

Pupil premium strategy statement

School overview

Metric	Data
School name	Whittle-le-Woods CE Primary School
Pupils in school	238
Proportion of disadvantaged pupils	3.3%
Pupil premium allocation this academic year	£15,450
Academic year or years covered by statement	2018/19, 2019/20, 2020/2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	D Metcalfe
Pupil premium lead	F Eccles
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	NA
Achieving high standard at KS2	NA
Measure	Activity
Priority 1 Develop Mental Health and Wellbeing structure Develop MHW and talk programmes in school	Develop MHW team in school Train MHW DSL and a MHW TA to provide support (DM, CC, JMc- training) Develop access to counselling/provision Develop the Kidsafe programme in school- become a training school Develop MHW skills of staff in supporting children TA trained to deliver Lego thinking bricks
Priority 2	Staff trained in Talk Boost

Develop speech, language, early vocabulary, talk for writing	Staff to be trained in Early talk boost – EYFS version Access to SALT Staff trained in the development of pupils vocabulary
Barriers to learning these priorities address	Mental Health and Wellbeing difficulties for children and low levels of speech/vocabulary. Ensuring all staff have as a priority
Projected spending	£14,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To increase reading speed	Summer 2021
Progress in Writing	To develop vocabulary	Summer 2021
Progress in Mathematics	Higher standard in line with non-PP Higher standard Development of teaching for mastery	Summer 2021
Phonics	Children perform in-line with usual results for phonics even with Lockdown	Summer 2021
Other	Click or tap here to enter text.	Click or tap here to enter text.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Training, 3 days Mental Health and Wellbeing CPD (ACES, ASC, Sensory needs, Lego Thinking Bricks, Attachment, pupils self-regulation) TA time to deliver Thinking Bricks, nurture
Priority 2	CPD – Early Years Talk Boost NQT CPD talk for writing, vocabulary, Y1 English courses
Barriers to learning these priorities address	Ensuring release time for staff/class cover. Ensure all staff use evidence based whole-class teaching interventions. Ensure enough staff to provide catch up and intervention with staff absence and isolation
Projected spending	£1450

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop Pre-school class with links between EYFS classes
Priority 2	School focus on progression across the curriculum
Barriers to learning these priorities address	Parental engagement within EYFS, early reading and speech
Projected spending	0

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days Class cover NQT CPD
Targeted support	Subject leader/NQT mentor release time to monitor progress and support	TA with QTS to cover
Wider strategies	Engaging with families	Sharing good practise across school cluster

Review: last year's aims and outcomes

Aim	Outcome
Increase scores on phonics screening	NA due to covid. Test results in December for Y2 were lower than in previous years. However there were 3 children with EHC Plans and one child absent for the term which reduced results further. As well as difficulties posed by covid
Progress in maths	NA due to covid
Improve combined data	NA due to covid