

Wymeswold C of E Primary School Pupil Premium Report

The Pupil Premium is government funding which is allocated to support children from families who are currently known to be eligible for free school meals (FSM) or have received FSM in the last 6 years.

This extra funding is to help schools provide the extra support children for and raise the attainment of disadvantaged pupils and close the gap between them and their peers. It allows all children to reach their potential and for the school to identify and challenge barriers to individual's learning.

The allocation of PP per pupil is currently (2020 - 2021) £1345.

Currently we have of our pupils on roll receiving pupil premium.

This report is a summary of how pupil premium payment was spent and the impact it has had on progress for these pupils.

1. Spending for 2019 – 2020

Funding for 2019- 2020 was £1320.			
<u>Identified Barrier to Learning</u>	<u>Strategy to address these barriers to learning</u>	<u>Rationale for chosen strategy</u>	<u>Impact</u>
Increased attainment in reading and therefore progress	Reading comprehension Relevant texts and text types used to teach comprehension Reading comprehension strategies developed	EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used. EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used.	Pre lockdown assessments show that this work was having impact on attainment.
	Feedback Focussed next steps LSA used to free teacher for focussed feedback sessions or	Feedback can be used effectively to increase pupils' attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress.	

	<p>to give the feedback themselves.</p> <p>Pre teaching/ consolidation sessions</p>	<p>We have found that pre-teaching can be very effective for improving progress as children can learn effectively in class.</p>	
<p>Children to have same opportunities as peers</p>	<p>Part funding residential trips</p>	<p>Residential trips are a way to develop skills in children not seen in the classroom. They are very popular at Wymeswold, with generally all children going yearly.</p>	<p>The impact of children being able to join in like their peers and attend residential and day trips develops children's self-esteem.</p>
<p>Increased understanding of own emotions will aid learning in the classroom</p>	<p>Social and emotional learning – counselling sessions</p>	<p>EEF state that social and emotional learning research in England showed a link between SEL programmes and academic achievement,</p>	<p>Developing emotional intelligence will have lifelong benefits.</p>

2. Spending plan for 2020 - 2021

Funding for 2020 - 2021 is £4035.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Increased understanding in reading which will lead to increased attainment and progress.	<p>Reading comprehension using quality texts in small groups/ whole class/ or individual.</p> <p>Extra reading with an adult, either individual or small group.</p> <p>Purchase books that interest the children.</p> <p>Focus on developing vocabulary and understanding of language.</p>	EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used.	Monitoring of the reading sessions, pupil progress interviews and data analysis	Ongoing review to make sure the intervention is targeted and suitably challenging.
£1120				
Increased attainment in writing and therefore progress	Feedback Focussed next steps LSA used to free teacher for focussed feedback sessions or to give the feedback themselves.	Feedback can be used effectively to increase pupils' attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress.	Monitoring of the writing sessions, pupil progress interviews and data analysis	Ongoing review to make sure the intervention is targeted and suitably challenging.
£746				

Increased attainment in maths and therefore progress	Feedback Focussed next steps LSA used to free teacher for focussed feedback sessions or to give the feedback themselves.	Feedback can be used effectively to increase pupils' attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress.	Book scrutinies and pupil interviews. Termly data analysis	Each half term when data is collected Summer 18 –class data/ end of KS data.
	Pre teaching/ consolidation sessions for maths/ mastery learning Individual intervention if necessary for any areas of maths.	We have found that pre-teaching can be very effective for improving maths progress as children can learn effectively in class. EEF toolkit suggests using mastery learning strategy for particularly difficult areas of maths	Half termly data analysis Observation of sessions	Data analysis over the year to ensure children are making at least expected progress.
£1106.25				
For children to have as much confidence and self-belief and opportunities as their peers	Music lessons/ sports sessions for older children	EEF toolkit suggests that there are positive gains from arts involvements. In previous years we have seen that there have been gains for children receiving music lessons; although this depended upon the individual child's effort and desire to participate.	Weekly lessons organised in school time (music) or possibly after school if additional art/ sport	Termly discussion with individual children.
	Part funding residential/ day trips, school events	Residential trips are a way to develop skills in children not seen in the classroom. They are very popular at Wymeswold, with generally all children going yearly.	Parents are aware that there is support available, particularly for siblings where the cost can be large.	After the trip ask what the child has learned by being involved with the residential/ trip/ event.
£1119				
Increased understanding of own emotions will aid learning in the classroom	Social and emotional learning – using PSHE resource in lessons and whole school strategies.	EEF state that social and emotional learning research in England showed a link between SEL programmes and academic achievement,	Regular monitoring of pupil wellbeing by class teachers.	Via the monitoring of wellbeing and link to academic success.
£30				

The date of the next Pupil Premium review will be July 2021.