

WKPS Pupil Premium Review 2019-20

1. Review of pupil premium expenditure (July 2020) ALL DATA IS BASED ON TEACHER ASSESSMENT (NOT PREDICTIONS) AS OF MARCH 2020 DUE TO COVID-19 CLOSURE			
Previous Academic Year		1. 2019-20 (until 20/3/20 only)	
i. Quality of teaching for all- To improve rates of attainment including at greater depth/ higher standard			
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)
<p>Increase in percentage of pupils reaching GLD by the end of F2. Increase in percentage of pupils meeting the standard in the Phonic Screen Check.</p> <p>Increase in percentage of pupils reaching Greater Depth by the end of KS1.</p> <p>Increase in percentage of pupils reaching the Higher Standard by the end of KS2</p>	<p>EYFS staff to continue to embed learning from Boys Writing Project. Embed learning from LA Phonics Project. Continue whole class teaching approach across EYFS with targeted support for those struggling to keep up in phonics and introduce a similar approach in maths. Trial whole class teaching of phonics in Year 1(with additional targeted support for pupils in EYFS and year 1 struggling to keep apace).</p> <p>To provide CPD with a focus on more able pupils (staff meetings/ Inset) in writing and maths & further individualise CPD plans for teachers.</p>	<p><i>As of 20/3/20</i> <i>EYFS: 68% of F2 pupils were in line with GLD with 79% at the expected level in reading, writing and number. 2 pupils eligible for pupil premium are both in this group.</i></p> <p><i>Phonics:</i> <i>In March 2020, 74% of pupils were on track for the Phonic Screen Check in Year 1, compared to 88% in 2019</i> <i>On return to school in September 2020, only 18% of Y1 pupils were at the expected standard in phonics with a further 37% close. This is a very big drop.</i></p> <p><i>1/2 of the 5 pupils eligible for Pupil Premium in this cohort remained on track in September compared to 3/5 in March</i></p> <p>Some whole school CPD was provided in maths with some writing moderation taking place. The planned programme was not completed due to the Covid-19 school closure.</p>	<p><i>It is encouraging to see figures for separate elements close to last year's overall GLD prior to national school closure and on this basis, we plan to continue this approach</i></p> <p><i>It is difficult to evaluate the effectiveness of whole class Phonics teaching in Year 1 implemented from September 2019 to March 2020. Data 2 weeks before the end of term was significantly lower than for the previous year. There was an even bigger negative impact following school closure- Due to Covid restrictions, all phonics teaching will take place within Class Bubble groups and more time allocated to daily phonics during Autumn term 2020 to try to establish a secure base for all pupils. This will enable us to make a clearer evaluation of the effectiveness of the whole class approach in 2021.</i></p> <p><i>It is difficult to evaluate the impact of CPD provided- EEF research shows the most effective ways to develop staff and this guidance will be followed in 2020-21 to enable a whole school focus on the development of the recovery Curriculum to identify and plug gaps in learning for all pupils.</i></p>
ii. Targeted support- To close the gap in average scaled scores between pupils eligible for PP and all pupils in our school and to raise the percentage achieving the combined score.			

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)
<p>Increase in percentage of pupils meeting the expected standard in reading, writing and maths by the end of Year 2</p>	<p>Trial whole class teaching of phonics in Year 1 with additional targeted support for pupils in EYFS and year 1 struggling to keep apace. Continue with smaller differentiated groups across Year 2.</p> <p>Librarian to support teachers to promote a love of reading & to work with target groups of pupils not yet developing this.</p> <p>Establish personalised phonics support for pupils entering Y2 and Y3 below the expected standard</p> <p>Provide in class support in writing for target pupils</p>	<p><i>4 pupils moving to Year 3 in September 2020 continue to require support to meet the expected standard in phonics and 1 of these pupils is eligible for Pupil Premium.</i></p> <p><i>Across KS2 all except one pupil (with SEND) achieved the expected score in the Phonics Screen check (who had not reached this level previously) before school was closed to most pupils on 20/3/20. This is evidence of the effective personalised phonic support for pupils based on identifying the specific phonemes/graphemes not yet mastered and targeting practice at these. (Using Phonics tracker software)</i></p> <p><i>Based on Teacher Assessment in March 2020, 68% of Y2 pupils achieved EXP in R, W & M and 6% achieved GDS in R, W & M .</i></p> <p><i>Figures at greater depth were higher (and closer to expected) in reading but lower in writing and maths at this point.</i></p>	<p><i>Again, it is difficult to draw firm conclusions from this data, so the approach will be continued and re-evaluated in 2021.</i></p>

iii. **Other approaches** -Improve attendance of disadvantaged pupils to match all pupils (97%)

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)
<p>Improve rate of attendance across school and reduce the number of persistent absentees.</p>	<p>Focussed follow up by Office Staff. Purchasing Thumbs Up individual support for specific vulnerable pupils. Attendance Ted visiting highest attending classes each week. Review of Attendance Policy & review of before & after school club provision- can we offer more which will support parents? Termly Pupil Progress reviews to evaluate the impact of support + support from the LA Attendance Office Termly meetings with Governor responsible for Attendance</p>	<p><i>Up until 20/3/20, average attendance across the school was 96.2% which is almost in line with last year (96.3%). 6.3% of all pupils were persistently absent which is slightly lower than 2018-19 (%) although pupils eligible for pupil premium remain over-represented (12.5%).</i></p>	<p>Office staff continued to follow up on absence with specific questioning to promote an expectation that all pupils maximise their time in school. This approach will continue with a new member of staff in the office taking responsibility for monitoring and promoting attendance across the school from September 2020.</p> <p>Office staff also promoted school club provision as a support to parent and an incentive to particular children to develop their interests beyond the school day until this provision ceased due to Covid -19 on 20/3/20. It is not possible to evaluate the impact of the changes to club provision and it is not yet possible to run clubs in this way- from September 2020, this provision is only open to working parents requiring childcare.</p> <p>A few targeted pupils received personalised SEMH support from Thumbs up up until March 2020 including 3 pupils eligible for Pupil Premium. This support cannot be offered currently – instead all pupils have been provided with enhanced support through the Recovery Curriculum in Autumn 1 2020 with targeted support for vulnerable individuals provided in school.</p> <p>The LA Attendance Office provided advice and support working with Persistently absent families including 6 pupils eligible for Pupil Premium. Of these 6 pupils, only 2 showed improved attendance by 20/3/20. Again, difficult to evaluate the approaches as many families kept pupils at home during the last few weeks before closure.</p>
