

# Pupil premium strategy statement Sept 2018- Aug 2020

## School overview

| Metric                                      | Data                |
|---|---------------------|
| School name                                 | Wivelsfield Primary |
| Pupils in school                            | 212                 |
| Proportion of disadvantaged pupils          | 8.0%                |
| Pupil premium allocation this academic year | £34,755             |
| Academic year or years covered by statement | 2018 - 2020         |
| Publish date                                | Dec 2019            |
| Review date                                 | Nov 2020            |
| Statement authorised by                     | Helen Smith         |
| Pupil premium lead                          | Tracy Reilly        |
| Governor lead                               | Leslie Corbett      |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | -1.29 |
| Writing | -3.77 |
| Maths   | -2.94 |

## Strategy aims for disadvantaged pupils

| Measure  | Score  |
|--|--|
| Meeting expected standard at KS2   | 20%  |
| Achieving high standard at KS2   | 0%   |
| Measure  | Activity   |
| To increase Cultural Capital:<br>Free curriculum enrichment, subsidised or free music lessons, residential trips, bike ability training, swimming. | To increase the Cultural capital we are offering free or subsidised music lessons on site. These are easily accessible to children and fit in with their school day. Families will not be asked for contributions for any trips, visits or special events and school will not rely on contributions from these families to ensure they took place. This will help to enhance individuals curriculum and broaden life experiences. It will enable all children to play a full part in a wider range of school activities. |

|   |  |
|---|--|
| <p>Ensuring children are ready to learn by increasing in attendance to breakfast club and increasing Cultural Capital by increased uptake of after school clubs and music lessons</p> | <p>Research has demonstrated a strong link between eating breakfast and positive performance in school. A 2013 study on how breakfast affects kids' school performance and behaviour found that eating breakfast every day is "positively associated with improved school performance."<br/> <a href="https://doi.org/10.3389/fnhum.2013.00425">https://doi.org/10.3389/fnhum.2013.00425</a></p> <p>We are therefore offering free breakfast club sessions and or after school sessions. Children are provided with a healthy breakfast or snack at after school club.</p>   |
| <p>Additional targeted support for children in KS1 and 2.</p>   | <p>This will take place within the classroom and in small group or individual interventions.</p>   |
| <p>Barriers to learning these priorities address</p>  | <p>Social, emotional and mental health needs<br/> Ensuring interventions are evidence based and progress is tracked termly<br/> Pupils starting school with poor oral or communication skills<br/> Weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good behaviours as a result of lockdown<br/> <u>External Barriers</u><br/> Readiness and preparation to learn, physically, practically and emotionally.<br/> Ability to reflect and evaluate their own learning self-motivating themselves to improve<br/> Re-establishment of good home learning practices.<br/> Transport that enables attendance to clubs/groups</p> |
| <p>Projected spending</p>   | <p>£33,145</p>   |

## Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | 50% of Year 2 pupils to achieve ARE<br>25% of year 2 pupils to achieve WT<br>25% of year 2 pupils to achieve GD at end of KS1<br><br>of year 6 Pupils to achieve ARE at end of KS2. 25% to achieve GD      | July 2020   |
| Progress in Writing     | 50% of Year 2 pupils to achieve ARE<br>25% of year 2 pupils to achieve WT<br>25% of year 2 pupils to achieve GD at end of KS1<br><br>of year 6 pupils working toward, 50% ARE and 25% GD at the end of KS2 | July 2020   |
| Progress in Mathematics | 50% of Year 2 pupils to achieve ARE<br>25% of year 2 pupils to achieve WT<br>25% of year 2 pupils to achieve GD at end of KS1  | July 2020   |
| Phonics                 | Achieve National average expected standard in PSC  | July 2020   |
|                         |  |             |

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

| Measure                                       | Activity  |
|---|---|
| Phonic interventions                          | In class extra support and small group interventions                  |
|   |   |
| Barriers to learning these priorities address | Ensuring staff use evidence based whole class teaching interventions. |
| Projected spending                            | £1200   |

## Targeted academic support for current academic year

| Measure    | Activity                                      |
|------------|---|
| Priority 1 | To train SEN TA to deliver precision teaching |

|   |  |
|---|--|
| Priority 2                                    | To train TA to deliver speech and language using speech link and ELKLAN training |
| Barriers to learning these priorities address | Training opportunities<br>Deployment of staff                                    |
| Projected spending                            | £410   |

### Wider strategies for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Identify disadvantaged children who would benefit from experiences and opportunities and target invitations to extra curricular clubs |
| Priority 2                                    | To commence speech and lang interventions using Speech link and ELKLAN  |
| Barriers to learning these priorities address | Transport difficulties<br>Training date restrictions  |
| Projected spending                            | 0   |

### Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Ensuring enough time is given to allow for staff professional development   | Use of staff meetings with teacher led and Senco led CPD   |
| Targeted support | Ensuring enough time for TA to provide Speech and language sessions   | Senco to work with TA to set timetable and identify children   |
| Wider strategies | Engaging the families facing most challenges by providing free breakfast and after school care alongside free after school club and free/subsidised music lessons | Ensuring families are aware of free places for breakfast club and after school activities including music. Targeting specific children with offers that we feel will enhance their cultural capital. |

### Review: last year's aims and outcomes

| Aim | Outcome |
|-----|---------|
|-----|---------|

|                                 |  |
|---------------------------------|--|
| Progress in Reading and Writing | Slight decrease in disadvantaged pupil progress from 2018 to 2019 within KS2<br>As a result we will implement more focused teaching using precision teaching.<br>Within KS 1 100% achieved the expected standard (1 pupil) |
| Progress in maths               | Maths average within KS2 was 6.7% below the National average. Through the embedding of Mastery maths we will aim to increase these figures.<br>With KS 2 100% achieved the expected standard (1 pupil)                     |
| Phonics                         | Year 1 66% achieved 33% to retake<br>Year 2 No disadvantaged children  |
| Other                           | Some improvement in children attending extra-curricular activities. New focus to target children on a more specific basis.   |
|                                 |  |