

Review of Pupil Premium expenditure 2020-2021 – Weeting Primary School

1. Current Attainment – July 2021

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference</i>
% achieving in reading, writing & maths	30%	39%	-9%
% at age related in reading	34%	56%	-22%
% achieving greater depth expectations in reading	2%	6%	-4%
% at age related in writing	36%	50%	-14%
% achieving greater depth expectations in writing	0%	5%	-5%
% at age related in maths	32%	59%	-27%
% achieving greater depth expectations in maths	5%	9%	-4%
% making expected progress in reading	86%	93%	-7%
% making accelerated progress in reading	10%	9%	+1%
% making expected progress in writing	83%	92%	-9%
% making accelerated progress in writing	4%	4%	0%
% making expected progress in maths	100%	98%	+2%
% making accelerated progress in maths	8%	9%	-1%
PP ATTENDANCE %	91%		
WHOLE SCHOOL ATTENDANCE %	93%		
NATIONAL ATTENDANCE %	96%		

Next year (2020/2021) our school's strategy for Pupil Premium will develop based on the lessons learned this year: some initiatives will not continue; some will be refined to improve impact; and other will be introduced following networking opportunities with local schools within our academy trust who have shown a successful approach to closing the disadvantaged gap.

Red highlighting = not achieved, Yellow highlighting = partially achieved, more input or adaptations needed, Green Highlighting = achieved.

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
A - Maths progress will improve and attainment gap reduce. & D - Reduce combined core attainment gap between pp and non pp	<p>White Rose maths planning</p> <ul style="list-style-type: none"> A clear structured planning framework to follow Regular assessments to help teachers target gaps in knowledge Mastery of learning through heavy focus on number sense <p>Times tables Rock star – online programme whole school approach</p> <ul style="list-style-type: none"> times table recall speed is fundamental to later success in maths Engaging programme for children Incorrect answers are always immediately corrected in front of the pupil so that they start to associate the correct answer to every question. works out which times tables facts each pupil is consistently taking longer to answer and then it gradually starts to present these facts more frequently until pupils have mastered them. It will also ask related division questions 20% of the time in order to reinforce division facts. 	<p>Pupils will be confident in knowing their times tables and number bonds, and use them to support their maths work.</p> <p>Pupils will be able to confidently talk about their strategies used to answer questions and use concrete, pictorial or abstract means to support them.</p> <p>Maths progress for pp children is similar to that of non pp. There is still a significant attainment gap for maths despite pleasing progress – this reflects how many pupils regressed in their assessments in the autumn term and then made progress from these new starting points. Accurate assessment data was gathered via Headstart for maths and using dibels and no more marking for reading and writing.</p>	<p>New assessment systems provided by the trust have given us a clear and accurate picture of where the children are and the gaps in their learning.</p> <p>Subject leaders now need to ensure that these gaps are being addressed quickly and efficiently so that the attainment gap between those who are disadvantaged and in receipt of pp and their peers can close.</p> <p>Some classes are confidently using concrete, pictorial, abstract approach but this is not consistent across the school – where concrete resources are still only used for small groups – Further training by Maths lead required</p>	TT rockstars - £95

<p>B – Pupils will engage confidently and enthusiastically in whole class reading sessions. Pupils will enjoy reading activities both in class and at home and will start to use more sophisticated language in their writing work as a result.</p> <p>&</p> <p>D - Reduce combined core attainment gap between pp and non pp</p>	<p>Whole class reading of challenging texts</p> <ul style="list-style-type: none"> • creating a positive, pleasurable experience • Encountering new words and enriching vocabulary – you experience words that would almost never come up in conversation. • Helps students appreciate the beauty and rhythm of language • Children can enjoy and understand texts beyond their own reading ability. • Enhances imagination and observation skills • Improves critical and creative thinking skills • Expands a student’s general knowledge and understanding of the world • Empathy is developed as they make connections with the experiences of the characters in the text and with each other • Fluent, expressive reading is modelled • Enables them to make meaning from more complex texts • Conditions the brain to associate reading with pleasure • Plants a desire to read <p>Speech and Language</p> <ul style="list-style-type: none"> • Skill up current staff with Elklan training to improve speech and language provision across EYFS <p>Sounds Write</p> <ul style="list-style-type: none"> • All EYFS and KS1 teachers receive high quality training to deliver new phonics programme • New books that link into sounds write scheme of work purchased. 	<p>Pupils will display a love of reading as noted by teacher observations in classes.</p> <p>Pupils will have access to high quality challenging texts – class planning and curriculum mapping shows that the books chosen for Literacy units are aspirational</p> <p>Pupils will have access to take home books that accurately match their reading level - whilst children do have access some children are not reading at home as frequently as we would like them too.</p> <p>Pupils will use a wider range of sophisticated vocabulary - book monitoring throughout the year has seen a positive increase in high level vocabulary used.</p> <p>Improvement in phonics scores shows good impact from the sounds write phonics programme.</p> <p>EYFS language rich environments has supported the increased progress in language ability catch up.</p> <p>Reading progress for pp children is similar to that of non pp. There is still a significant attainment gap for reading despite pleasing progress – this reflects how many pupils regressed in their assessments in the autumn term and then made progress from these new starting points. Accurate assessment data was gathered via Headstart for maths and using dibels and no more marking for reading and writing.</p>	<p>Continue to use the NLE planning for whole class reading using the aspirational and motivating books already planned into the curriculum map.</p> <p>New English lead to conduct some child and parent voice surveys to establish what would increase home reading and what the barriers may be. Investigate reading reward programmes such as accelerated reader.</p> <p>Consider buddy reading programmes between younger and older pupils now that the bubble system has been removed.</p> <p>Roll out sounds write to key stage 2 to support gaps in phonic knowledge for older children</p>	<p>Elklan training = £350</p> <p>Sounds Write training for two staff members = £400</p> <p>Dandelion books to support sounds write = £626.45</p>
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<p>C- Provision for pupils with social emotional or mental health needs is personalised, sensitive and has a benefit on their mental well-being.</p>	<p>Whole School holistic behaviour policy</p> <ul style="list-style-type: none"> • New school rules – Ready, Respectful, Safe • Links to Thrive provision within school • Scripted responses to behaviour provides consistency • Everyone is responsible for behaviour • Protective and educational consequences instead of punishment • Celebration of positive behaviour first • Links to Norfolk Steps approach • Behaviour appendix – what good behaviour looks like – shared with teachers and pupils. <p>Mental Health First Aid</p> <ul style="list-style-type: none"> • Staff training to ensure mental health FA are present in school • Widening knowledge of all staffs' understanding of mental health via staff training 	<p>Reduction in fixed term exclusions (data – PA)</p> <p>Happy, calm classroom environments (observation, pupil voice)</p> <p>Regular opportunities for pp pupils to access learning to regulate their emotions via Thrive intervention (thrive data)</p> <p>Staff more confident at dealing with disruption effectively (observation)</p> <p>Staff relationship with pupils is good. (observation, pupil voice)</p> <p>Staff increased understanding of mental health and how to support.</p>	<p>Fixed term exclusions have increased this year this has been due to pupils joining the school part way through the school year with significant SEMH needs.</p> <ul style="list-style-type: none"> - Further training on specifically how to deal with high level behaviours needed. <p>Further training on the school behaviour policy and how to implement it will be delivered by the Assistant Headteacher during the September inset days.</p> <p>Further actions of ensuring school rules are visible, understood and rewarded have been set and SLT to monitor during first half term to ensure this is embedded.</p> <p>Behaviour policy to be shared with contracted members of staff such as the sports coaches along with training and monitoring will ensure that the policy is followed consistently by all.</p> <p>Whole school assemblies to resume with a focus on expectations and rewarding those who reach them.</p>	<p>Behaviour appendix and staff training by SENCO=£200</p> <p>Mental Health first aid training for three staff members = £162</p> <p>Mental Health first aid training staff member time = £240</p> <p>Mental Health first aid SENCO time = £400</p> <p>2 x mental health first aiders = £20,000</p> <p>Step on tutor – refresher course + SENCO time = £200</p> <p>Step on training delivered by SENCO - £100</p>
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ii. Targeted support				
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>B – Pupils will engage confidently and enthusiastically in whole class reading sessions. Pupils will enjoy reading activities both in class and at home and will start to use more sophisticated language in their writing work as a result.</p> <p>&</p> <p>D - Reduce combined core attainment gap between pp and non pp</p>	<p>Targeted phonics intervention</p> <ul style="list-style-type: none"> to enable Y1 pupils to achieve phase 5 phonics phonics lead has the knowledge and experience to raise attainment new sounds write programme can be used for targeted intervention. <p>Dyslexia Gold intervention</p> <ul style="list-style-type: none"> an evidence-based program to help pupils who aren't making progress despite high quality phonics teaching. Engaging and fun computer programme Children can access at home as well Shown to increase reading speed and accuracy <p>Rapid Reading – Reading catch-up programme</p> <ul style="list-style-type: none"> High quality and age appropriate texts 1:1 quality catch up provision All teaching assistants appropriately trained Follow up work to embed learning <p>Wellcomm</p> <ul style="list-style-type: none"> Clear assessment tool to identify children in need of language support. Targeted intervention to support language learning and understanding which links well to Elklan whole class approach. 	<p>Phonics - Increased numbers achieving the Year 1 phonics assessment pass mark as well as Year 2 pupils successfully resitting.</p> <p>Dyslexia Gold – not being used consistently enough to gather data to see impact</p> <p>Rapid reading – children on the programme have made rapid progress as shown by Salford results showing significantly more than a years progress for some on the programme.</p> <p>Wellcomm – All children in reception are screened and those flagged are provided with intervention. Most children caught up with their peers following intervention and those who were making less progress were identified quickly as needing support from a speech and language therapist and were referred to the SENCO for support.</p> <p>Where intervention/ catch-up programmes are accessed there is a measurable impact (data)</p>	<p>Sounds write has been a good investment and has had a great improvement on phonics scores – key stage 2 staff now need to be trained in order to use it has a key stage 2 catch up strategy.</p> <p>Dyslexia Gold - retrain KS2 TAs and identify suitable children to have regular intervention</p> <p>Continue to build on the stock of books we have for Rapid reading so that it can be used for those in UKS2 who are only slightly behind ARE.</p> <p>Wellcomm is embedded into EYFS practise – more training is required to continue this good practise into KS1</p>	<p>Wellcomm subscription = £85 Wellcomm training by SENCO = £50</p> <p>Rapid Reading training by SENCO = £50 Rapid reading books = £84</p> <p>Dyslexia gold subscription = £600</p>
<p>C - Provision for pupils with social emotional or mental health needs is personalised, sensitive and has a benefit on their mental well-being.</p>	<p>Step On & Step Up Training</p> <ul style="list-style-type: none"> Class room based behavioural strategies to support PP children amongst their peers. <p>Thrive</p> <ul style="list-style-type: none"> Structured emotional support for key group of SEN & PP children. Social skills Emotional regulation Hands on learning <p>Sensory Circuits</p> <ul style="list-style-type: none"> Equipment purchased and training undertaken Research shows links to calming and emotional regulation, alerting and organising abilities Focus children (pp/SEN) or small groups within bubbles 	<p>Thrive – Thrive scores show a considerable impact on children with SEMH needs and emerging need due to covid19 lockdowns. Observational evidence shows that this is a loved and valued part of the Weeting school.</p> <p>Sensory Circuits has been focussed around particular children with high need. It has shown an improvement in emotional regulation but due to bubbles this has not been able to be shared with more than 1 or 2 pupils</p>	<p>Look into extending our Thrive provision by training more staff so that this can be delivered in the classrooms as well as an intervention.</p> <p>Introduce sensory circuits to a wider range of pupils using baseline assessments and observational data to evaluate impact.</p>	<p>Thrive annual subscription = £250 Thrive on going cpd =£50 Thrive practitioner = £12,000 Sensory Circuits equipment = £200 Sensory circuits training x 2 members of staff = £50</p>

iii. 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
E - Pupil's attendance will be at least in line with non-pupil premium attendance	Approach to absence <ul style="list-style-type: none"> Robust approach to tackling persistent absence Clear tiered approach and formal letters Attendance meetings with Head teacher when attendance falls below acceptable levels Parental education via leaflets and letters as to the importance of regular attendance Good attendance valued and celebrated via newsletters and certificates. 	<ul style="list-style-type: none"> Pupils will maintain an attendance of 96%+ Pupils will arrive in school on time No individual attendance will drop below 90% <p>Overall school attendance is slightly below national and the attendance of pupils in receipt of pp is at 91%</p> <p>The approach to absence had been softened due to covid and the difficulties it brought.</p>	Use same approaches that have proved successful in the past and ensure they are followed rigorously by both office staff and SLT.	N/A
Additional detail				
£36,192.45 in total				