# Wilton Primary Academy Pupil Premium Strategy Statement 2020-2021

## School overview

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| **Metric** | **Data** |
|  School name | Wilton Primary Academy |
| Pupils in school | 56 |
| Proportion of disadvantaged pupils | 43% |
| Pupil premium allocation this academic year | £26900 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | October 2020 |
| Review date | September 2021 |
| Statement authorised by | Alison Hill |
| Pupil premium lead or champion | Sara Hood |
| Local Academy Committee member with responsibility for PP | Oliver Evans |

## Disadvantaged pupil barriers to success

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| Non-attendance or limited attendance and access to formal education during Covid-19 pandemic of disadvantaged pupils who did not meet the DfE criteria to attend school during March to July 2020  |
| Erratic attendance due to home circumstances |
| Significant percentage of population live in some of the most deprived areas in the country (IDACI) resulting in a very high proportion of pupil premium on roll across all Key Stages |
| Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age |
| Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces |
| The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success |

**Disadvantaged pupil progress scores for last academic year**

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| **Measure** | **Score** |
| Reading | Progress data unavailable due to Covid-19 |
| Writing |
| Maths |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** **(Spring 2 Data 2020 – 2 PP pupils at KS2)** |
| Meeting expected standard at KS2 | 50% RWM combined |
| Achieving high standard at KS2 | 50% in Reading |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| **Priority 1-** Professional development for staff to support Pupil Premium pupils effectively. | * Targeted CPD to support staff deliver QFT and effective interventions to support PP pupils to accelerate progress and understand barriers to learning
* Whole staff CPD from Ambition Institute on Closing the Gap
* Coaching from senior leaders and trust staff for staff to develop their understanding of personalising learning to have the maximum impact for the child
* Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs.
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| Barriers to learning these priorities address | * Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces
 |
| Projected spending  | £12000 |
| **Priority 2-** To develop a positive reading culture across the academy to ensure that the gap is closed between disadvantaged and other. |  Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum  To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning  To identify vulnerable pupil groups in order to ensure gaps in learning are closed   To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy  Ensure all staff are trained to deliver phonics and early vocabulary and purchase the necessary resources to deliver this successfully  One to One reading for children who do not read consistently at home* Provide additional support for children in Y1 working towards achieving the national standard in the phonics check.
 |
| Barriers to learning these priorities address | * Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age.
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| Projected spending  | £5900 |
| **Priority 3-** To develop the vocabulary, communication and PSED of pupils when they enter the academy.  | * Significantly improve levels of language and communication and PSED skills across EYFS through focused teaching and intervention.
* Participate in Language and reading interventions with a focus on vocabulary and communication.
* Develop the use of subject specific vocabulary to ensure pupils are exposed to arrange of higher order vocabulary
 |
| Barriers to learning these priorities address | * Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age.
 |
| Projected spending  | £4000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Increase the number of children working at age related expectations following the covid partial closure.  | July 2021 |
| Progress in Writing | Increase the number of children working at age related expectations following the covid partial closure.  | July 2021 |
| Progress in Mathematics | Increase the number of children working at age related expectations following the covid partial closure.  | July 2021 |
| Phonics | To achieve close to the national average in the Phonics Screening Check.  | July 2021 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| **Priority 4-** Reducing the gaps to learning currently identified for pupils following the Covid 19 partial closures |  To employ additional staff to ensure classes can have a maximum of 2 year groups per class.   Support gaps to learning due to pupils returning to the academy after a period of absence |
| Barriers to learning these priorities address | * Non-attendance or limited attendance and access to formal education during Covid-19 pandemic of disadvantaged pupils who did not meet the DfE criteria to attend school during March to July 2020
* Erratic attendance due to changing or challenging home circumstances
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| Covid catch up fund | £4480 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
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| Priority 1- Enrichment activities, visits | * Provide children with free after school activities
* Educational Visits and access to cultural and sporting events
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| Priority 2- Technology | * To provide ipads for all children in Y1-Y6
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| Barriers to learning these priorities address | Children lacking experiences of the wider world which affects their future aspirations.  |
| Projected spending | £ 5000 |
| Priority 4 – Readiness to learn | Providing for a breakfast bagel offer at the start of the day in school and providing breakfast food as take home packs for all children with funding from National Breakfast programme |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Ensuring the needs of all learners is met, particularly with increased range of understanding following Covid in a mixed age class with limited additional adult support.  | DHofA to provide teaching support and support to develop effective planning.  |
| Targeted support | Ensuring interventions used are effective and specific to address gaps in learning.  | Use of Pixl resources and FFT reading fluency intervention.  |
| Wider strategies | Opportunities limited due to Covid restrictions. Staff confidence in using ipads effectively throughout the curriculum.  | Use online resources to provide opportunities to engage children in workshops etc.Staff training to upskill staff in using the ipads and improve confidence. |

## Impact evaluation statement of 2019-2020 aims and outcomes

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| Aim | Outcome |
| Improve language, literacy, number and PSED skills in EYFS.  | PP pupils in EYFS made progress from their starting points but no final data was recorded due to COVID 19.  |
| Higher rates of progress for KS2 PP pupils in reading, writing and maths. Target intervention, support and challenge for all PP pupils in reading, writing, maths and social/emotional development.  | PP pupils progress was tracked through half termly progress reviews. Next steps for learning were planned ensuring good progress. Robust monitoring and evaluation by SLT ensured QFT and interventions were targeting the correct children to achieve accelerated progress. Y6 cohort achieved 67% combined.  |
| Increased attendance rates for PP pupils.  | As of March 2020, attendance was 94.2%. This was significantly impacted by term time holidays taken in the Autumn Term. Attendance is tracked carefully and issues addressed with parents in order to ensure attendance rates are at the national average of 96%. |
| **Covid 19 statement and TVED local context**In March 2020 the threat to public health caused by the global Covid-19 pandemic led to a national ‘lockdown’ in the United Kingdom. Mandatory actions were immediately imposed and included the partial closure of all schools, with only a minority group of youngsters being allowed to attend (children of key workers, those with EHCPs or categorised as ‘vulnerable’). Schools prepared to make their environments Covid secure during the summer term, to allow the safe and full reopening to all youngsters in September 2020. The long-term societal impact of the pandemic will be far reaching and cannot be underestimated; schools will continue to play a vital role in the control of the pandemic and the safeguarding of children.Throughout the lockdown period, all TVED academies offered provision to those children who met the government criteria to attend. The Trust priority from the outset was to ensure the majority of children not in attendance remained firmly on our radar, with Academy SLTs working closely with local stakeholders to ensure this. Many of the children not eligible to attend were eligible for pupil premium. The Trust was resolute in its decision to target and deploy PP funding quickly and effectively to this large group of children, many of whom come from extremely disadvantaged backgrounds in the most deprived wards in the country. Key strategic decisions made at the beginning of the lockdown proved effective and allowed each TVED academy to support not only the children attending, but crucially, those who were not, meaning every child received some form of learning, pastoral and welfare support. This involved re-organising staffing and SLTs into rotas and bubbles on a monumental scale, with increased numbers of staff diversifying from their substantive operational duties to cover the overwhelming pastoral and welfare demands imposed by the lockdown. The DfE are clear that a 3-tiered approach should be used to effectively deploy PP funding, with non-eligible pupils also benefitting in certain circumstances. The 3 tiers are: **Teaching**, **Academic support** and **Wider Approaches**. Non-academic use of the pupil premium is permitted, such as school breakfast clubs, holiday clubs, therapies and programmes which help increase pupils’ confidence and resilience and encourage them to be more aspirational. The evaluation and impact of the 2019-20 pupil premium funding will understandably differ this year from previous years. Covid-19 justifiably required SLT to re-prioritise pupil premium funding, such as poverty proofing, resilience, welfare and safeguarding. The contribution towards removing barriers to learning and narrowing the attainment gap remained, but against the backdrop of children receiving very limited or no access to formal learning. No statutory testing took place during the 2019-20 academic year, with only interim assessment and progress data being available within the academy (for the period of September 2019 to March 2020).To bolster school funding the government also announced a Catch Up Grant which will be provided to schools in instalments, on a per pupil basis, during 2020-21. |
| **Aim** | **Outcome** |
| To ensure identified key vulnerable children (from DfE list) were offered a place within the academy (during term time, school holidays and bank holidays) | Academy was made Covid secure with key children attending; higher staff ratios delivered informal learning, optimising both indoor and outdoor spaces within small ‘bubbles’  |
| To ensure all children were not adversely affected by ‘food poverty’ during the pandemic | Over 900 meals/food parcels were prepared and delivered or collected from the academy (March to July)FSM and food bank vouchers were delivered to some families each week |
| Trust Educational Psychologist | Trust employs Educational Psychologist for 1.5 days per week to support resilience, EHC parent consultations and referrals to CAMHS |
| To ensure the welfare of all children was monitored so that any potential safeguarding concerns could be referred to relevant agencies. Support targeted where needed | SLT and welfare teams were strengthened in number, providing 25 weekly telephone calls and/or home visits to families – this provided Social Care and Health teams with essential safeguarding information |
| To provide resilience and counselling support to identified children | Trust counsellor was available to work with children 1:1 in academy and conduct joint doorstep welfare visits to families  |
| To ensure all children not attending school accessed a work pack for home learning; staff uploaded regular website content (video learning and other resources) | Children not attending the academy received a variety of work packs and resources delivered home each week |
| Children working from home to have direct email/ phone contact with a member of teaching and learning staff from their year group | T&L staff responded to emails from parents and made telephone contact with children/parents to maintain links and provide verbal assistance with weekly work packs |
| To ensure all CIN and CP meetings were attended by Academy DSLs and weekly LA datasheets completed and returned | Academy DSLs were able to provide continuity and essential information to LA colleagues for vulnerable child(ren) |