Pupil premium strategy / self-evaluation WOLLESCOTE PRIMARY SCHOOL

1. Summary information					
School	Wollescote Primary School				
Academic Year	2020-21	**Total PP budget + £11,000 carry over from previous year**	£158,950	**Date of most recent PP Review**	11/20
Total number of pupils	394	**Number of pupils eligible for PP**	110	**Date for next internal review of this**	04/21

2. Current attainment

Attainment data is not currently available for the Academic Year 2019-2020

Internal data will be added to the document following our full data assessment at the end of the Autumn Term. It is felt data recorded before this point will not be accurate and therefore will not be an reflection on our achievements.

Strategy Statement

Traditionally Pupil Premium children do well at Wollescote over the duration of their stay. They begin with wide gaps between Pupil Premium and non- Pupil Premium children and these gaps close through well targeted interventions and good support for social and emotional barriers.

In the Year 2019-2020 we had planned to target improvements in writing and greater depth as data from 2018-2019 suggested that these were areas our Pupil Premium children did not achieve as well as in Reading and Maths for expected Pupil Premium children.

We also wanted to target improving our access to wider educational experiences to improve overall academic success. However, this has been severely hampered by the global pandemic.

We had also planned to open a language unit in September 2020 to address EAL barriers in Pupil Premium children as well as the wider school population but again this has had to be put on hold until September 2021. However the money has been allocated and will be spent as planned.

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Writing skills are not as well addressed as reading and maths skills
B.	Limited experiences hinder creativity and provide a barrier to accessing cultural capital
C.	Low language levels hinder access to all curriculum areas including writing and are a barrier to greater progress
D	Greater depth PP children need to be targeted for better progress in all subject areas
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	Social and emotional issues related to levels of high deprivation such as food, clothing, poor housing and lack of family support.
Intended outcomes *(specific outcomes and how they will be measured)*	
A.	To close the gap between pupil premium writing outcomes and other children's outcomes so that by Year 6 outcomes are at least in line with other children through training and CPD aimed to improve quality first direct teaching
B.	Curriculum Design will improve cultural capital experiences including termly trips to support development of experiences. School will focus accessing wider curriculum experiences linked to music and the arts.
C.	Talk for Writing will target ambitious vocabulary and ensure that children are accessing tier two vocabulary in their daily lessons. Wider technical vocabulary will be built into other curriculum areas, access to a language unit will support PP EAL children as well as other EAL children.
D.	Target and monitor PP greater depth children with greater rigour to ensure progress for GDS children is at least in line with other children by the end of Year 6
E.	Access to counselling will be available as needed to support social and emotional issues. School will work with families and local agencies to support social care issues including providing food and clothes where needed. School will actively promote use of Early Help to address any concerns through allocation of Deputy to this role. Home visits for attendance will be made where necessary.

4. Review of expenditure				
Previous Academic Year		**Review of Expenditure for 2019 -20**		
i. Talk for writing				
Action	**Intended 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)	**Cost**
Improve the quality of talk for writing	PP children close the gap on others by Year 6 in writing	We are unable to access the impact of this as no KS2 data was available so this action will be ongoing and will be assessed in Jan 2021	Some of the training did not take place due to the restrictions of Covid 19. Restrictions are ongoing so we do not know when training will take place.	**Spend to date** **£9,000** **Carry over** **£6,000**
ii. Targeted Interventions including online systems				
Action	**Intended 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)	**Cost**
Targeted interventions with particular focus on writing GDS	Gaps will close between PP and Non PP	We are not able to assess the impact of this until data will be published in 2021 although internal data will show some impact and will be published in Dec 2020	This cost has been spent as the staff involved were paid over the duration of the lockdown period. The target will be carried over into 2020-2021	**£78,720**
iii. Wider Cultural Capital Experiences				
Action	**Intended 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)	**Cost**

To implement a series of actions aimed at increasing cultural capital	To provide cultural capital	Children were able to access some wider cultural capital experiences before lockdown	This was an excellent use of money	**Spend** **£5,000** **Carry over** **£5,000**
iv. Addressing Social and Emotional Barriers				
To implement a series of actions aimed at addressing social and emotional barriers	To ensure targeted children have basic needs met and are supported emotionally	Children had begun to access these services and strategies prior to lockdown and school was successful in addressing basic needs and emotional barriers	This cost has been spent as the staff involved were paid over the duration of the lockdown period. The target will be carried over into 2020-2021 Money was allocated to supporting food bank and other basic need concerns during lockdown	**Spend £23,000**

5. Planned expenditure	
Academic year	**2020-2021**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all – to provide training for Talk for Writing, Kinetic Letters & Responsive teaching

Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

Talk for writing training	To continue to improve teaching by upskilling staff in use of talk for Writing	Talk for writing is a nationally recognised tool for effective writing which targets language and EAL particularly	Ongoing staff training Development day Monitoring	LH/GS/KM	Termly
Purchasing on-line training for kinetic letters	To improve the quality of teaching for kinetic letters	Handwriting will no longer be a barrier to progress in writing	Ongoing staff training Monitoring Pupil Progress meetings	LH	Termly
Responsive teaching training	To improve the quality of gap identification	Teachers will effectively identify and fill gaps in line with Rosenshine training	Ongoing staff training and mentoring Monitoring Coaching of targeted teachers	LH	Termly
				Total budgeted cost	**£15,000**

ii. Targeted support

Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Targeted interventions for pupil premium children to close	To maintain levels of PP attainment and progress	This strategy worked well in reading and maths in previous years	Monitor through pupil progress meetings with focus on writing and GDS	LH	Termly
Purchase of on-line resources to support children at home and school	To reinforce learning through on-line systems	To provide support for remote learning where necessary as well as increase range of interventions in school	Monitor through on-line tracking systems Reinforce and encourage where necessary	MC	Termly

To implement a language unit to support EAL children	PP EAL children will make greater progress	PP EAL children will be targeted specifically to make greater progress	Data collection Monitoring	LH	Money set aside to be started as soon as pandemic allows
				Total budgeted cost	**£103,950**
iii. Wider Cultural Capital Experiences					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To work towards implementation of wider cultural capital experiences including musical experiences as soon as the pandemic allows	Increase broad and balanced curriculum experiences	Emphasis on cultural capital in making wider progress	Monitoring of quality of provision and musical experiences	AE	Termly
				Total budgeted cost	**£10,000**
i. Addressing Social and Emotional Barriers					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Targeted member of staff to address attendance and social care concerns	To support PP families in addressing social concerns that cause barrier to learning	Children cannot learn until emotional needs are addressed and basic needs are met	Monitoring and review in half termly meetings	SR	Half termly

To implement new counselling service to address emotional concerns	To overcome emotional barriers to learning	This has worked well in the past	Regular monitoring and updates Check on children accessing to ensure barriers are being addressed	SR	Half termly
To improve access to Ed Psych where this is thought to be beneficial	To support PP children who also have SEN needs	Educational Psychology is a recognised service to improve outcomes for children	Monitor impact of Educational Psychologists recommendations Assess impact on progress	SR	Termly
To ensure PP children are fed for breakfast, have adequate food and clothing	To address basic needs so children are ready to learn	Children cannot learn until basic needs are met	Ongoing monitoring and touch base meetings with families we are concerned about	SR	Half termly
				Total budgeted cost	**£30,000**