



Pupil premium strategy statement: Wrangle Primary School

1. Summary information					
School	Wrangle Primary School				
Academic Year	2020/21	Total PP budget *Jan 20 census data	£37,660	Date of most recent PP Review	September 2020
Total number of pupils	60	Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for Pupil premium</i>	<i>Pupils not eligible for Pupil Premium (NA)</i>
% Expected standard and above in R,W and M.	NO END OF KEY STAGE TESTING DUE TO COVID-19	
Progress Score in Reading		
Progress Score in Writing		
Progress Score in Maths		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low level of entry of PP children, particularly in communication and language.
B.	Social and emotional development that affects learning of children eligible for the PP.
C.	Progress in Reading / Phonics.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Some low income families find it hard to afford extra enrichment activities
B	Parental engagement with school

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress of all pupil premium pupils	Ensure the amount of PP children reaching the expected standard in Reading, Writing and Maths is in line with their peers. Assessment tracking system monitoring to corroborate predictions and outcomes. Pupil premium progress and pupil progress reviews to take place termly for staff accountability. Quality interventions leading to accelerated learning and achievement. Budget allocation for new resources to support interventions.
B.	Ensure that adequate provision is in place for the social and emotional needs for PP, particularly those with SEN.	Pupil and parent surveys are unreservedly positive about the school's provision for the social and emotional needs of PP children. Fewer behaviour incidents recorded for children who need social and emotional support.
C.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children talk with enthusiasm about their academic future.	Children retain more friendships, children have less fall outs, children need less support in class to resolve friendship issues in and out of school. Children will talk about their future, will set themselves challenging targets and have high ambition.
D.	Provide an enriching curriculum	PP children tend to lack life experiences, which in turn have an impact on creativity etc in terms of writing. Children will receive support in being able to afford trips; school will invite external companies into school in order to provide children with experiences.

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.

i. Quality of 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	When will you review implementation?
Accelerated progress of all pupil premium pupils	Employ T.As so that teachers can carry out effective interventions daily and vice versa.	Internal data shows that disadvantaged pupils are behind their peers (attainment) in R,W and M in terms of reaching expected and greater depth.	<p>We will carry out T.A meetings, quality control of interventions, progress meetings, intervention maps and governor monitoring. We are using TA expertise to deliver high quality interventions to children, these include: memory, speech and language, colourful semantics, fresh start and sentence structure.</p> <p>Groups will be tracked termly and assessment information will be analysed.</p> <p>Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support.</p>	MP	
Total budgeted cost					£2,315

ii. 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	When will you review implement action?

Accelerate the progress of all pupil premium pupils	A teacher is employed to deliver 1:1/ small group tuition to boost lower ability PP children. 0.4 FTE Teaching assistants to support PP pupils within classes across school including interventions.	Large proportions of our pupil premium children also have special educational needs. SENDCO will provide targeted intervention to these specific children. Pupil premium children achieving expected standard and greater depth standard was below national average.	Groups will be tracked termly and assessment information will be analysed. Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support.	MP	November 20 March 21 July 21
Ensure that adequate provision is in place for the social and emotional needs for PP, particularly those with SEN. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children talk with enthusiasm about their academic future.	Learning Mentor employed to support targeted PP pupils on an individual basis to enable them to access first quality teaching. Pastoral and counselling support.	Children cannot learn unless they are in a state of readiness. Social and emotional needs are complex and for some PP children, particularly those with SEN difficulties, this is a barrier to learning. Staff need to understand these complex issues and put strategies in place to support this development so that children's mental health is supported enabling children to thrive and learn. In some cases, PP children need extra support to ensure that they are in a ready state to access first quality teaching in the classroom. Self-esteem and confidence play a major part in developing resilience. Ensuring that children are well presented and have access to the learning that surrounds school visits/trips/events is vital. Ofsted says that a school has to be inclusive of people (parents/carers) who do not have as much money as others.	Observations and feedback to staff from the SENDCO to ensure adequate provision is in place for PP children with social and emotional needs. Reduction in the number of red slips recorded. 1:1 support for pupils with challenging behaviour Feedback from pupils and parents/carers. Letters offering a reduction to PP children for trips/events etc. Provision map will indicate what support has been received.	MP	
Total budget					£34,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Provide an enriching curriculum	Children will have an opportunity to be involved in a wide variety of experiences.	Children lack experiences and are unable to draw on them during Topic and English work. This can sometimes hinder the children's creativity during writing in particular.	School will plan and book events for the children to observe/take part in for example theatre companies, dance companies, local museums etc.	Teaching staff	On-going
				Total Budget	£1345
<u>Evaluation 2019/20</u>					
Summary of Impact					
<p>Due to Covid-19 data was not collected at all points through the school year, thus making it a challenge to compare disadvantaged and non-disadvantaged pupils. Prior to Covid-19 partial closure and on returning in June 2020 we have seen a positive impact of intervention from our Intervention teacher and Teaching Assistants.</p> <p>Having a Learning Mentor has meant that:</p> <ul style="list-style-type: none"> • Children are able to stay in class when otherwise they would have had to work outside of the class. • Children develop strategies for changing their behaviour and reactions • Children know they have someone in school whose role it is to support them in difficult times. • Parents have a point of contact for advice or someone to talk <p>The pupil premium funding also enabled us to support disadvantaged pupils to access the curriculum by subsidising trips and residential.</p>					