

## Walsden St Peter's School: Pupil Premium Strategy Statement

1. Summary information					
School	Walsden St Peter's Primary School				
Academic Year	2020 - 2021	Total PP budget	£40,520	Date of most recent PP strategy review	September 2020
Total number of pupils	170	Number of pupils eligible for PP	31 of which 10 are SEN	Date for next internal review of this strategy	September 2021

**DUE TO COVID-19 LOCKDOWN NO RESULTS ARE AVAILABLE FOR SUMMER 2020**

2. Recent attainment		
July 2020 KS2 Assessments – children (worth %)	Pupils eligible for PP (this school)	Pupils eligible for PP (national average)
% attaining EXS+ in reading, writing and maths		
% Attainment in reading		
% Expected progress in writing		
% Expected progress in mathematics		
Average scaled score in reading		
Average scaled score in mathematics	N/A	
Average scaled score in writing	-	-
July 2020 KS 1 Assessments – children (worth %)		
% Expected in writing		
% Expected in mathematics		
% Expected in reading		
July 2020 Year 1 phonics Screening – children (worth %)		
% Passed		
July 2020 EYFS 1 Assessments – children (worth %)		
% Expected in writing		
% Expected in mathematics		
% Expected in reading		

% GLD		
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	A significant number of pupils begin school with below expected reading skills.
B.	Emotional barriers which impede learning, for example, lack of resilience/confidence PLUS loss of learning due to the Lockdown of school Mar – July 2020
C.	32.3% of PP children also have additional needs.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of parental capacity to support learning outside school, including the effects of COVID-19 and time out of school.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Improve children's listening, speaking, reading and comprehension skills.</p> <p>Improve children's access to reading material at home.</p> <p>Improve links between phonics scheme &amp; reading scheme</p>	<p>Pupils eligible for PP will improve their reading skills so they close the gap towards meeting age related expectations.</p> <p>Pupils will have knowledge of story structures &amp; story vocabulary plus comprehension of texts.</p> <p>The school library will be use regularly.</p> <p>New organisation of reading scheme and new books bought to replace/supplement reading.</p>
B.	<p>Improved emotional outcomes and resilience for PP children. <i>Feedback from staff to SLT</i></p> <p>Pupils will 'catch-up' on lost learning due to COVID-19</p>	<p>Pupils with emotional barriers to learning will be able to demonstrate resilience to issues which occur so that lost learning time is minimised.</p> <p>Pupils will achieve appropriate levels in their learning</p> <p>Pupils will have use of the Therapeutic Inclusion Room (ThInc Room)</p>
C.	<p>Pupils with SEND will make comparable progress to other SEND children, considering their individual needs.</p> <p>Termly data analysis</p>	<p>Pupils with SEND will make at least expected progress towards their individual targets.</p>
D.	<p>Develop inquisitiveness through engagement in a full range of learning opportunities.</p> <p><i>Feedback from staff to SLT + SLT actions</i></p>	<p>Pupils will complete appropriately set activities, including out of school clubs e.g. drama, sport, homework, crafts, cooking.</p>

	<p>Pupils will have access to frequent enrichments incl. visitors and outings hence filling the Cultural Capital gap of our pupils and ensuring pupils experience awe and wonder.</p> <p>Pupils will access the same learning opportunities during force class closures. Parents will be offered food parcels during isolation.</p>
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### 5. Planned expenditure

Academic year **2020 - 2021**

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	<p>All Reception staff trained to support pupils with developing listening, speaking and reading (including phonics).</p> <p>Consistent use of strategies in guided and individual reading sessions. Enrich children's reading materials.</p> <p>Sharing time to improve listening and communicating skills. Talk 4 Writing.</p> <p>Quality use of outdoor provision for Reception.</p>	<p>An increasing number of children are starting school with poor reading skills as demonstrated by baseline assessment levels.</p> <p>We want to invest some of the PP in longer term change which will help all pupils, so some PP funding will be invested in improving attainment in speaking and listening. We want better oral skills which will enable children to more successfully acquire reading skills.</p> <p>Circle time, PSHE and similar activities allows time for pupils to express themselves and learn to listen to others.</p> <p>Allowing the development of oral skills to support and improve writing outcomes.</p> <p>Enriched outdoor provision enables children to learn in a variety of ways, not always as accessible in the indoor areas.</p>	<p>Use EYFS weekly staff meeting time to update staff's knowledge and understanding of speaking and listening. Monitoring via 2Build system. GLD results.</p> <p>Guided reading and extra individual reading sessions following formats and guidance. Monitor record sheets. Access to Active Learning and Phonics Play resources. Provide quality texts for use at home. Access to school library for home reading.</p> <p>Regular sharing time opportunities for speaking and listening and the development of language. Talk 4 Writing programmes.</p> <p>Regular outdoor sessions throughout the week for Reception.</p>	<p>AH</p> <p>RG</p> <p>JS</p> <p>(reading)</p>	Termly
B	Develop a new Therapeutic Inclusion Area	Particularly due to the effects of COVID-19 there is an increasing need within the school to support the development of pupils' mental health and emotional well-being. Higher number of parents requesting	Specialist TA working with KS 2 pupils reporting regularly to PP lead.	HW	

	Targeted small group learning	therapeutic support. Increased number of pupils diagnosed with ASC and attachment issues. Pupils have returned from lockdown with missed learning or loss of learning. Targeted, small group session will accelerate learning	Supplement the employment of a teacher to support small group learning	EC	July 2021 Half termly
C	CPD on providing for different categories of SEND. Espresso, Education City, Phonics Play, Bug Club	32.3% of the school's PP children also have additional needs. We want staff to be skilled in delivering effective support and interventions which creates successful learning for all children.	RG to attend SENCO courses. Staff including support staff to attend relevant courses. SENCO to monitor termly reports and progress.	RG	Termly
<b>Total budgeted cost</b>					<b>£11,515.50</b>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	One to one work or small group work using intervention materials. Talk For Writing Focussed Guided Reading	Some children need targeted support and appropriate programmes will be used, after assessment of needs. Staff have been trained to deliver these intervention programmes and evidence shows they can be effective in significantly improving speech and language.	Timetabled sessions each week to deliver programmes. HW to monitor termly reports and assessments (Maths & English Leaders) to ensure effective impact. Pupil Progress Meetings.	HW RM JS	Termly
B D	ThInc Room, Lunchtime club, nurture groups and peer mentoring. Staff training	Children need time to be able to talk confidentially about their feelings so they can understand events in their lives which are within their control and those which they cannot control. Some children suffer from attachment disorders and this presents in a variety of ways. Children need a listening ear to be able to 'get back on track' and back to learning. Some children need to be taught how to play and learn successfully.	Regular Lunchtime Lions Club Timetabled sessions each week to deliver programmes and support time. Recorded on the 'Enrichment Curriculum Map'. Availability of calming room for children to access as needed. Redevelop room to provide an	EL HW RG	July 2021

			enhanced therapeutic space (Thinc room + LTL)  SENCO to monitor using termly reports.		
C	One to one work or small group work using identified approaches, for example Beat Dyslexia scheme.	Some children need targeted support in order to make at least expected progress towards their individual targets.	Check timetables, discuss programmes of intervention to deliver to individual children and ensure staff have the time to deliver these effectively.	RG	Termly
	Target external support: Employing Educational Psychologist for training – including assessment, guidance and support.	Expert advice and training will improve the quality of teaching and ensuring school provision is accurately tailored to a pupil's individual needs.	SENCO will monitor and request external support as required. DSL training for SENCO	RG	Termly
D	Provide parents with resources within school which support their child's 'extra' learning.	Some parents are unable to provide support to their children at home for a variety of reasons. Children who don't read at home or complete homework need opportunities within the school environment.	Provide a weekly homework club.  Monitor visitors, visits & experiences linked to the pupils' learning.	EC	July 2021
		Use enrichment to enhance the Cultural Capital of pupils.	SLT telephone and visit families to give work and food parcels.	HW	
<b>Total budgeted cost</b>					<b>£29, 004.50</b>

1. Review of expenditure

Previous Academic Year 2019-20			
Desired outcomes	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)
<p>Improved speech and language skills</p> <p>Emotional barriers which impede learning, for example, lack of resilience/confidence.</p> <p>Pupils with SEND will make comparable progress to other SEND children, considering their individual needs.</p>	<p>Small group language and social interventions</p> <p>Small group interventions</p> <p>TA interventions SEND courses Teacher courses</p>	<p>NO results available due to COVID-19</p> <p>Mixed - KS 2 children have benefitted from access to Lunchtime Lions and all children have benefitted from the availability of adults to talk to during the day. Unfortunately, due to Lockdown the ThInc Room was not completed. This will be a priority of 2020-21.</p> <p>Mixed - TAs and teachers have benefitted from training RG attended SENCO courses LH attended attachment disorder course LS attended Home to School Links for supporting Down's Syndrome Child Development Sessions</p>	<p>Targeted interventions sessions have shown a positive impact and will be continued with an increased emphasis on transferring skills to reading and writing.</p> <p>Move Lunchtime Lions to a new ThInc Room where a wider range of needs can be met. Greater emphasis on providing enrichment activities during the school day.</p> <p>Continue to link training to needs of specific children. Use educational psychologist to assess children and provide high quality training.</p> <p>Continue and ensure appropriate resources and experienced staff are available including developing approaches to Adult Team Support.</p>