



## WKPS Pupil Premium Strategy Statement 2020-21

### School overview

Metric	Data
School name	West Kirby Primary School
Pupils in school	276
Proportion of disadvantaged pupils	13.4%
Pupil premium allocation this academic year	£50,425
Academic year or years covered by statement	2018-21
Publish date	01 November 2020
Review date	01 November 2021
Statement authorised by	Kate Takashima/ John Cresswell
Pupil premium lead	Kate Takashima
Governor lead	Aaron Leach

### Disadvantaged pupil scores for last academic year (2019-20)- based on teacher assessment until March 20<sup>th</sup> 2020 due to Covid-19 schools closure

Measure at the end of KS2 (6 pupils)	Met Expected Standard compared to (all pupils)	Met Higher Standard compared to (all pupils)	Scaled scores (all pupils)
Reading	50% (70%)	0% (20%)	N/A
Writing	33% (68%)	0% (33%)	N/A
Maths	50% (70%)	33% (42%)	N/A

### Disadvantaged pupil performance overview for last academic year (2019-20) - based on teacher assessment until March 20<sup>th</sup> 2020 due to Covid-19 schools closure

Measure	PP Score	All pupils
Meeting expected standard at KS2 for R,W,M	33%	63%
Achieving high standard at KS2 in R,W,M	0%	15%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To promote the well-being and positive mental health of all members of our school community returning to a school environment where all can thrive and learn.
Priority 2	To adapt strategies & curriculum so as to improve rates of attainment at the expected standard and at greater depth/ higher standard in reading, writing & maths.
Barriers to learning these priorities address	Attendance- to support the safe return to school & wellbeing of all pupils Ensuring our classrooms promote independent learning & metacognition using research-based strategies. To identify & fill gaps in learning due to Covid closure.
Projected spending	<b>£50,425</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain at least national average progress scores in KS2 Reading (above 0)	July 21
Progress in Writing	Achieve above national average progress scores in KS2 Writing (above 0)	July 21
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics (above 0)	July 21
Phonics	Achieve above national average expected standard in PSC	July 21
Other	Improve attendance of disadvantaged pupils to match all pupils (97%) through supporting return to school and pupil wellbeing	July 21

Measure	Activity
Priority 1	<p>To promote a love of learning again, develop the confidence of all children and develop skills as effective learners once again.</p> <p>Inset Day Training – September 2020, Recovery Curriculum. Follow up training for staff in PHSE and RHE. Purchase and introduction of Discovery ‘Why we can’t hug’ unit and SCARF resources from Coram Life</p> <p>Daily PSHE and structured games for all pupils. Weekly Celebration Assemblies in phases. Monthly whole school special events/celebrations. Targeted support for vulnerable individuals</p> <p>To enable the children to make more defined links within lessons and to ensure lesson content is covered. To plan and teach foundation subjects in blocks – History, Geography, Art, DT, Music, PE, MFL</p> <p>Training in Computing and Remote Learning tools for all teachers/ audit of pupils access to remote learning tools- provision of resources for vulnerable pupils if needed</p> <p>Fun, engaging and relevant curriculum for all pupils whether learning in school or at home.</p>
Priority 2	<p>To provide CPD with a focus on more able pupils (staff meetings/ Inset) in writing and maths &amp; further individualise CPD plans for teachers. Ensure disadvantaged pupils entering Year 1 are challenged to enable them to reach greater depth by the end of KS1 in reading, writing &amp; maths</p> <p><b>PHONICS:</b> Phonics Tracker phoneme check to be completed for all F2 and KS1 pupils by 11.9.20 to identify gaps and provide focus for Phonics sessions. Phonics screening check baseline to be completed for all KS1 pupils and Y3 pupils who did not pass screening check in Y1 and repeated half termly to measure progress and inform Phonics planning. Phonics sessions to be in whole class bubbles. Class based interventions to be put in place in Autumn 1 for any Y2 pupils not achieving a pass in the Phonics Tracker baseline screener assessment.</p> <p><b>READING:</b> Daily story time to be added to each class timetable, separate to English lesson with opportunities to introduce children to rich, stimulating texts.</p> <p>1:1 and small group additional reading support for pupils falling behind Librarian to meet with target children weekly about their book choices from the library, using book displays to help engage.</p> <p><b>WRITING</b> Weekly comprehension sessions in addition to 5 English sessions to allow all children to learn basic comprehension skills and engage with</p>

	<p>higher level reading material and whole class discussion</p> <p>All staff to ensure that learning mats and science vocabulary grids are being introduced and used within foundation subject lessons, teaching children how to use them to support their writing. In class support for vulnerable pupils at the point of writing.</p> <p>When writing ensure feedback in foundation subject lessons is purposeful and enables children to move their learning forwards - In class support for vulnerable pupils at the point of writing/ checking task understood at outset.</p> <p><b>MATHS:</b></p> <p>Staff to be introduced to the publication Maths Guidance Key Stage 1 and Key Stage 2 – published in June 2020 (Staff Meeting).</p> <p>Daily mental maths lessons in each class in addition to the daily maths lessons. Staff to link mental maths to previous learning, and to use the opportunity to consolidate ready to progress criteria.</p> <p>Regular teaching, revisiting and consolidating of times tables in Year 4. Year 5 to ensure that they address gaps in times tables, so that they are ready to progress to Year 6 in 2021-2022. Additional support in class for vulnerable pupils</p> <p>Staff to teach the ‘revisit units’ as a way of addressing possible gaps and to consolidate/check prior knowledge before teaching new year groups concepts.</p> <p>Work with the maths hub to embed Teaching for Mastery across all year groups</p>
Barriers to learning these priorities address	<p>Attendance- to support the safe return to school &amp; wellbeing of all pupils</p> <p>Ensuring our classrooms promote independent learning &amp; metacognition using research-based strategies.</p> <p>To identify &amp; fill gaps in learning due to Covid closure.</p> <p>Ensuring staff use evidence-based teaching interventions</p>
Projected spending	£3188

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Establish small group interventions to develop phonics for pupils not yet at the expected standard by the end of Y1</p> <p>Provide targeted support in writing lessons across school with pre-teach vocab sessions &amp; consolidation review sessions</p>

	Provide targeted support in maths lessons across school with pre-teach vocab sessions & consolidation review sessions
Priority 2	Establish small group interventions to develop phonics for pupils not yet at the expected standard by the end of Y1 Provide targeted support in writing lessons across school with pre-teach vocab sessions & consolidation review sessions Provide targeted support in maths lessons across school with pre-teach vocab sessions & consolidation review sessions Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations across the school
Barriers to learning these priorities address	Encouraging enjoyment of wider reading and providing catch-up in phonics, reading comprehension, writing & mathematics
Projected spending	£ 45396

### Wider strategies for current academic year

Measure	Activity
Priority 1	Work with new LA Attendance Officer to continue to improve attendance especially for disadvantaged pupils. Trialling small group SEMH support.
Priority 2	Creating and embedding more flexible and varied extra-curricular club provision
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Supporting the wellbeing and emotional regulation of vulnerable pupils
Projected spending	£1841

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development including induction of new staff. Ensuring consistency of good practice across school with limited mixing/ Covid restrictions.	Use of Staff Meetings, INSET days and remote learning opportunities to develop staff knowledge of current research findings on best practice to support learning (EEF). Using our own staff as far as possible drawing on teachers

	Consistent staffing during pandemic	with part time class responsibilities and TA3 with class where available. Identify known supply teachers to request for any absence over 3 days
Targeted support	Ensuring consistency of good practice across school within each Class Bubble group	Provide training & support for TA team. Provide interventions in class during maths & English lessons & in class support to access the wider curriculum
Wider strategies	To improve the emotional wellbeing and attendance of vulnerable pupils in our school Engaging the families facing most challenges	DHT & Wellbeing lead to trial whole class programme and targeted small group intervention using external support Develop role of new school Attendance Officer to work closely with the new LA Attendance Officer as well as Early Help and Social Care teams