

Pupil premium strategy statement Sept 2020- Aug 2021

School overview

Metric	Data
School name	Wivelsfield Primary
Pupils in school	212
Proportion of disadvantaged pupils	8.5%
Pupil premium allocation this academic year	£27900
Academic year or years covered by statement	2020 - 2021
Publish date	July 2020
Review date	July 2021
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	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A
Measure	Activity
To increase Cultural Capital: 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." https://doi.org/10.3389/fnhum.2013.00425</p> <p>We are therefore offering 5 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 to narrow the gap following Covid</p>	<p>This will take place within the classroom and in small group or individual interventions. Increase of Nurture provision to ensure children are ready to learn</p>
<p>Barriers to learning these priorities address</p>	<p>Social, emotional and mental health needs Ensuring interventions are evidence based and progress is tracked termly Pupils starting school with poor oral or communication skills Weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good behaviours as a result of lockdown <u>External Barriers</u> Readiness and preparation to learn, physically, practically and emotionally. Ability to reflect and evaluate their own learning self-motivating themselves to improve Re-establishment of good home learning practices. Transport that enables attendance to clubs/groups</p>
<p>Projected spending</p>	<p>£27900</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	75% of Year 2 pupils to achieve ARE 25% of year 2 pupils to achieve WT at end of KS1 of year 6 Pupils to achieve ARE at end of KS2. 25% to achieve GD	July 2021
Progress in Writing	75% of Year 2 pupils to achieve ARE 25% of year 2 pupils to achieve WT at end of KS1 of year 6 pupils working toward, 50% ARE and 25% GD at the end of KS2	July 2021
Progress in Mathematics	75% of Year 2 pupils to achieve ARE 25% of year 2 pupils to achieve WT at end of KS1	July 2021
Phonics	N/A	July 2021

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 Using precision teaching for individual progress
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	SEN TA to deliver Precision teaching to disadvantage d children to close academic gap

Priority 2	Speech and language to be delivered over 2 afternoons for KS 1 and 2. To train early years to use speech and language link to enable everyday access to class resources
Barriers to learning these priorities address	Training opportunities Deployment of staff
Projected spending	£410

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to identify disadvantaged children who would benefit from experiences and opportunities and target invitations to extra-curricular clubs
Priority 2	To provide a more structured access to Nurture (Kites). Children to be set specific targets and impact to be assessed each term.
Barriers to learning these priorities address	Transport difficulties 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	Senco to introduce new Nurture system to staff.
Targeted support	To identify and prioritise children needing speech and language input.	Senco to work with teachers and TA to identify children who need to be assessed. Senco to monitor sessions.
Wider strategies	Engaging the families facing most challenges by providing 5 free breakfast clubs 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.

		Senco to keep record of children attending after school clubs and breakfast club.
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Review: last year's aims and outcomes

Aim	Outcome
Progress in reading and writing	Not able to report due to lockdown
Progress in maths	Not able to report due to lockdown
Phonics	Year 1 No data Year 2 100% pass rate
Other	Not able to report due to lockdown and impact of bubble only activities on attendance.