



## Weobley Primary School Pupil Premium Strategy 2020-21



1. Summary Information					
<b>School</b>	Weobley Primary School			<b>Date of most recent PP Review</b>	October 2020
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£73,638	<b>Date of next internal review of strategy</b>	July 2021

2. 2019-20 KS2 Attainment and Progress (no data was recorded for academic year 2019-20)					
		Reading	Writing	SPAG	Maths
% of PP pupils achieving the expected standard	School	*			
	National				
PP Average scaled score	School				
	National				
PP Progress	School				
	National				
* Due to the COVID-19 Pandemic – all end of Key Stage Assessments were cancelled for the academic year 2019-20					

3. Summary of Barriers to future attainment
Under-developed reading, writing and numeracy skills of some of our disadvantaged pupils leading to lower attainment in line with national
Oral language skills in EYFS and Year 1 are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.
A proportion of children have social and emotional difficulties that prevent them from engaging with learning, at times impacting on their learning and that of others within their class

<b>4. Outcomes</b>	
<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success Criteria</i></b>
Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Pupil in KS1 and KS2, including the more able, eligible for PP will make the same rate of progress, or better, as other pupils with the same starting points and achieve at least national expectations.
Improved oral language skills for pupils eligible for PP in EYFS and Yr1	Pupils eligible for PP in EYFS and Yr 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
Improve physical development for identified pupils	PP Pupils make expected standard in EYFS Physical Development
Improved level of engagement for pupils eligible for PP with Social and Emotional difficulties	Pupil progress for pupils with social and emotional difficulties in line with the rest of the cohort.

<b>5. Planned expenditure – Academic Year 2020-21</b>						
<b>Year Group</b>	<b>Desired Outcomes</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will the intervention be reviewed</b>
Nursery / Reception	Children entering with poor Speech and Language narrow the gap.	Increase the availability of two-year-old and three-year-old places by increasing staffing within the Nursery Setting, review space available and make better use of what is available.	Investment in two-year-old and 3-year-old education and childcare is a clear government priority, particularly for parents receiving benefits as they are able to access 2 year old funding.	Close liaison between Head of School and Nursery Teacher, seek advice from Local Authority specialist and Children's Centre.	Head of School, Nursery Teacher	Termly

<b>5. Planned expenditure – Academic Year 2020-21</b>						
<b>Year Group</b>	<b>Desired Outcomes</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will the intervention be reviewed</b>
Nursery / Reception	Improved physical development in Early Years	Increase the availability of and three-year-old places by increasing staffing within the Nursery Setting. Review space available and make better use of what is available. Review equipment and identify additional purchases that will support this outcome.	Investment in two-year-old and 3-year-old education and childcare is a clear government priority, particularly for parents receiving benefits as they are able to access two-year-old funding. Observations of children entering Reception identify this as an area for development within the school.	Close liaison between Head of School and Nursery Teacher, seek advice from Local Authority specialist and Children’s Centre.	Head of School, Nursery Teacher	Termly
Nursery / Reception	Improve outcomes in the development of phonics in Early Years.	Increase the availability of two-year-old and three-year-old places by increasing staffing within the Nursery Setting. Review	EEF Toolkit: ‘overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills	Close monitoring of pupil progress.	Head of School, Nursery Teacher	Termly

<b>5. Planned expenditure – Academic Year 2020-21</b>						
<b>Year Group</b>	<b>Desired Outcomes</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will the intervention be reviewed</b>
		space available and make better use of what is available. To include a range of phonetic development strategies including direct teaching and interventions.	and reading comprehension. On average, pupils who participate in oral language interventions make approx. 5 months' additional progress over the course of the year. Early introduction to phonics will ensure children arrive in Year 1 with a good understanding of the basics.			
Year 1 / Year 2	Improve outcomes in the development of phonics in Year 1 and Year 2	Offer 1:1 intervention to improve pupils' phonic awareness. Using POPAT and RWI	Focused support on an identified need using a proven approach. To ensure children reach the expected standard in the year 1 and 2 phonics screening test and to further improve	Close monitoring of pupil progress.	Head of School, Year 1 and Year 2 teachers, SENCo and Inclusion Mentor.	Termly

5. Planned expenditure – Academic Year 2020-21						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			chn still not at the expected standard at the start of year 3 EEF states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.			
Year 1 / Year 2	Improve Speech and Language for identified pupils.	Offer 1:1 Speech and Language intervention	Focussed support on an identified need using a proven approach and strategies identified by SALT. EEF Toolkit: 'overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading	Close monitoring of pupil progress.	Head of School, Year 1 and Year 2 teachers, SENCo and Inclusion Mentor	Termly

5. Planned expenditure – Academic Year 2020-21						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			comprehension. On average, pupils who participate in oral language interventions make approx. 5 months additional progress over the course of the year			
Year 1 / Year 2 / Year 3	Improve physical development for a range of identified pupils	Group Intervention	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	Head of School, Year 1, Year 2, Year 3 teachers, SENCo and Inclusion Mentor	Termly
Year 4 / Year 5 / Year 6 Catch Up Interventions	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Specifically targeted interventions to focus on raising attainment.	To enable identified learners with poor English and maths skills to 'catch up' with their peers. Using a proven and heavily researched program and the EEF toolkit states that evidence indicates one to one tuition can be effective.	Close monitoring of pupil progress.	SENCo	Termly

<b>5. Planned expenditure – Academic Year 2020-21</b>						
<b>Year Group</b>	<b>Desired Outcomes</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will the intervention be reviewed</b>
Year 6	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	SATs Booster and in school interventions both 1:1 and in groups.	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	SENCo	Termly
Whole School	Identify and improve children's social and emotional well-being.	Play Therapy Sessions	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	Head of School, SENCo	6 Weekly reviews
	Identify and improve children's social and emotional well-being.	Further Thrive staff training.	This intervention has been highly successful in a previous school.	Monitor Thrive Profiles and Pupil Progress against targets.	Head of School, SENCo and Inclusion Mentor	After Inclusion Mentor training is complete.
	Children engage with enrichment activities. Children produce high quality writing as have experience to draw upon.	Children have opportunity to experience trips. Allocate an amount of money to subsidise trips and pay for the minibus.	Enrichment activities, specifically activities that the children have not experienced at home have a positive impact on creative writing and children's	Monitoring of participation in extra-curricular activities and trips. Monitor the effects in self-confidence, self-efficacy and motivation within the classroom Pupil voice	Head of School	Termly Review

**5. Planned expenditure – Academic Year 2020-21**

Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			holistic development. To provide a wider range of curriculum opportunities and/or to ensure that money is not a barrier to equality of access to an enhanced curriculum. For outdoor adventure the EEF research suggests that overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.			
	Children experiencing difficulties with engaging in	Opt into Learning – TA support throughout the day to ensure any	This model has proven successful over a number of years.	Close monitoring of pupil progress.	Head of School	Termly Reviews

5. Planned expenditure – Academic Year 2020-21						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
	learning in the classroom are progressing at the same rate as the rest of their cohort.	children unable to engage with the learning are able to work 1:1 or small group in a different learning environment.				
	Children improve their perception skills which improves their concentration in the classroom. Children make accelerated progress.	Engaging Eyes	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	Head of School, SENCo	Termly Reviews
	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Additional Class Teacher to ensure single form entry – rather than mixed year group classes in EY and KS1	Smaller class sizes and thus more opportunity to focus on specific children’s individual development needs.	Close monitoring of pupil progress.	Head of School	Termly Reviews
	Higher % of attainment in R,W,M for pupils	A full-time TA in each class. To give focussed support	More opportunities for pre-teaching or	Close monitoring of pupil progress and tracking of	Head of School	Termly Reviews and ongoing tracking.

5. Planned expenditure – Academic Year 2020-21						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
	eligible for PP in line with all children nationally	and intervention to improve outcomes for a group of or individual pupils OR to work with the whole class whilst the class teacher improves outcomes for a group of or individual pupils.	quality additional teaching improve pupil outcomes.	effectivity of interventions		
	Children regularly attending school. Gaps narrowed. Children do not miss any learning time. Children make good progress.	Employ an EWO to improve school focus on attendance.	EWO relieves pressure from other staff and ensures the school are up to date with attendance monitoring and procedures.	Closely monitor attendance	Head of School, SENCo, EWO	Half-Termly review.
	Children are targeted who have specific areas for improvement, e.g. fine motor skills. Children who are G and T targeted for clubs. Children	After-School Clubs	Gives the school the ability to offer a wider range of activities designed to address the outcomes.	Monitor Attendance and uptake	Head of School	Termly

5. Planned expenditure – Academic Year 2020-21						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
	develop hobbies which they further extend outside of schools. Children have high aspirations for themselves.					

6. Review of expenditure – previous academic year 2019/20				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
Improve Speech and Language for identified pupils in Early Years	Offer of full-time nursery provision for all 3YOs and full-time nursery provision for 2YOs (subject to fees as appropriate). To facilitate this, a full-time nursery teacher is required – this will facilitate meeting other desired outcomes.	End of Nursery outcomes improved on previous years.	Continue to offer this provision. Whilst space permits, however, due to the success of our Nursery, this may no longer be viable due to physical space.	£39,230 – please note, whilst highlighted under this outcome, this cost met other outcomes.
Improved physical development in Early Years	Offer of full-time nursery provision for all 3YOs and full-time nursery provision for 2YOs	End of Nursery outcomes improved on previous years.	Continue to offer this provision. Whilst space permits, however, due to the success of our	Included above

<b>6. Review of expenditure – previous academic year 2019/20</b>				
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
	(subject to fees as appropriate). Additional focus on PE and physical development skills.		Nursery, this may no longer be viable due to physical space.	
Improve outcomes in the development of phonics in Early Years.	Offer of full-time nursery provision for all 3YOs and full-time nursery provision for 2YOs (subject to fees as appropriate). To include a range of phonetic development strategies including direct teaching and interventions.	End of Nursery Outcomes improved on previous years.	Continue to offer this provision. Whilst space permits, however, due to the success of our Nursery, this may no longer be viable due to physical space.	Included above
Improve outcomes in the development of phonics in Year 1 and Year 2	Offer 1:1 intervention to improve pupils' phonic awareness. Using POPAT and RWI	All targeted pupils passed phonics test.	Continue to offer high level of support in Year 1	50% of the Intervention TAs time. £7552 this cost is included in various other areas below.
Improve Speech and Language for identified pupils in Year 1 and Year 2	Offer 1:1 Speech and Language intervention	Targeted pupils made progress against Speech and Language Targets	Continue to offer Speech and Language Interventions.	Intervention TA cost already included.
Improve physical development for a range of identified pupils, Year 1,2 and 3	Group Intervention	Pupils made progress against targets.	Continue to offer physical development interventions.	Intervention TA cost already included.

<b>6. Review of expenditure – previous academic year 2019/20</b>				
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
Raise % of attainment in R,W,M for Year 4 and Year 5 pupils eligible for PP in line with all children nationally.	Specifically targeted interventions to focus on raising attainment.	These interventions have helped ensure pupils make expected progress.	Continue to offer these interventions.	Cost included below (class TAs)
Raise % of attainment in R,W,M for Year 6 pupils eligible for PP in line with all children nationally.	SATs Booster after school classes and in school intervention groups.	PP children did not perform in line with national, however, individually, PP children achieved their potential.	Continue to offer these interventions.	Cost included below (class TAs)
Identify and improve children's social and emotional well-being.	Play Therapy Sessions	Children involved have been able to express themselves more confidently, resulting in improvements academically.	Continue to offer provision for children with social care involvement.	£3150
Children engage with enrichment activities. Children produce high quality writing as they have experience to draw upon.	Children have opportunity to experience trips. Allocate an amount of money to subsidise trips and pay for the minibus.	We were able to offer enrichment activities to children that would not normally have been able to attend.	Continue to offer.	£1875
Children experiencing difficulties with engaging in learning in the classroom are progressing at the same rate as the rest of their cohort.	Opt into Learning – TA support throughout the day to ensure any children unable to engage with the learning are able to work 1:1 or small group in a	A very successful intervention strategy that helped support children with difficulties engaging in learning.	Continue to offer.	Oil TA £14,664

<b>6. Review of expenditure – previous academic year 2019/20</b>				
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
	different learning environment.			
Children improve their perception skills which improves their concentration in the classroom. Children make accelerated progress.	Engaging Eyes	This intervention continues to show positive results.	Continue to offer.	Intervention TA cost already included.
Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Additional Class Teacher to ensure single form entry in EY and KS1 – rather than mixed year group classes	By retaining single classes in EY and KS1 has ensured improved pupil teacher ratios and more individual pupil/teacher time.	This works well for the school and continues to ensure good pupil progress.	Costs included above.
Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Full-time TA in each class. To give focussed support and intervention to improve outcomes for a group of or individual pupils OR to work with the whole class whilst the class teacher improves outcomes for a group of or individual pupils.	This has ensured pupils struggling with the curriculum receive additional support to help them keep up with the rest of the class.	This works well for the school and continues to ensure good pupil progress.	This calculation is based on the average cost of 6 TAs (Year 1 – Year 6) for two hours per day. £33,734
Children regularly attending school. Gaps narrowed. Children do not miss any learning time. Children make good progress.	Employ an EWO to improve school focus on attendance.	96.5% attendance.	The services offered by the EWO have supported the SLT to maintain a good level of attendance.	£900 EWO SLA

<b>6. Review of expenditure – previous academic year 2019/20</b>				
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
Children are targeted who have specific areas for improvement, e.g. fine motor skills. Children who are G and T targeted for clubs. Children develop hobbies which they further extend outside of schools. Children have high aspirations for themselves.	After-School Clubs	A range of targeted interventions have supported children in a variety of areas.	Continue to look at different academic, physical and art clubs.	Included in teacher hours