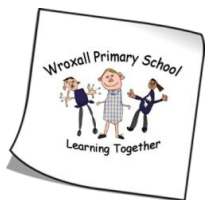


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1. Summary information					
School	Wroxall Primary School				
Academic Year	2020-2021	Total PP budget (Financial Year)	39,005	Date of most recent PP Review	September 2020
Total number of pupils	138	Number of pupils eligible for PP	Funding based on 29 (27 currently on role)	Date for next internal review of this strategy	January 2021

2. Current attainment (End of Summer 2019)	Pupils eligible for Pupil Premium		Pupils not eligible for PP (national)		In school gap
	School	National	School	National	
Key Stage 2 (8 children)					
% working at the expected standard or above in reading, writing and maths	50%	62%	65%	78%	-15%
% working at the expected standard or above in reading	63%	68%	70%	83%	-7%
% working at the expected standard or above in writing	63%	67%	78%	84%	-15%
% working at the expected standard or above in maths	75%	67%	70%	83%	+5%
% working at the expected standard or above in grammar, punctuation & spelling	56%	51.2%	87%	71%	-31%
Average progress score in reading,	0.04%	-0.6	0.14	+0.3	-0.1
Average progress score in maths	-2.86%	+0.3	-1.84	+0.3	-1.02
Average progress score in writing	3.3%	-0.7	-3.26	+0.4	+0.04
The average scaled score in reading		102	106	106	
The average scaled score in maths		103	105	106	
Key Stage 1 (4 children)					
% working at the expected standard or above in reading, writing and maths			70%		
% working at the expected standard or above in reading	0%	62%	70%	78%	-70%
% working at the expected standard or above in writing	25%	62%	78%	73%	-53%



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% working at the expected standard or above in maths	0%	55%	70%	79%	-70%
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2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	It is clear from the data that PP children need to make accelerated progress each year to ensure the gap between them and other children closes by the end of KS2. Internal data for current PP pupils shows that a large majority of pupils are currently below ARE in one or more curriculum areas. There is a need to ensure progress for children in line with their starting points. In addition support is required to help them close the gaps with their peers.
B.	A number of disadvantaged pupils are also children with SEND. Four children on the SEND register are also in receipt of PP, with issues that impact on their academic progress. Two of these children have EHCPs
C.	Some PP children have a lack of self-esteem and their confidence is low which impacts on resilience in the classroom. This has been compounded by the recent COVID-19 pandemic and associated lockdown, impacting on both isolation and reduced access to education. Continued engagement with parents, both online and in person is needed to strengthen the partnership and grow trust.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Pupils do not always receive academic support and guidance from home. Additional support is needed to improve their overall engagement with school. This had been particularly compounded by lockdown due to COVID-19
E.	Pupils need to attend school regularly to ensure the maximum impact of their day at school. Attendance rates within school has improved recently but attendance for hard to reach children remains an area for development. Ensuring that all children return to school successfully following full school re-opening in September 2020 will be a priority.

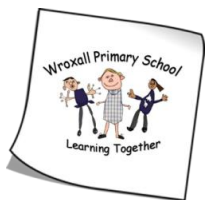
3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve rates of progress for all groups of PP pupils so that the gap in attainment between them and their peers closes.	A greater number of PP pupils are working at ARE in line with their peers. Prior middle attaining PP pupils sustain levels of progress and work at 'Greater Depth' in RWM
B.	Improve progress for PP6 children with SEND and those who are middle attaining pupils.	PP pupils identified as having SEND make the same progress as non PP with similar needs.



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		Standardised tests show and measure progress for individual pupils based on their starting points
C.	Improve core skills for pupils eligible for pupil premium	Pupils eligible for Pupil Premium make rapid progress to meet age related expectations in subjects and combined measure by July 2021
D.	Increased family engagement and involvement with the wider school in order to build children's social and emotional development and encourage aspirations. Support is providing for children and families on a needs led basis with ongoing pupil led focus.	Raised self-esteem, confidence and aspirations of pupils. Positive attitudes to learning ensure progress in line with peers. Increased numbers of parents and carers engaging with the FLO to impact on pupil outcomes academically, socially and emotionally.
E.	Increase the attendance of all PP children through targeted support and intervention	Robust attendance scrutiny across the school ensuring appropriate levels of challenge and support are applied with school staff and wider professionals.



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4. Planned expenditure Academic Year 2020 -2021 - £39,005

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.

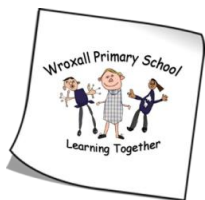
i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Budget	When will you review implementation?
B, C, D, E	<p>NFER research on 7 building blocks</p> <p>Strands working together</p> <p>Truly inclusive classrooms where every child is challenged and supported in their learning</p> <p>Meeting individual learning needs</p>	<p>Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment:</p> <ol style="list-style-type: none"> 1. Whole school ethos of attainment for all 2. Addressing behaviour and attendance 3. High quality teaching for all 4. Meeting individual learning needs 5. Deploying staff effectively 6. Data driven and responding to evidence. <p>Clear, responsible leadership.</p> <p>Quality First Inclusive Teaching</p> <p>Targeted LSA and SNA support within classrooms to ensure teaching supports rapid improvement and also encourages independence through a responsive teaching model.</p>	<ul style="list-style-type: none"> • Implementation and monitoring of Step-up to catch-up curriculum for English and Maths. • New curriculum planning in place for all subjects, supporting the needs of children in mixed-age classes. • Development of contextual information for each class, highlighting pupils from different groups and related attainment/progress. • Pupil Premium Profiles and SEND support plans, clearly identifying need and the support in place, being used to improve provision within class. • Use of Venns (clearly mapping attainment within each Year group/Class) to identify children most in need of support and those at risk of not achieving ARE. • SLT and subject leads monitoring of planning, data, pupils' work and teaching and learning through lesson drop-ins, lesson studies, pupil conferencing and deep dives. 	<p>All subject leaders to attend network CPD using knowledge to monitor and improve provision</p> <p>£600 – cost of CPD</p> <p>Hampshire Learning and Development</p> <p>M/S - 20% of MS salary</p> <p>£9,240 for allocated inclusion</p>	December 2020



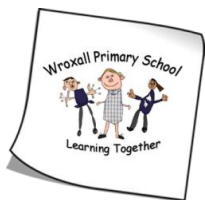
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	<p>Consistently excellent teaching</p> <p>Daily assessment informs planning for learning and teaching</p>	<p>Strategies include: keep-up, catch-up; pre-teaching; split inputs and targeted interventions.</p> <p>Use of specialist SNA support and FLO for identified children.</p> <p>Use of daily planners for English and maths to inform next steps in teaching and learning.</p>	<ul style="list-style-type: none"> • Inclusion Lead monitoring of effective inclusive classroom practice through lesson drop-ins, pupil conferencing and work scrutinies • Monitoring of impact of interventions using targeted pupil progress meetings 	<p>leadership time).</p> <p>Proportion of LSA/SNA salaries £18,200 (20%)</p> <p>Spelling Shed £7 (10% of subscription).</p> <p>Times Tables Rock Stars £13 (10% of subscription).</p>	
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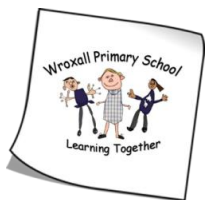
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<p>B, C, D, E</p>	<p>School involved with Tackling Educational Disadvantage CPD Programme from July 2020 – March 2021 The programme seeks to improve the educational outcomes for those children most at risk of under-achievement. It links closely with previous TED projects undertaken in the Test Valley with Senior Leaders and subject coordinators.</p>	<p>NFER report on supporting disadvantaged pupils.</p> <p>Teachers needed to develop a better understanding of how to plan at a granular level for pupils with additional needs including SEND and how to tackle unconscious bias.</p> <p>Disadvantaged children and those with additional needs are most in need of excellent teaching.</p> <p>The project, explores whole-school culture in tackling educational disadvantage with a focus on those children with SEND and offers overarching principles in developing effective practice based on the HIAS TED materials.</p>	<p>Inclusion lead will deliver CPD to staff focused around developing a set of principles, building blocks and a methodology which can be used across subject areas to support teachers with their provision for disadvantaged pupils with SEND.</p> <p>Structured programme of CPD over a series of sessions involving a wide range of leaders including the Inclusion lead and subject leaders (Early Years, History, Geography, Science, R.E., Art, P.E.), leading to the development of leadership toolkits by subject leads to support teachers to develop their own toolkits for improving outcomes for individual children</p> <p>Unconscious bias highlighted and addressed</p> <p>Focus of monitoring across the school to identify attainment and progress within different subjects by Inclusion lead and subject leads.</p>	<p>SLT and subject leads. MS (Inclusion lead) to monitor</p> <p>£660 (CPD) + 20 hours of cover to release teachers to attend training £600</p>	<p>December 2020</p>
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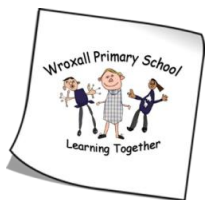
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A	Continued refinement of the assessment model, including formative and summative assessment. Lead teacher (BP) to develop role for leading and monitoring assessment across the school	Teachers needed to build on their growing understanding of planning learning journeys and assessing the outcomes to make formative judgements on the next steps for individuals' learning on a daily basis. Teachers needed a manageable tracking tool to support with understanding the starting point and monitoring progress.	Pupil progress meetings Moderation in school and with external schools.	BP Class teachers Release time for BP - one hour per week £1300	February 2020
A, B, C	Investment in new and inspiring reading scheme – Bug Club E-books and physical books.	Bug Club fiction and non-fiction books <ul style="list-style-type: none"> • Developed from proven methods and pedagogies to deliver the requirements of the Primary Reading curriculum • E-Books, Phonic readers, fiction and non-fiction books with engaging content to inspire and promote reading • Independent studies have shown schools using Bug Club make more progress and developed a more positive attitudes to reading. 	Bug Club books to be trialed during the first half of the autumn term and if successful purchased by the school. Books used regularly and consistently within school to enable children to have access to high quality reading materials at home as well as in school. School to make significant investment in new physical reading books to improve reading attainment and progress across the school and to promote a love of reading. Improvement evidences in Reading progress and attainment across the school	Annual subscription to Bug Club £1000 £300 investment in reading books	Ongoing December 2020 and March 2021



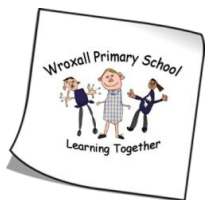
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					Total budgeted cost	£31,920
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Budget	When will you review implementation?	
A, B	School Involved with Leadership Project linked to Writing in Year 6 and Year 4.	<p>The project seeks to support the further development of leadership throughout the school, and thereby to help schools to improve their pupils' achievement, with a priority focus being Year 6. Leaders focus on the core subject of writing to lead to improvement in the proportion of pupils who reach Age-Related Expectations (ARE). This will be developed beyond the focus subject to ensure improvement in the proportion of pupils reaching ARE in the combined reading, writing and mathematics measure at the end of the key stage. It is expected that the professional learning from the project will be taken beyond the core subjects to the wider curriculum</p> <p>The primary focus of this project is for schhol leaders to work with HIAS support to use their skills and knowledge to help unstick children identified in the 2021 cohort to be 'stuck' with 'Writing'</p> <p>Evidence shows that strategies developed can be used to widen support for other children.</p>	<p>Provide time for subject leads to meet with HIAS English advisors and PPPR to identify and plan for individual children's needs</p> <p>Use of targeted teaching to identify sticking points in curriculum understanding for individual children.</p> <p>Careful monitoring of the impact of the strategies used.</p> <p>CPD led by English Lead and Lead teacher to widen out successful strategies to other children and other year groups.</p> <p>External validation form LA advisors.</p>	<p>SS and BP to lead, working with HIAS and LLPR support.</p> <p>SS and BP to provide CPD for teachers in order to widened out use of strategies across the school.</p> <p>8 days of cover for teachers – cost £1,800</p>	<p>Ongoing December 2020 February 2021</p>	



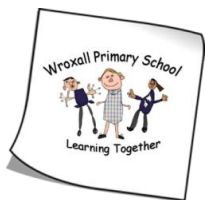
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E	<p>To continue to build strong relationships with vulnerable families to develop their confidence with coming into school with the support of the FLO.</p> <p>To review the attendance policy of the school</p> <p>To commission support from the Education and Inclusion Service</p>	<p>Persistent absence and overall attendance has improved in recent years with careful and consistent monitoring. This needs to continue so that attendance remains high.</p> <p>Vulnerable children and families need support in order to develop the social and emotional skills needed to attend school successfully and develop strong social and emotional skills.</p>	<p>School Attendance meetings with families on a regular basis.</p> <p>Review of attendance policy and sharing with parents to ensure expectations are clear.</p> <p>Family Liaison Officer to work alongside EIS to support families on a needs driven basis</p>	<p>Family Liaison Officer salary £4,000</p> <p>SLA with Education and Inclusion service £400</p>	May 2021
A,B,C	Subscription to Hampshire and Isle of Wight Educational Psychology Service	Use of plan, do, review process to identify and address barriers to learning in order to improve progress and attainment for learners with the most appropriate support.	<p>Consultations with E.P. service for class teachers in order to identify barriers to learning for individual children, suggest and implement strategies and measure impact. Feedback during staff meetings to widen understanding of successful strategies across the school.</p> <p>CPD delivered by EP service, responsive to staff need – measured for impact.</p>	Specialist support from HIEP Educational Psychologist Service (30% of SLA - £585).	



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D	To develop a model of regular opportunities for parents to share in and engage with their child's learning.	Parents are not confident in how to best support their children with their learning. They sometimes indicate that communication from staff does not help them with this. School is not always seen as an open and welcoming place.	With the challenge of COVID-19 and parents not being able to come into school, teachers will regularly update SeeSaw with learning. Lead teacher to use posts to update class Blogs on the website each week. Parents evening and report formats to be used to effectively share information about learning and progress.	All staff BP - leadership time allocated to ensure that parental engagement is maintained by staff - 30 mins leadership time per week £300	April 2021
Total budgeted cost					£7,085
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/budget	When will you review implementation?
D Wellbeing of children	Staffing: Part time Family Liaison Officer/SEN admin assistant working with vulnerable families. Subsidies: Subsidise trips, including residential trips Subsidise uniform Subsidise after-school clubs Subsidise new opportunities: e.g. brass	Attainment of pupils will only improve and accelerate if they feel safe and secure, both in school and at home. By increasing the volume of preventative work and support in school, closer and more positive relationships can be built between home and school. This Early Help should lessen the number of cases reaching crisis point.	Regular reviews of actions and impact from FLO Staff training for all – safeguarding, new systems for recording information. CPOMS	FLO / Headteacher to lead	May 2021



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	instrument hire and lessons; skateboarding Pupils: Nurture support sessions provided Provide breakfast and breakfast club facilities Provide homework facilities	Providing children with a range of new experiences opens doors and inspires ambition. Experiencing success in a variety of areas boosts self-esteem and builds confidence to try new things.			
Total budgeted cost					£0
Total Planned Expenditure					£39,005
5. Review of expenditure					
Previous Academic Year		2019 – 2020 Pupil Premium Funding £45,480			
Desired outcome		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)	
Improve % of pupils on track to reach ARE Improve progress from starting points		There has been some improvement in attainment but this remains a priority for all groups of pupils. Teacher assessments are becoming more accurate. Progress did not improve for pupils by the end of KS2. There has not been sufficient impact from actions taken in the academic year.		Actions taken have had some impact on securing stronger sequences of learning for all pupils. Pupils receive effective feedback more frequently. Changes to leadership led to slower progress in securing improvement.	
Improved emotional health and well-being; resilience and motivation developed		For individuals this has been the case however this needs further analysis. Continued work by FLO to develop emotional well-being. .		Unfortunately, with lockdown and the related school closure occurring in March 2020, this is difficult to measure. In addition, the school's FLO left in August 2020 and a new FLO was appointed in October 2020. Working with families to support the current and emerging needs with regard to emotional health and well-being, resilience and motivation will continue to be a huge area of school development from September 2020 onwards. This	



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		will be particularly pertinent as we support children to return to school following a period of extended school closure.
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Reference to EEF will continue to be made as the school seeks to find the best strategies to support all children within school, particularly those in receipt of pupil premium allowance.