



Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Witton Church Walk CE Aided Primary School				
Academic Year	2019-20	Total PP budget	£112, 200	Date of most recent PP Review	June 2019
Total number of pupils	85	Number of pupils eligible for PP currently in school	68	Date for next internal review of this strategy	July 2020
		Amount received per pupil	£1320		
Total EYPP budget		Number of pupils eligible for Early Years Pupil Premium		Number of pupils in School's Early Years Disadvantaged Group	

2. Current attainment					
End of KS1 Assessment Data 2019					
Context: There were 10/35 (29%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 30% were SEND children.					
		Pupil Premium children at Witton	Non-SEND Pupil Premium children at Witton	All children at Witton	National Average 2016
Reading	Average Scaled Score	97.8	103.6	99.2	103
	% reaching expected standard	70%	81%	63%	76%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	70%	89%	69%	70%
Mathematics	Average Scaled Score	99.0	105.0	101.8	104
	% reaching expected standard	60%	89%	69%	77%

End of KS2 Assessment Data 2019

Context: There were 13/37 (35%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 23% were SEND children.

		Pupil Premium children at Witton	Non-SEND Pupil Premium children at Witton	All children at Witton	National Average 2018
Reading	Average Scaled Score	99.5	103.4	102.2	104
	% reaching expected standard	54%	74%	65%	73%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	54%	74%	65%	79%
Mathematics	Average Scaled Score	97.2	102.2	100.1	105
	% reaching expected standard	46%	65%	55%	79%
SPAG	Average Scaled Score	100	105	103.3	106
	% reaching expected standard	46%	77%	68%	78%

Percentage of each year group entitled to Pupil Premium funding	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		24% (10/42)	20% (7/35)	29% (10/35)	32% (13/41)	33% (13/39)	39% (15/38)

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- | | |
|-----------|--|
| A. | <p>Vocabulary development</p> <p>Analysis of KS2 maths papers indicates that those children who are middle/ low attainers in reading, did not reach their progress score in maths. Vocabulary work has been identified as needed in order to improve contextual understanding and increase vocabulary use in maths. In addition, analysis of KS2 reading paper indicates that poorest performance was in questions related to word meaning, retrieval and explanations of why an author has chosen particular words or phrases</p> |
|-----------|--|

B.	Maths Gaps in attainment appear within maths for all year groups.
C.	SEN Of the pupils eligible for the pupil premium currently in school, 32% also have SEND (Y1- 20%, Y2- 29%, Y3- 30%, Y4- 38%, Y5- 38%, Y6- 33%). Although high expectations are paramount these children have specific barriers to learning and so it is less likely they are able to achieve ARE.
D.	Speaking and Understanding Entry data for the pupils eligible for the pupil premium currently in school shows that 83% were below age related expectations in Speaking; with 38% being significantly below. 73% were below age related expectations in Understanding; 31% being significantly below. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through KS1 and KS2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Currently 40% of pupils eligible for the pupil premium also have additional needs within the family.
F.	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/ additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.
G.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (26% of school population is eligible for Pupil Premium Grant and currently 23% are in receipt of FSM). Of all pupil premium children 79% are currently in receipt of free school meals.
H.	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	

<p>A.</p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS1 and KS2 in reading and writing.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children. • Individual writing checklists to be completed to ensure development areas are identified quickly and support put in place where needed. • Additional support in reading provided by sixth form students • PP lead to discuss provision and progress of PP children with class teachers • Close monitoring of PP children's English books • Close monitoring of PP children's reading development • Structured conversations for all pupils to be held between class teacher and parents • Children at risk of not making expected progress will be discussed at termly pupil progress meetings • Interventions will be carried out when needed. • Whole class shared reading to be trialed across KS1 and KS2
<p>B.</p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS1 and KS2 in maths.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children and used to identify gaps promptly. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. • PP lead to discuss provision and progress for PP children with class teachers • Interventions will be carried out when needed, reviewed and evaluated and changed if children not making progress. • MAST qualified teacher to support throughout the school. • Small Steps Mastery approach to be taught across school. • Children to be taught in year groups in KS2.

<p>C.</p>	<p>All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. • Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo. • Specialist 1:1 teaching provided for targeted pupils • Parent partnership is crucial. • High expectations from all within school. • Attitude towards learning- supported through our creative curriculum; our everyday excellence approach and our 'Pit of Learning' strategy.
<p>D.</p>	<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<ul style="list-style-type: none"> • Accelerated progress will be seen in termly data analysis • Discussions at pupil progress meetings about any concerns/ celebrations. • Gap in attainment between disadvantaged and non-disadvantaged groups will close • More detailed observations will be recorded on Tapestry • Activities will be planned to meet gaps • An impact will be seen in all 17 aspects of learning
<p>E.</p>	<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<ul style="list-style-type: none"> • Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker. • Increase the amount of parents who will engage with family learning sessions and courses offered by school. • Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams. • Support will be offered to parents in applying for and in receipt of Universal Credit- including access to IT • Linked to staff performance management.

F.	Families who are eligible for the pupil premium will be supported to enhance aspirations.	<ul style="list-style-type: none"> • Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. • Signpost to courses, training and work placements. • Advertise jobs and support with putting together a CV. • Family support. • Regular half termly meetings with parents to discuss partnership.
G.	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> • Pupils will experience residential trips and educational visits. • Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed. • Visits to towns and cities, Young Voices, music lessons, art appreciation, environmental experiences (eg. the beach, forests).
H.	All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.	<ul style="list-style-type: none"> • Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts. • Pupils will benefit from developing an understanding of the characteristics of learning, requiring them to take risks, engage in new experiences, think critically and demonstrate a 'can do' attitude- being persistent, resilient and seeking challenges. • Pupils will engage with our 'Learning Pit' initiative - positively demonstrating their ability to embrace new challenges and being equipped with strategies to overcome problems and difficulties as well as developing a 'growth mind-set' approach to life. • Pupils will benefit from our 'Heartsmart' approach, which links our behaviour policy with the PSHCE curriculum, enabling them to build resilience, emotional intelligence and actively empathise with others.

3. Planned expenditure

Academic year

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

i. Quality of teaching for all

Desired outcome	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS1 in maths, reading and writing.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS1.	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings between PP Lead and class teachers	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2020
The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS2 in maths, reading and writing.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS2	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings between PP Lead and class teachers	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2020

The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS1 and KS2 in maths, reading and writing.	Continued provision of an additional full-time teacher to ensure that class sizes are kept below 28 pupils per class.	Although research from the EEF suggests that class sizes need to be below 20 to benefit from a positive impact on attainment, we believe that with a teacher and teaching assistant for every maths and English lesson (adult to child ratios 1:14 or less), by keeping the class sizes as small as possible, we are maximising the feedback and support each pupil is able to receive.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings between PP Lead and class teachers	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2020
The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS2 in maths.	Provision of an additional experienced teacher in UKS2 to allow maths lessons to be taught in smaller groups as single year groups.	Recent training and discussions regarding the small-steps mastery approach to maths, with leading maths teacher has led to the decision to create single year group maths classes. We believe this will allow teaching to be directed at the level and pace appropriate for all children.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. Meetings as Key Stage with Maths lead	Kathryn Magiera (HT) Tracy Parr (DHT/ Maths Lead) Lisa Kenyon (PP Leader)	Summer 2020
Total budgeted cost					See proposed spending document
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>Provision will be mapped termly on a costed provision map. There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>Sarah Johnson (SENCo) Lisa Kenyon (PP leader)</p>	<p>Ongoing monitoring and review of interventions and support offered. Provision map reviewed at the end of each term or sooner if needed and concerns about progress identified. Learning plans will be reviewed each term.</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS1 in maths, reading and writing.</p>	<p>All KS1 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.</p>	<p>Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term. Meetings between PP Lead and class teachers</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)</p>	<p>Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2020.</p>

<p>The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS2 in maths, reading and writing.</p>	<p>All KS2 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.</p>	<p>Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term. Meetings between PP Lead and class teachers</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)</p>	<p>Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2020.</p>
<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<p>Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.</p>	<p>Rationale is based around data that proves the majority of our Early Years disadvantaged pupils enter Nursery or Reception below or significantly below expectations in speaking and understanding. This information has been considered along with the knowledge from research that early intervention and targeted approaches towards communication and language demonstrate a positive impact on pupils in the Early Years- sometimes more considerably on children from disadvantaged backgrounds.</p>	<p>Assessment before and following all interventions. Monitoring through learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of Early Years data. Opportunities to talk with an adult throughout the day.</p>	<p>Keeley Selby (Early Years Leader) Lisa Kenyon (PP Leader)</p>	<p>Ongoing monitoring of individual interventions- fully reviewed at the end of each term.</p>
Total budgeted cost					<p>See proposed spending document</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>The percentage of pupils eligible for the pupil premium reaching the expected standard will be above 65% and all will make expected or better progress in KS1 and KS2 in maths, reading and writing.</p>	<p>Development of PP Lead's knowledge and understanding of the impact of disadvantage on learning and well-being, through school's continued involvement in an action research project led by Manchester University and the Chester Diocese</p>	<p>Regularly updating specialist knowledge and being well informed of current research developments, will have a positive impact on competence, effectiveness and offer an innovative outlook to professionals. Involvement in this project will allow the school to engage in original research developments at a regional and national level.</p>	<p>Completion of school based research project. Disseminating information to all staff. Analysis of assessment data at the end of each term. Meetings between PP Lead and class teachers</p>	<p>Kathryn Magiera (HT) Lisa Kenyon (PP Lead) Alex Higgins (KS1 class teacher)</p>	<p>Summer 2020</p>
<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Offer Therapeutic Intervention sessions, for example Play Therapy, Thera-play and Lego Therapy which involve parents along with their children.</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant</p>	<p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW, Family Learning Lead and Safeguarding Lead.</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Lisa Kenyon (PP Leader)</p>	<p>July 2020</p>

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence. Hosting family learning opportunities.</p>	<p>Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>My Views completed with FSW. Children's attitude to learning. Termly progress</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Jo Osborn (Family Learning Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of support offered.</p>
<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of programme of activities offered.</p>

<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Continue with a whole school focus on characteristics of learning, including the learning pit and a growth mindset, alongside teaching the Heartsmart principles.</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with guidance from the DfE which states that 'Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.'</p> <p>In addition Emotional intelligence is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.</p> <p>We have also considered information from the Ofsted document 'Unknown children- destined for disadvantage' (July 2016), which acknowledges that achievement in English and maths 'is built on a child's understanding that everyone has something to say – ideas, views and opinions are what make us unique,'</p>	<p>Discussions with children regarding their attitude towards their learning. Discussions with children about the learning pit and characteristics of learning. My Views completed with FSW. Monitoring of PSHCE teaching and learning. Evidence from Heartsmart behaviour table.</p>	<p>Kathryn Magiera (HT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader) Jackie Ellison (FSW) Lyndsey Westron (PSCHE Leader)</p>	<p>On-going review of the impact of the initiatives implemented in school.</p>
Total budgeted cost					<p>See proposed spending document</p>

Review Autumn 2019

Actions and Impact:

Next Steps:

Review Spring 2020

Actions and Impact:

Next Steps:

4. Annual review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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)	Cost
ii. Targeted support				
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)	Cost
iii. Other approaches				
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)	Cost

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.