**St Wilfrid’s Church of England Primary Academy**

**Pupil Premium Evaluation 2020 – 2021**

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| **Current No. of Pupils on Roll**  | 584 |
| **Total no. of pupils eligible for PPG (Based on January 2019 Census)** | 63 |
| **Amount of PPG received per pupil**  | £1,345 |
| **Total Pupil Premium Grant** | £84,735 |

**Current Number of Pupil Premium Pupils (November 2020)**

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| **Year Group (Total Pupils)** | **Number of Pupils**  | **Percentage of Cohort**  |
| Nursery  | 1/51 | 2% |
| Reception  | 5/76 | 6.6% |
| Year 1  | 6/62 | 9.7% |
| Year 2  | 15/79 | 19.0% |
| Year 3  | 7/75 | 9.3% |
| Year 4  | 12/76 | 15.8% |
| Year 5  | 16/89 | 18% |
| Year 6  | 15/76 | 19.7% |
| **All Pupils**  | **77/584** | **13.2%** |

**A Summary of some the Main Barriers to educational achievement faced by eligible pupils at the school**

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| **Maths**:* Higher proportion of children working below age related expectations following COVID return
* Weaker recall of strategies, methods and times tables. Some children have ‘lost’ basic skills which need revisiting and use of concrete manipulatives to support connections and relearning of skills.
* Gaps in knowledge thorough missed learning and sequence of learning has been interrupted due to COVID.
* Loss of previous confidence gained in tackling number problems, challenges and deeper learning activities.
 | **English**:* Higher proportion of children working below age related expectations in reading following COVID return
* Higher proportion of children working below age related expectations in reading following COVID return
* Reading pace and stamina in both reading and writing has reduced
* Accuracy and fluency in reading and writing impacted by COVID whole school closure and bubble closure
* Motivation for writing has reduced
* Reduction in language and vocabulary use
* Handwriting and letter formation needs attention
* Accuracy in phonic usage, spelling of high frequency words and punctuation has reduced
* Expansion of sentences has reduced
* Complexity of language used in writing has reduced
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| **Social and Emotional**:* Support for friendships and peer relationships
* Support for routine and structure
* Support for social skills: sharing, competitiveness, resolving difficulties
* Self esteem and expectations of self.
* Ability to infer and see things from others point of view
* Engagement
* Support for verbal reasoning
 | **Wider Strategies**:* 2 (2.6%) currently Looked After
* 5 children have English as a second language (6.5%)
* 56/77 (72.7%) are FSM. These children perform lower than PP who are not FSM.
* 12 (15.6%) SEN Support
* 27/77 (35%) summer born
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| **Spending**  | **Spending**  |
| Staff to co-ordinate and support pastoral and learning needs of PPG children* Learning Mentor
* PPG Co-ordinator
* 2 x Level 2 Teaching Assistants to support individuals and groups

Counselling HeartsmartBooks Early Years resources SubscriptionsEAL resourcesResources  | £32840£10374£395£1995£1004£50£105 £1687 |
|  | **Balance** **£17230** |

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| **Allocation of PPG 2020 – 2021 Action Plan**  |
| **Barrier or Need** | **Approach/Action** | **Impact of Expenditure** |
| **Maths*** Higher proportion of children working below age related expectations following COVID return
* Weaker recall of strategies, methods and times tables. Some children have ‘lost’ basic skills which need revisiting and use of concrete manipulatives to support connections and relearning of skills.
* Gaps in knowledge thorough missed learning and sequence of learning has been interrupted due to COVID.
* Loss of previous confidence gained in tackling number problems, challenges and deeper learning activities.
 | Maths Whizz has been purchased for PPG children through the Catch-Up funding as a tailored tutoring programme that adapts to children’s needs and can be used in remote learning and in school. Evidence from last year shows a greater impact on PPG children when it is adopted as a whole class approach. Forensic analysis of Maths assessment by teachers to identify needs for targeted intervention. SLT to identify targeted groups through Pupil progress meetings. Targeted intervention in Maths by class teachers in small groups whilst the class is supported by another teacher. Training for staff on diminishing the differences and closing gaps in Maths  | At least expected progress was made by 70% of PPG Children Accelerated progress was made by 26% of PPG children(4 children are SEN & PPG)All children from Reception upwards and where appropriate, some Nursery children had Maths Whizz passwords. Maths Whizz supported home learning with improved levels of engagement. Fluid grouping of Maths intervention groups enabled teachers to identify need in a particular aspect of Maths to fill gaps and secure foundations. Maths training moved to 2021-22 due to preference for Face to Face training. |
| **English**:* Higher proportion of children working below age related expectations in reading following COVID return
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* Expansion of sentences has reduced
* Complexity of language used in writing has reduced
 | Purchase of additional assessment resources to support accurate assessment in Reading and speaking. Forensic analysis of Reading assessment and of Independent writing by teachers to identify needs for targeted intervention. SLT to identify targeted groups through Pupil progress meetings. Targeted intervention in Reading and Writing by class teachers in small groups whilst the class is supported by another teacher.Purchase of subscriptions to support teachers in provision of differentiated resources and resources to motivate targeted individuals and disadvantaged groups. Project X Alien Adventure books to support engagement in reading of older readers who need phonetically decodable books. High quality texts purchased for free reading in the new library. Purchase of online subscriptions for children such as Nessy and IDL to support children with identified reading and spelling needs.Home learning materials purchased to support individuals or disadvantaged groups. Practical resources to support PPG pupils in EYFS linked to communication, imaginative play and gross and fine motor development. Develop use of helicopter stories and language development through high quality role play areas and outdoor provision.  | At least expected progress was made by 80% of PPG Children in reading and 70% of PPG Children in writingAccelerated progress was made by 24% of PPG children in reading (7 children are SEN & PPG) and 26% in writing (4 children are SEN & PPG)Purchase of Oxford Owl library supported access to books for children during remote learning. Pupil feedback was that IDL was not engaging, so Dyslexia Gold was trialled. Children found this more fun and enjoyed the activities so this has been purchased and identified children have responded well.100% of PPG children met their Early Learning Goal for gross motor skills with 78% achieving it also in their fine motor skills. 67% of PPG children achieved their Early Learning Goals in Speaking, comprehension and word reading.  |
| **Social and Emotional**:* Support for friendships and peer relationships
* Support for routine and structure
* Support for social skills: sharing, competitiveness, resolving difficulties
* Self-esteem and expectations of self.
* Ability to infer and see things from others point of view
* Engagement
* Support for verbal reasoning
 | Learning Mentor to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance. Purchase of Heart Smart to support emotional resilience and development of social skills through remote access to videos and learning activities focusing on wellbeing, resilience and healthy relationshipsPurchase of Boxall Profile Credits to support assessment for some individuals. Time for staff to complete Strengths and Difficulties questionnaires to support understanding of wellbeing needs of others. Practical resources to support PPG pupils in EYFS linked to social interactionSchool counselling service  | Data is qualitative – there was an increase in children self referring to the Learning Mentor, which reflects children being able to recognise when they need support and having a strategy for accessing it. School counselling has been well used and continued during remote provision. Waiting lists are in place. Boxall profiles for identified children have guided strategies for support.78% of PPG children in the Early Years achieved their Early Learning Goal for self regulation and managing self, with building relationships. |
| **Wider needs*** 2 (2.6%) currently Looked After
* 5 children have English as a second language (6.5%)
* 56/77 (72.7%) are FSM. These children perform lower than PP who are not FSM.
* 12 (15.6%) SEN Support
* 27/77 (35**%**) summer born
 | Purchase of resources to support EAL needs Tuition for identified individualsPurchase of items to support the wellbeing of individuals Purchase of fiddle toys and sensory support items to help concentration and engagement in individuals and address wellbeing needs. Develop motivation in wider curriculum to develop additional skills Training for staff in differentiation, meeting multiple complex needs in the classroom including ADHD and attachment Provision of remote support help desk to support families during periods of remote learning PPG co-ordinator and learning mentor to monitor and support engagement of PPG children in learning whilst learning is remote.  | Identified resources will support whole class teachingHelp desk in place to support remote learning, resolve issues arising with lap tops and provide support led to high levels of engagement in remoter Children with concentration and wellbeing needs are supported to remain in class and have toolkits and strategies to support their needs.  |

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| **Total** | **£84,735** |