



Wolsingham Primary School

Pupil Premium Statement Review

2020-21



Review of expenditure				
Previous Academic Year		2020-21		
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)	Cost
<p>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Targeted invention by staff in identified year groups and particularly in Reception.</p> <p>(2 hours per week TA support/intervention)</p>	<p>100% of PP pupils achieved GLD in 2020/21.</p> <p>71% of Reception cohort achieved GLD in 2020/21.</p>	<p>Early identification of S and L difficulties enables work to be carried out across the Reception year with the majority of pupils no longer requiring S and L intervention past Reception – continue.</p>	£1,014
	<p>Purchase and use of Speech Link software to aid identification of issues.</p>	<p>92% of Reception cohort achieved GLD in CLL in 2020/21 – the pupils not achieving GLD in CLL have ASD.</p>		£208
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p>	<p>Targeted intervention by teachers in identified year groups including for PP children.</p>	<p>52% of PP pupils made accelerated progress in reading.</p> <p>57% of PP pupils reached end of year expectations in reading, 52% in writing and 71% in maths.</p>	<p>Additional reading practise in school and monitoring of pupils frequency of reading and completing AR quizzes improves the progress of PP in reading – continue.</p>	£0

<p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</i></p>	Continued purchase of Accelerated Reader program	<p>67% (3 children) of PP pupils made at least expected progress in reading by the end of KS2.</p> <p>85% of pupils achieved at least the expected standard in reading at the end of KS2.</p> <p>100% of pupils made good or better progress in reading across Year 5.</p> <p>74% of pupils made good or better progress in reading across Year 4.</p> <p>90% of pupils made good or better progress in reading across Year 3.</p>	<p>Majority of pupils enjoy being able to access books that are of interest to them rather than scheme books. Promotion within classrooms of novels by different authors to widen breadth or reading – continue.</p> <p>AR program enables pupils to practise comprehension skills and teachers to monitor progress on a weekly basis – continue.</p>	£1,450
	Purchase of MyON online reading books linked to ARP	<p>96% of pupils made good or better progress in reading across Year 2.</p> <p>91% of Year 2 pupils passed the phonics check in the autumn term.</p> <p>89% of Year 1 pupils would have passed the 20/21 phonics check if taken in the summer term.</p> <p>70% of pupils achieved the expected standard in reading by the end of KS1.</p> <p>85% of pupils achieved the expected standard in reading by the end of KS2.</p>	<p>Provides online reading material at the correct reading level which pupils can complete comprehension quizzes on, enabling them to continue reading activities from home when in lockdown or isolation. Range of books available not as interesting and engaging to pupils – continue for the next academic year only until requirement for isolation due to Covid-19 has ended.</p>	£1,500
	Read Write Inc. Training for new teachers and Teaching Assistants including cover costs and resources.		<p>Refresher training provides staff with confidence and ensures continuity</p>	£520

			throughout all phonics teaching – continue.	
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<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>Ongoing CPD for teaching and support staff – effective first quality teaching strategies. Model lessons by curriculum leads and external providers (e.g. Adam Bushnell)</p>	<p>100% of PP pupils made at least expected progress by the end of KS2 in writing.</p> <p>100% of middle and higher prior attaining PP pupils made at least expected progress by end of KS2 in writing.</p> <p>Adam Bushnell in writing Y6 and Y3 – having an author in school encourages children to carry out writing activities at home, writing for enjoyment. Children in some year groups carrying out independent and collaborative writing activities at home to share in school e.g. producing their own books with chapters and illustrations.</p>	<p>Teaching staff increased in confidence in delivering writing sessions and knowledge and understanding of more complex grammar and sentence structure – continue CPD in writing - modelling writing with children and activities to encourage increased focused teaching of grammar and punctuation and sentence structure.</p>	<p>£890</p>
	<p>Purchase of Literacy Shed+ resource to aid planning for writing.</p>	<p>94% of pupils made good or better progress in writing across Year 6.</p> <p>90% of pupils made good or better progress in writing across Year 5.</p> <p>79% of pupils made good or better progress in writing across Year 4.</p> <p>60% of pupils made good or better progress in writing across Year 3.</p>	<p>Provides teachers with a vast amount of resources to support reading and writing, which are engaging for pupils – continue.</p>	<p>£137</p>

<p>F. Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>PP pupils access first-hand experiences including virtual experiences which further support outcomes in reading, writing and Maths.</i></p>	<p>Provide internal and external learning experiences to create relatable reasons to read widely and write creatively.</p> <p>Subsidised Residential Visits (£562). Subsidised educational visits. (£60) Musical instrument tuition (£110)</p>		<p>Due to Covid restrictions educational visits and visitors into school were limited. Due to this all children have missed out on valuable first-hand cultural experiences and therefore needs to be a priority for all pupils in the next academic year – continue.</p>	<p>£610</p>
<p>i. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Initial speech and language assessment using Speech Link followed by targeted support by TA in Reception.</p> <p>(2 hours per week)</p>	<p>100% of PP pupils achieved GLD in 2020/21.</p> <p>71% of Reception cohort achieved GLD in 2020/21.</p> <p>92% of Reception cohort achieved GLD in CLL in 2020/21 – the pupils not achieving GLD in CLL have ASD.</p> <p>67% of PP with SEND made at least good progress in reading.</p> <p>50% of PP with SEND made at least good progress in writing.</p>	<p>Early identification of S and L difficulties enables work to be carried out across the Reception year with the majority of pupils no longer requiring S and L intervention past Reception – continue.</p>	<p>£1,014</p>

<p>B. The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.</p> <p><i>The % of PP pupils with cognition and learning difficulties making at least expected progress in reading, writing and maths increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs).</p> <p>(5 hours per week in class support maths and English x 3 TAs)</p>	<p>60% of PP pupils with cognition and learning difficulties made expected or better progress in writing across 20/21, 80% in reading and 80% in maths.</p>		<p>£2,535</p>
<p>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve at least end of year expectations in reading, writing and maths.</i></p>	<p>Targeted support by at break times and lunchtimes, developing positive play and relationships with peers.</p> <p>(1/2 hour per day)</p>	<p>100% of PP+ pupils achieved at least end of year expectations in reading, writing and maths.</p> <p>Very few incidents between PP+ pupils and peers observed at break times and lunchtimes thus reduction in impact on learning.</p>	<p>Continue approach – impact of incidents at break time on teaching and learning reduced.</p>	<p>£1,460</p>
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 20/21.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 20/21 for all PP pupils.</i></p>	<p>Targeted support by TAs in identified year groups (Y2, Y3, Y6) particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p> <p>(5 hours per week in class support maths and English x 3 TAs)</p>	<p>52% of PP pupils made accelerated progress in reading.</p> <p>57% of PP pupils reached end of year expectations in reading, 52% in writing and 71% in maths.</p> <p>67% (3 children) of PP pupils made at least expected progress in reading by the end of KS2.</p> <p>85% of pupils achieved at least the expected standard in reading at the end of KS2.</p> <p>100% of pupils made good or better progress in reading across Year 5.</p>	<p>Targeted in class support enabled PP/SEND pupils to further develop key skills and access the curriculum more readily – continue.</p>	<p>£2,535</p>

		<p>74% of pupils made good or better progress in reading across Year 4.</p> <p>90% of pupils made good or better progress in reading across Year 3.</p> <p>96% of pupils made good or better progress in reading across Year 2.</p> <p>91% of Year 2 pupils passed the phonics check in the autumn term.</p> <p>89% of Year 1 pupils would have passed the 20/21 phonics check if taken in the summer term.</p> <p>70% of pupils achieved the expected standard in reading by the end of KS1.</p> <p>85% of pupils achieved the expected standard in reading by the end of KS2.</p>		
<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>Provide cover for class teachers to deliver small group writing skills interventions in Y5 and Y6.</p> <p>(2 hours per week – 1 hour per class)</p>	<p>100% of PP pupils made at least expected progress by the end of KS2 in writing.</p> <p>100% of middle and higher prior attaining PP pupils made at least expected progress by end of KS2 in writing.</p> <p>Adam Bushnell in writing Y6 and Y3 – having an author in school encourages children to carry out writing activities at home, writing for enjoyment. Children in some year</p>	<p>Pupils involved in interventions made good progress particularly useful to enable catch up of missed skills during school lockdowns. Use of class teachers to provide intervention enabled issues that were identified during lessons to be followed up in interventions sessions enabling a more cohesive approach – identify further</p>	<p>£1,014</p>

		<p>groups carrying out independent and collaborative writing activities at home to share in school e.g. producing their own books with chapters and illustrations.</p> <p>94% of pupils made good or better progress in writing across Year 6.</p> <p>90% of pupils made good or better progress in writing across Year 5.</p> <p>79% of pupils made good or better progress in writing across Year 4.</p> <p>60% of pupils made good or better progress in writing across Year 3.</p>	opportunities to use class teachers as tutors.	
ii. Other approaches				
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)	Cost
<p>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve at least end of year expectations in reading, writing and maths.</i></p>	Attendance at school holiday club.	<p>100% of PP+ pupils achieved at least end of year expectations in reading, writing and maths.</p> <p>Transition periods back into school following school holidays were smooth. Pupils able to continue to build relationships with a wider range of school staff.</p>	Lessens impact of long periods away from school upon return following holiday periods – continue.	£350
G. The percentage of pupil premium absentees reduces	HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals.	4% (1 pupil) of PP pupils were considered to be persistent absentees in 2020/21 compared to	Focused monitoring continues to improve	£780

<p>further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2018/19.</i></p> <p><i>The average % attendance for PP pupils increases compared to 2018/19.</i></p>		<p>7% (2 pupils) in 2019/20 and 21% (6 pupils) in 2018/19</p> <p>In 20/21, 0.03% of PP pupils were late before registration closed and 0.07% after compared to 0.22% before the register closed and 0.07% after in 2019/20 and 1.58% before the register closed and 0.92% after in 2018/19.</p> <p>Attendance of PP pupils was 95.4% in 20/21 compared to 94.6% in 2019/20 and 92.5% in 2018/19 for the same period.</p>	<p>attendance of PP pupils – continue.</p>	
<p>H. Learning and school experience is not impeded by parental ability to support learning at home, family organisation and /or poverty.</p> <p><i>All PP pupils are prepared for school activities enabling them to fully participate in learning.</i></p> <p><i>All PP pupils are able to access and complete remote learning activities.</i></p> <p><i>Increase in the proportion of parents engaging in their child's education and increased awareness of the school curriculum.</i></p> <p><i>The % of PP pupils completing homework increases.</i></p>	<p>Teaching staff to consult with SLT if they judge a PP to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning tasks.</p> <p>(£50 per pupil)</p>	<p>100% of PP pupils were able to access remote learning via Seesaw and had the capacity to access learning using iPads/ laptops on loan from the school.</p> <p>Engagement in home learning increased by 11% from summer 2020 to spring 2021.</p>	<p>Limited use due to lockdown periods uniform, equipment etc. not being used as frequently in school. Continue and monitor in the next academic year.</p>	<p>£950</p>
	<p>Seesaw app purchased to support remote learning and homework providing pupils with teaching resources as well as learning activities.</p>	<p>87% of KS2 pupils have engaged with and used TT Rockstars on a regular basis with an average of 3.26s per question.</p>	<p>Majority of pupils, staff and parents found this a useable learning platform which has continued to enable learning provision whilst the school is open and individuals are isolating – continue for the next academic year.</p>	<p>£740</p>

<p><i>The % of PP pupils reading regularly and completing AR quizzes regularly increases.</i></p>	<p>Times Tables Rockstars and Numbots programs providing online practise of basic maths skills.</p>	<p>Average increases in speed: Y6 1.7s, Y5 3.12s, Y4 4.22s, Y3 8.64s</p> <p>98% of KS1 pupils engaged with and used Numbots on a regular basis. Class teachers report a significant improvement in basic maths/ number skills in Y2 (21-22) pupils.</p>	<p>Huge engagement from pupils in practising basic skills which are being seen in maths teaching and learning enabling pupils to focus on more complex concepts – continue.</p>	<p>£250</p>
	<p>Technology made available for PP pupils to access learning at home.</p> <p>(9 laptops @ £500)</p>		<p>Enough technology now available to support learning at home for PP pupils.</p>	<p>£4,500</p>