

Pupil Premium and COVID Catch up Premium Report 2020-2021

Summary information					
School	Wyburns Primary School				
Academic Year	April 2020-March 2021	Total PP budget	£33,625	Date of most recent PP Review	April 2020
Total number of pupils	214	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Interim Oct 20 Full March 21
Pupil Premium Spending					
Date	20/21	19/20	18/19		
Number of Children	25	28	33		
Total Funding	£33,625	£38,280	£44,385		
COVID catch-up premium spending					
Date	20/21				
Number of Pupils	214				
Total catch-up premium budget:	£17, 640	Amount of catch-up received per pupils	£82		

Current attainment end of KS2				
	2020-2021		2019-2020	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
% Meeting expected standard in reading	71.4%	70%	60%	82.9%
% meeting expected standard in writing	71.4%	62%	60%	80%
% meeting expected in GPS	71.4%	62%	60%	80%
% Meeting expected in standard in maths	71.4%	67%	60%	77%

### **Barriers to future attainment**

#### **In-school barriers**

- Wellbeing
- Parental engagement and pupil perception of reading
- Speech, Language and Communication Needs
- Home learning due to COVID restrictions

#### **External Barriers**

- SEMH issues for families
- Attendance

Desired outcomes		Success criteria
<b>A.</b>	To continue to support pupil wellbeing.	<ul style="list-style-type: none"> <li>• Mental health policy- signposting to correct services/ level of need (universal, targeted, specialist)</li> <li>• Accreditation- Attachment Aware School/ Young Carers Silver Award</li> </ul>
<b>B.</b>	PP children will be achieving in line with their peers or better in reading.	<ul style="list-style-type: none"> <li>• Evidence in TT analysis</li> <li>• Moderation across school and local schools</li> <li>• Progress increase for individuals</li> <li>• Parental partnership with reading embedded</li> </ul>
<b>C.</b>	PP children will have raised attainment in all areas of the curriculum.	<ul style="list-style-type: none"> <li>• Enriched planning</li> <li>• Opportunities to further develop curriculum</li> <li>• Staffing time to liaise with SENCo and other agencies</li> </ul>
<b>D.</b>	Children can communicate clearly and effectively and reach age expected goals.	<ul style="list-style-type: none"> <li>• Language in EYFS pupils will show rapid progress in communication areas</li> <li>• Children exposed to new vocabulary used to support reading</li> <li>• Language screen entering school</li> <li>• Referrals made to Speech Therapy Service</li> </ul>
<b>E.</b>	Appropriate support and engagement for families in SEMH difficulties	<ul style="list-style-type: none"> <li>• Outreach provides suitable support</li> <li>• Staff well being monitored/supported</li> <li>• Attendance monitored</li> </ul>

Planned Expenditure					
Academic year	2020/2021				
Chosen action / approach	Objective	Intended Impact	How will this be measured?	Cost-PP	Cost- Catch-up
Quality First Teaching	CPD to upskill staff through training opportunities, both internally and externally to develop the quality and breadth of teaching and learning.	100% at least good teaching that is inclusive of all learners Increased attainment and progress in reading Further development of the creative curriculum to engage, motivate and challenge all learners PP chn will make at least expected progress	Lesson observation outcomes PP meeting records Data analysis Moderation Home enagement		
Family and Child Support including Extended Services	To support disadvantaged families.	Parents and carers given access to services they need Social and emotional needs are supported Attendance is a high priority for families Children engage in all areas of school life	Engagement with services SEMH difficulties which present as barriers are lessened and children feel safe at home and school Attendance meets school target or better	£4000	

Intervention mapping- including SALT	To provide focussed, needs led interventions to support accelerated progress.	<p>Assess, plan, do and review cycle- support and intervention are matched effectively to need</p> <p>Reading to be a focus for identified groups of learners to improve progress</p> <p>Children's confidence increases in key skills identified</p> <p>Improved staff confidence</p> <p>Improved confidence and self-esteem of children</p> <p>Sensory/Gym Trails interventions to continue</p> <p>Strategies in place supporting EYFS children who are not school ready</p>	<p>Positive attitudes in learning behaviours</p> <p>Pupil progress meetings</p> <p>Data analysis of attainment and progress</p> <p>Intervention records</p> <p>Lesson observation outcomes</p> <p>BPVS testing/ SALT referrals</p> <p>Lowest 20% read with daily</p> <p>Speech and language referrals</p> <p>Welcome and BPVS screening</p> <p>Talkboost and NELI introduced</p>	£9,234	£17,000
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Breakfast Club	To provide before school care for families	Safe and familiar environment for childcare All children receive regular breakfast Skills of independence will be developed Social skills will be developed Improved attendance and punctuality	Records of attendance at Breakfast club Attendance data	£7000	
WASP	To provide after school care for families	Children to have a safe and fun environment while parents are working Children to be involved in planning, organising and delivery of activities	WASP attendance records Child and parent/carer feedback	£12,391	
Inclusion subsidies including enrichment	To support vulnerable families to ensure inclusion and equality of opportunity eg. swimming, trips, music, clubs, uniform, transport etc	All children to be given equal access to the opportunities provided by Wyburns Increased enrichment of the curriculum for all Technology devices	Increased participation in activities and events offered	£1000	£640
<b>Total cost</b>			£33,625		£17,640

Review of expenditure		
Academic Year 2020/2021		
Chosen action	Objective	Impact
Quality First Teaching	CPD to upskill staff through training opportunities, both internally and externally to develop the quality and breadth of teaching and learning.	<p>Home Learning successfully set up- Google Classroom for all children</p> <p>KS2 data shows: (No SATS) 71.4% of PP children achieved at or above in all areas.</p> <p>KS1 data: (NO SATS) 71.4% of PP children achieved at or above in Reading, Writing and Maths.</p> <p>Year 1 Phonics: (No phonics test) Reading 68% of PP children achieved at or higher.</p> <p>Observations show that teaching is 100% good or above.</p> <p>Training carried about by a variety of members of staff (please see training log)</p>

<p>Family and Child Support through Extended Services</p>	<p>To support disadvantaged families</p>	<ul style="list-style-type: none"> <li>● Attendance at cluster meetings sharing good practice</li> <li>● Families have accessed support from FSW and routines, behaviour management and relationships have been strengthened</li> <li>● Drop in support for individual pupil advice</li> <li>● Attendance support</li> <li>● EP advice</li> <li>● Parent support groups</li> <li>● Lunchtime mentor</li> <li>● Learning mentor/Student Social Worker</li> <li>● What are they like sessions for parents</li> <li>● Young Carers Silver award achieved</li> <li>● Attachment aware training and accreditation</li> <li>● Trauma Perceptive Practice training</li> <li>● Power of Thoughts day</li> <li>● Zones of regulation continued</li> </ul>
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Intervention mapping Support and Intervention including SALT	To provide focussed, needs led interventions to support accelerated progress	<ul style="list-style-type: none"> <li>● Fully informed data meetings to highlight next steps</li> <li>● BPVS testing - SALT referrals increased</li> <li>● NELI- EYFS</li> <li>● Talk boost- all Key Stages</li> <li>● Qualified teachers running intervention for all phases</li> <li>● Additional phonics and spelling support- Precision Teaching</li> <li>● Reading has a high priority across the school</li> <li>● Accelerated reader</li> <li>● Purchased phonics books matched to phases</li> </ul>
Breakfast Club	To provide before school care for families	<ul style="list-style-type: none"> <li>● Parents/carers are booking sessions in advance on a regular basis as their first choice of childcare</li> <li>● A nutritious breakfast is provided for children</li> <li>● Provides a calm and positive start to the morning before school begins</li> <li>● Open during lockdown</li> </ul>

WASP	To provide after school care for families	<ul style="list-style-type: none"> <li>• Parents/carers are booking sessions in advance on a regular basis as their first choice of childcare</li> <li>• WASP also used to support parents/carers with respite type care</li> <li>• Snack provided for all children</li> <li>• Open during lockdown</li> </ul>
Inclusion subsidies including enrichment	To support vulnerable families to ensure inclusion and equality of opportunity	<ul style="list-style-type: none"> <li>• No child has been denied access to additional opportunities due to financial barriers</li> <li>• Food parcels, vouchers, uniform, technology and resources when required</li> </ul>