the opportunity to be included in enrichment activities if they choose Supported costs	Monitoring of individual pupils expenditure	JoT	Spring 1
<b>Total budgeted cost</b>					£17,750