

Scott Wilkie Primary - Pupil Premium Strategy Statement 2020/21:



1. Summary information					
School	Scott Wilkie Primary School				
Academic Year	2020/21	Total PP budget	£186, 230	Date of most recent PP Review	2/11/20
Total number of pupils	339	Number of pupils eligible for PP	144 = 45%	Date for next internal review of this strategy/	July 21

2. Current attainment		
	<i>Disadvantaged Pupils at Scott Wilkie</i>	<i>National Non Disadvantaged Pupils</i>
% achieving expected standard or above in reading, writing and maths combined.	2019/20 – no data due to Covid 2018/19 – 73%	2019/20 – no data due to Covid 2018/19 – 70%
Progress	<p>Scott Wilkie : Key Stage 2 Progress Measures for Disadvantaged children</p> <p>2019/20 – No data due to Covid 2018/19 – Maths : 3.5 Reading: 2.9 Writing: 1.7</p> <p>3 year trend shows: Progress for disadvantaged children in maths is well above that of national non - disadvantaged. Progress for disadvantaged children in English is above that of national non - disadvantaged</p>	

3. Barriers to future attainment (for pupils eligible for PP, including higher ability children)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some PP children are working below national expectations (without intervention they will not reach the expected level at the end of year 2/year 6 and in years 1,3,4,5)
B.	Poor basic skills - Communication / Speaking and listening skills / Reading / Number Fluency
C.	Emotional needs that require support in order to be emotionally ready for learning.

D.	Special educational needs which require individualised programmes in order to meet their needs Eg. Dyslexia	
E.	Weak cultural capital - poor home lives / limited life experiences do not provide them with the prerequisite knowledge/skills required to meet their full potential	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Poor attendance and lateness	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress for ALL children at Scott Wilkie through Quality First teaching in all lessons including closing the gaps in learning created by the Covid 19 lockdown. Ensure children who are isolating at home due to COVID 19 have access to high quality remote learning	All children including pupil premium children, whatever their prior attainment make at least the expected progress, and that those whose attainment is below age related expectations on entry or due to COVID lockdown make accelerated progress.
B.	Specific children achieve their potential	1:1 reading and number fluency intervention for children with children who require extra support enables them to meet their full potential and make good progress.
C.	All children are emotionally ready for learning	Children identified with social and emotional needs are supported effectively in order to engage positively with their learning and make good progress
D.	SEN children are supported effectively	SEN needs are identified and personal programmes are drawn up for individual children Speaking and Listening is developed, particularly in EYFS to ensure specific children's needs are met.
E.	Pupils all experience an enhanced an enriched curriculum	Children participate in fully immersive learning experiences in school and on educational visits to broaden their knowledge and understanding of the curriculum. Children experience residential visit in year 6.
F.	Improved attendance and punctuality to improve attainment and progress.	Walking bus when needed targets children with poor attendance. Enhanced provision from sports coaches for before and after school clubs target children with poor attendance.

5. Planned expenditure					
Academic year		2020/21			
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.					
Tier 1 – Quality First teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated Expenditure
A Good progress for all children	<p>Professional development, training and support for all teachers to ensure Quality First Teaching in all lessons</p> <p>Recruitment, retention and development of effective teachers</p> <p>SLT in class team teaching and in PPA</p> <p>Ensure all PP children have access to remote teaching and learning in the event of a lockdown or isolation</p> <p>Teachers to receive high quality training on remote learning so that quality first teaching principles will still be applied through remote live teaching using google meets and google classroom.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>The Education Endowment Foundation Research states that schools should strengthen the link between the Pupil Premium and teaching by prioritising the recruitment, retention and development of effective teachers.</p> <p>EEF research shows that there is a significant risk that disadvantaged children have less access to remote learning due to lack of technology which exacerbates the impact of school closures on the attainment gap.</p>	<p>SLT member in planning</p> <p>Talking through lessons with an SLT member before school</p> <p>Team teaching</p> <p>2 PPA sessions</p> <p>CPD – staff meetings</p> <p>Action research at SLT training</p> <p>Use consultants to monitor and advise</p> <p>Planning resources: MNP, Just Imagine, T4W</p> <p>Mastery approach to support middle and high attainers, low floor – high ceiling – daily GD challenges</p> <p>All class teachers to ensure children in isolation are in live lessons via google classrooms</p> <p>SLT to monitor quality of remote learning</p>	<p>Ex HT</p> <p>HOS</p> <p>DHT</p> <p>AHTs</p> <p>Year leaders</p>	<p>£50,000</p>
A Good progress for all children	<p>Maths Mastery/ Maths No problem</p> <p>Resources:</p> <p>Text books, work books, concrete apparatus.</p>	<p>The impact of Maths — No Problem! on teachers' pedagogy, children's deeper understanding of mathematical concepts and their improved ability to reason and problem</p>	<p>SLT in planning</p> <p>In class support</p> <p>MNP CPD courses</p>	<p>Ex HT</p> <p>HOS</p> <p>DHT</p> <p>AHTs</p>	<p>£6000</p> <p>£1000</p>

	Teaching and learning in maths is fully resourced throughout the school to ensure a mastery approach allows all children to access the curriculum through CVA.	solve continues to ignite a newfound passion for maths across the school. All of which naturally leads to high achievement outcomes in maths. School profile shows the 3 year trend for maths progress is well above average.	Lesson Study facilitated by an SLT member Year leaders Learning walks		
F Pupils all experience an enhanced and enriched curriculum	To enhance and enrich the curriculum through in school workshops (and Educational visits in line with Covid risk assessment) and year 6 residential.	Pupil Voice interviews and deep dives show that children learn more when they have a real life experience/workshop. Real life experiences stimulate explicit memory by helping children connect episodic memory to semantic memory in order to make alterations in their long term memory. Explicit memory is one of the two main types of long-term human memory. It is the conscious, intentional recollection of factual information, previous experiences, and concepts.	Deep dives to assess what children have learnt - retained. Evaluations of trips/workshops. Pupil Voice Teacher reflections following trips/workshops.	DHT Phase leaders	£4,000 residential £8,000 workshops (and trips)
A Good progress for all children	Extended school day in year 6 Extended school day in year 5 to allow 30 minutes of daily arithmetic	2018/19 data showed that Achievement at Scott Wilkie was above national in all areas. Internal data from 2019/20 Spring term prior to lockdown suggested this trend would continue. Combined R,W, M 73% compared to national 70% Progress measures above national.	Clear planning focus Bought in online programmes SPAG.com Mathletics Year 6 leader to monitor Arithmetic training delivered by Maths lead Collate arithmetic data weekly for error analysis	Yr 6 Lead Yr 5 lead	£5,000

A Good progress for all children	Second adult in every class in Key Stage 2 (Teach first, GTP, TA)	Increase the amount of live feedback that can be given to children in order to identify and address misconceptions efficiently and effectively within lessons. Ensure all children are heard read I-I daily in the afternoons. Provide next steps interventions to close gaps in place value and number as and when the need arises.	Daily team briefings and talk throughs of lessons In class support Pupil progress meetings Learning walks	HOS DHT Phase leaders	£80,000
A Good progress for all children	Additional teacher in Reception class	Lower ratio of children to adults increase the amount of adult child interaction to ensure that children make as much progress as possible.	Pupil progress meetings Lesson studies Learning walks	HOS EYFS lead	£20,000
Total Budgeted Cost:				£174,000	
Tier 2: 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	Estimated expenditure

<p>B. Specific children achieve their potential</p>	<p>1-1 readers in the afternoon</p>	<p>The EEF states that targeted support for struggling pupils should be a key component of an effective pupil premium strategy.</p> <p>Research by Egmont states: Children who read aloud daily or nearly every day are a year ahead in reading performance versus those who never do2 • If all Key Stage 2 children read for pleasure daily, 75% of them would reach the level at the end of primary school that predicts 5 or more passes at GCSE – an increase of 8% 3 or 112,000 children in 2017.</p>	<p>All staff including TAs to receive training on 'developing reading fluency' and 'teaching reading skills' (took place on 23/10/20)</p> <p>Comprehension box resources ordered for Key Stage 2</p> <p>Year leaders to drop in and monitor provision and feedback to TAs.</p> <p>Guidance from 16 point reading fluency grid.</p> <p>Age appropriate texts</p>	<p>Phase leaders Class teachers</p>	<p>See above TA costings</p>
<p>B. Specific children achieve their potential</p>	<p>Number fluency support Pre steps/ Next steps in the afternoon</p>	<p>The EEF states that classroom teachers and teaching assistants should provide targeted academic support. Considering how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>Targeted 1-1 support linked to the Maths no problem / Number fluency session being taught in the morning, delivered by a TA who was present with the teacher in the morning lesson</p>	<p>Phase Leaders Class teachers</p>	<p>See above TA costings</p>

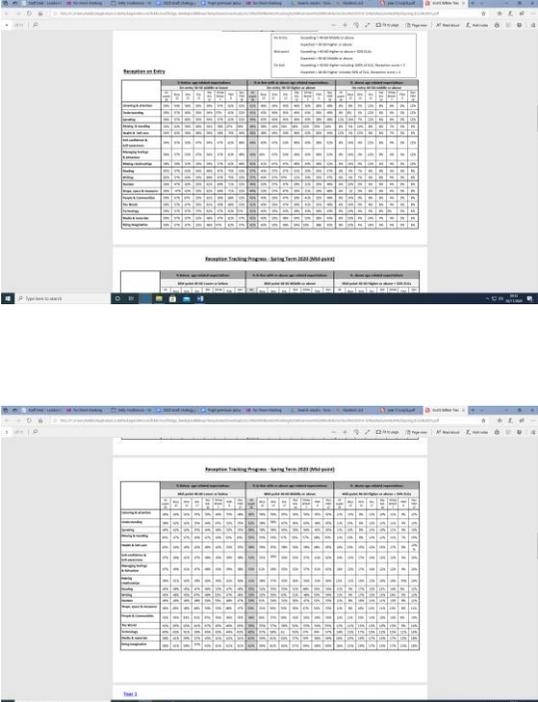
B Specific children achieve their potential	Magazine subscription (NatGeo Kids) for all year 6 pupils - engage and extend reading opportunities	Cognitive Science research identifies that the more background knowledge a child has the more they will learn. Nat Geo kids will broaden the children's knowledge and engage them in reading alternative materials. A magazine subscription will also be valuable cultural capital experience.	Set meaningful home learning tasks linked to magazines. Incorporate into in school lessons. Discuss what we have read and learnt in what's in the news assembly.	Year 6 Lead	£1200
E. SEN children are supported effectively	SEN needs are identified and personal programmes are drawn up for individual children and adults are assigned to deliver these programmes. (Dyslexia/ASD/SL Groups) Speaking and Listening is developed, particularly in EYFS	To ensure specific children's needs are met. Case Studies of individual pupils and internal assessment data show that SEN children with personalised programmes make good progress. E.g. LEG groups	SENCO present at all year groups PPM's this year. Internal assessment data Case studies to be completed. LEG group screening Entry exit screening of programmes.	SENCO	See additional TA costs identified above
Total Budgeted Cost:					
Tier 3: Non Academic					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated expenditure

<p>E.A Improved attendance and punctuality to improve attainment and progress.</p>	<p>Coach K to carry out home visits and mentor parents/children around attendance</p> <p>Walking bus (will recommence when needed)</p>	<p>Home visits help to get children who are at home into school.</p> <p>Attendance and punctuality has improved since walking bus has been introduced.</p> <p>All local children with attendance below 90% are collected from home in the mornings.</p>	<p>Attendance officer monitors attendance figures.</p> <p>Home visits.</p>	<p>Attendance officer</p>	<p>£1230</p>
<p>C. All children are emotionally ready for learning</p>	<p>Buy in services:</p> <p>School Counsellor Educational Psychologist Learning Mentor Coach K</p>	<p>Children's social and emotional mental health needs are met enabling children to stay in class and access their learning.</p> <p>Pupil voice stakeholders surveys shows that children feel safe and ready to learn at SW. Exclusion rate: 0%</p>	<p>SENCO tracks progress of children.</p> <p>SENCO to ensure recommendations of all professional bought in professional services are implemented E.g. Ed Psych.</p>	<p>SENCO</p>	<p>£9,000</p>
<p>D. Children are physiologically ready to learn</p>	<p>Milk in key stage 1 Y6 Snacks for extended schools</p>	<p>Children will only learn if their basic needs are met so that they are not hungry .</p>	<p>Weekly shop.</p>	<p>Ext Schools TA</p>	<p>£500</p>
<p style="text-align: right;">Total budgeted cost:</p>				<p>£10, 730</p>	
<p style="text-align: right;">Total budgeted cost: £186, 230</p>					

I. Review of expenditure				
Previous Academic Year		2019/20		
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
A. Good progress for all	<p>Professional development, training and support for all teachers to ensure Quality First Teaching in all lessons</p> <p>Recruitment, retention and development of effective teachers</p> <p>SLT in class team teaching and in each PPA session</p>	<p>End of Key Stage 2 data which was collated in Spring 2019 showed cohort were on track to hit end of year targets:</p> <p>SPRING data (1 term before SATS)</p> <p>All children M – 79% / 38% R – 79% / 23% W – 72% / 10%</p> <p>PP M – 79% / 36% R – 79% / 21% W – 64% / 11%</p>	<p>Train staff and ensure that all teachers apply Rosenshine's principles in action to planning and teaching</p> <p>Continue to apply Alex Quigley's close the gap research to develop vocabulary</p> <p>Continue to embed Agate Reading gems as a systematic approach to teaching reading comprehension. Ensure staff receive continued training on Just Imagine reading programme through webinars and PPA discussions.</p> <p>Train staff and children to understand the science of learning and 'metacognition' (EEF T&L toolkit – accelerate progress by up to 8 months at low cost)</p> <p>Apply a more systematic approach to closing the gap and tracking progress in arithmetic and hold all teachers to account for arithmetic progress.</p> <p>Target PP writers earlier in the year – review of early pieces of writing Target PP writers from Autumn to ensure accelerated progress</p>	50,000

<p>A. Good progress for all</p>	<p>Maths Mastery/ Maths No problem Resources: Text books, work books, concrete apparatus. Teaching and learning in maths is fully resourced throughout the school to ensure a mastery approach allows all children to access the curriculum through CVA.</p>	<p>3 year trend shows that SW children are well above average for progress and attainment in maths.</p> <p>Spring term data for maths 2019 Pupils on track to meet end of year targets in maths despite only textbook A being taught which equates to half of the yearly curriculum due to COVID19: End of Key Stage 1 – 70% 9% End of Key Stage 2 – 79% 36%</p>	<p>Continue to buy into MNP. Book CPD for all staff through MNP trainers – Staff Inset Day Buy new textbooks and workbooks for children. Restock concrete resources – Dienes, PV counters etc Maths Lesson Study in Spring term to further enhance teaching and learning of maths. Continue to monitor quality of teaching and learning and support teachers through CPD and planning.</p>	<p>12,000</p>
<p>A. Good progress for all</p>	<p>To enhance and enrich the curriculum through in school workshops and Educational visits and year 6 residential.</p>	<p>Despite many trips being cancelled due to COVID 19: Pupil voice interviews indicate that all children still thoroughly enjoy the History off the Page and Science days including the owl days and the bug man. The children also identify that educational visits are one of the most enjoyable parts of their learning. They particularly enjoyed: house of parliament, Royal courts of justice, Kew gardens, London zoo, Greenwich planetarium, astrodome, Science museum, Kidzania. The children also loved the Anthony Glenn Shakespeare workshops that launched the talk for writing units.</p>	<p>Continue to subsidise trips and workshops which enhance the real life educational experiences of our children and develop their cultural capital Continue to provide fully immersive real life experiences to engage the children and provide valuable contextual and background knowledge onto which they can hook new learning.</p> <p>Teach certain aspects of required knowledge prior to in school workshops to ensure children have the required background knowledge to access the experience fully.</p> <p>Consider what is the learning outcome for each workshops trip (What did you learn not what did you so.)</p>	<p>20,000</p>

<p>A. Good progress for all</p>	<p>Extended school day in year 6</p>	<p>End of Key Stage 2 data which was collated in for Spring 2019 showed cohort were on track to hit end of year targets:</p> <p>SPRING data (1 term before SATS)</p> <p>All children M – 79% / 38% R – 79% / 23% W – 72% / 10%</p> <p>PP M – 79% / 36% R – 79% / 21% W – 64% / 11%</p>	<p>Continue to provide extended school provision and sports coaches before and after school.</p> <p>Consider extending school day in year 5 to close the gap.</p>	<p>4,000</p>
<p>A. Good progress for all</p>	<p>Second adult in every class in Key Stage 2 (Teach first, GTP, TA)</p>	<p>Internal data identifies the strengths in each year group at Spring term and also clearly highlighted the year groups/ areas which would have been targeted from Spring 2 prior to lockdown.</p> <p>84% of children in year 4 were on track to pass MTC in Spring term.</p>	<p>Continue to ensure all TAs give feedback which impacts positively on progress in all lessons. Use baseline assessments from Autumn term 2 to direct additional adult support for target children. (strategic bubble planning)</p> <p>Continue to run 1-1 reading fluency sessions with target PP children PM. Train all TAs on 1-1 reading. Use ECC teacher to support children in maths through 1-1 remote learning sessions PM. TAs to run 1-1 times tables sessions with pupils in year 3 upwards to prepare them for times tables test in year 4 – address gaps in children year 5 upwards.</p> <p>Utilise opportunities to hear target children read / run maths boosters through goggle meets in google classrooms if children are required to self isolate.</p>	<p>8 x Key Stage 2 TA's 90,000</p>

<p>A. Good progress for all</p>	<p>Additional teacher in Reception class</p>	<p>See progress from Autumn to Spring in Reception.</p> 	<p>Continue to employ an additional reception teacher for 2020/21.</p>	<p>30,000</p>
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Tier 2 : 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
<p>B. Specific children achieve their potential</p>	<p>1-1 readers in the afternoon</p>	<p>See above – second adult in every classroom to run PM interventions</p>		<p>See above additional adult costing</p>

<p>B. Specific children achieve their potential</p>	<p>Number fluency support Pre steps/ Next steps in the afternoon</p>	<p>See above – second adult in every classroom to run PM interventions</p>		<p>See above additional adult costing</p>
<p>B. Specific children achieve their potential</p>	<p>Accelerators club (extended school day booster sessions daily) for invited children. Focus: 1-1 reading and number fluency.</p>	<p>Children enjoyed the club and using the ipads to practise times tables on rockstars. They were heard read daily and given a hot meal. Inconsistent attendance and low uptake made club unviable financially.</p>	<p>Accelerators club was stopped at Christmas. Do not continue accelerators club this year. Ensure PP children get spaces in other after school clubs for their bubble.</p>	<p>500</p>
<p>B. Specific children achieve their potential</p>	<p>Maths specialist teacher to support in Key Stage 2 – close the gap</p>	<p>Maths specialist teacher was directed to year 4 for maths lessons daily where internal data and book looks showed that target PP children were making good progress. Support switched to remote learning through small groupO google meets in lockdown.</p>	<p>Unable to continue this year due to COVID 19 bubbles. Consider continuing remote learning small group sessions PM.</p>	<p>1500</p>

E. SEN children are supported effectively	SEN needs are identified and personal programmes are drawn up for individual children and adults are assigned to deliver these programmes. (Dyslexia/ASD/SL Groups) Speaking and Listening is developed, particularly in EYFS	Tailored programmes and interventions accelerate progress of children LEG group interventions run by trained TAs See detailed S+L Report EYFS were on track to meet target for 70% in the Spring prior to COVID 19 lockdown.	See detailed S+L report and evaluation of outcomes	See TA costing above Sports Premium money was used
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Tier 3: Non academic				
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
E.A Improved attendance and punctuality to improve attainment and progress.	Walking bus	Attendance figures prior to COVID 19 lockdown were increasing.	Continue to provide walking bus. Increase number of home visits for persistent absentees. Learning mentor to attend home visits.	480
C. All children are emotionally ready for learning	Buy in services: School Counsellor Educational Psychologist Learning Mentor	Counsellor saw four children across year 5 and 6 and all four children were on track to meet their agreed end of year targets. See Ed Psych reports.	Continue to buy into school counsellor to support children with emotional needs. Continue to buy in Ed Psych Continue to employ learning mentor	10,000 11,000 10,000

D. Children are physiologically ready to learn	Milk in key stage 1 Y6 Snacks for extended schools and accelerator	Due to the playground snacks being introduced at playtime, children were not drinking the milk.	Stop supplying milk	500
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Total: 232, 980