



## Pupil premium strategy statement

### School overview

School name	Wroxton CE Primary School
Pupils in school	83
Number of disadvantaged pupils	7
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	2019-20 and 2020-21
Publish date	22.11.2020
Review date	01.09.2021
Statement authorised by	April Guinness (Head Teacher)
Pupil premium lead	April Guinness
Chair of Governors	Sue Neal

### Disadvantaged pupil progress scores for last academic year (2018-19) (1 child)

Measure	Score
Reading	-2.00
Writing	7.56
Maths	-2.19

### Disadvantaged pupil performance overview for last academic year (2018-19)

Measure	Score
Meeting expected standard for RWM at KS2	100%
Achieving high standard for RWM at KS2	0%
Achieving high standard for R at KS2	0%
Achieving high standard for W at KS2	0%
Achieving high standard for M at KS2	100%

## Strategy aims for disadvantaged pupils (2020-21)

Measure	Activity
Priority 1	<p>Through the provision of counselling, positive mental health sessions and behaviour therapy, to address behaviour issues for these ensuring these children are 'more settled' in order to facilitate a situation conducive to learning. Playworks will provide play therapy to key identified children</p> <p>Cost: £7,600</p>
Priority 2	<p>Home School Link Worker will work with families needing support at home through parenting support.</p> <p>Cost: £1,773</p>
Priority 3	<p>To provide targeted intervention.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p> <p>This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently.</p> <p>Teaching Assistant will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.</p> <p>Cost: £2,682</p>
Barriers to learning these priorities address	<p>Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning or returned to school in June when eligible.</p>

## Teaching priorities for current academic year (Aspirational Targets 2020-21)

Aim	Target	Target date
Progress in Reading	Achieve national average attainment and progress scores in KS2 Reading	July 21
Progress in Writing	Achieve national average attainment and progress scores in KS2 Writing	July 21
Progress in Mathematics	Achieve national average attainment and progress scores in KS2 Maths	July 21
Phonics	Achieve at least 70% expected standard in Phonics Screening Check	July 21
Other	Achieve expected standard in Year 4 multiplications check.	July 21

**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	Year 1 children to remain with EYFS to ensure they have had full access to EYFS provision. These children have lost a go0d deal of EYFS curriculum and need the opportunities to fulfil this aspect of their learning.  Cost: N/A
Priority 2	Year 2 to work as a separate year group to give them the opportunity to work as a small group enabling targeted intervention specifically for phonics assessment.  Cost: N/A
Priority 3	To improve speech and language skills in Reception through the use of Language for Thinking  Cost: £2,682
Barriers to learning these priorities address	Consistency of provision  Time to continue to develop staff  Resources availability

## Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to employ Play Therapist once a week Staff training in Zones of Regulation Staff to start each day with a wellbeing session for the pupils and take regular breaks throughout the day  Cost: £7,600
	Home School Link Worker to provide home support for families and parents to make use of the online learning platform to engage directly with teachers. Increasing parental engagement through the use of online video presentations.  Cost: £1,773
Priority 2	Increasing the engagement of children through our online learning platform and through the development of TEAMS  Cost: N/A
Barriers to learning these priorities address	Parents not being able to come into school as previously. Parental anxiety around COVID 19 and how this impacts on school being open or closed Lack of access to ICT equipment

Total Planned Expenditure: £14,201

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	<p>Use of assessments completed across school</p> <p>For Maths, following the new White Rose planning with 'lost learning' taken into account;</p> <p>For English, following the English Lead's direction with relation to teaching SPaG, Spelling and English themes;</p> <p>Amending Topic teaching to allow for application of skills across the curriculum.</p>
Targeted support	Ensuring staff training in place to deliver specified interventions.	Staff to be supported by SENDCo in school.
Wider strategies	Engaging the families facing most challenges, in particular during the continuing current pandemic.	Work to provide digital education for parents through online video presentation sessions targeted towards specific areas or curriculum objectives/subjects.

## Review: last year's aims and outcomes

Aim	Outcome
<p>Improved oral language skills :</p> <p>Through the development a strategy for targeted vocabulary work across the school</p>	<p>No data due to COVID-19. School closure to all but KW children meant that the year effectively ended in March for most pupils.</p>
<p>Improvement in writing through targeted teaching of reading and phonics:</p> <p>Through ensuring ALL KS1 staff have had RWI training and that as a school we use the whole scheme not just phonics</p>	<p>Staff new to KS1/EYFS have not had training as all training cancelled due to COVID-19.</p> <p>No data due to COVID-19.</p>
<p>Improved engagement in school through Improvement in emotional skills:</p> <p>Through use of Play therapist, Home School Link Worker, Talk Therapy and communication and interaction advisory teacher and Mental Health First Aider</p>	<p>Although there is no data available both the home school link worker and play therapist continued to work with children and families, both remotely and through doorstep visits. Teachers also supported children and families through phone calls and outdoor visits for children and families that were struggling.</p>