

Pupil premium strategy statement

School overview

Metric	Data
School name	Wheldrake with Thorganby CE Primary School
Pupils in school	209
Proportion of disadvantaged pupils	4.3%
Pupil premium allocation this academic year	£1400
Academic year or years covered by statement	2020-2021
Publish date	May 2021 (updated)
Review date	Sep 2021
Statement authorised by	Alison Shaw
Pupil premium lead	Alison Shaw
Governor lead	Craig Hunter

The level of funding for Wheldrake with Thorganby CE Primary School for 2020-21 was based on January 2020 census data and is as follows:

	Number of pupils	Funding per pupil	Total Pupil Premium allocation
Free School Meals ('Ever 6')	6	£1345	£8070
Service Pupils	4	£310	£1240
Looked After Children			
Pupils adopted from care	2	£2345	£4690
Total	12		£1400

Disadvantaged pupil progress scores for last academic year (results 2018-19)

Measure	Score
Reading	-1.7
Writing	1.1
Maths	4.5

Measure	Score
Meeting expected standard at KS2	Reading: 100% Writing: 100% Maths: 100%

Achieving high standard at KS2	Reading: 0% Writing: 0% Maths: 0%
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Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase rates of progress and proportion of Pupil Premium pupils achieving at least the expected standard in reading, writing and maths.
Priority 2	Provide 1:1 emotional support for identified pupils to improve self-esteem, self-confidence and improve behaviour for learning
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Self-confidence and self-awareness ● Behaviour for learning e.g. concentration, motivation, lack of independence ● Specific Special Educational Needs ● Motivation to read/write across a range of genres ● Emotional Wellbeing ● Homework support ● Access to home learning ● Access to extra-curricular activities and trips
Projected spending	£1400

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Phonics, Writing, Reading and Maths	<p>Analyse current progress of low prior attainers across school</p> <p>Identify target groups across school</p> <p>Consider staff perception of potential barriers.</p> <p>Carry out learning walk, work scrutiny and pupil voice</p> <p>Training led by Vicky Bluck - literacy consultant.</p> <p>Identify key areas for development across the school.</p> <p>Provide staff training on potential strategies</p> <p>Work collaboratively to implement strategies</p> <p>Evaluate impact and refine practice where necessary</p> <p>Consider how our learning could impact in other curriculum areas</p> <p>Consider the impact of lockdown especially on pupils (and any further emerging needs) and the support required to catch up.</p> <p>Employ year 1 phonics expert to deliver intervention to support children in year 2 achieve expected outcomes in the phonics screener.</p>	July 2021
Develop remote learning contingency protocols through consultation with staff which:-	<p>Use a curriculum sequence which allows access to high quality online and offline resources (White Rose Maths premium resources)</p> <p>Use teaching videos that are linked to the school's curriculum expectations</p> <p>Utilise online tools consistently to allow interaction, assessment and feedback</p> <p>Provide printed resources for those who do not have suitable online access</p> <p>Work with families to support their children in the delivery of a broad and ambitious curriculum, particularly vulnerable pupils and pupils with SEND</p>	July 2021.
Following an initial settling period (Autumn 1), identify emerging emotional and	Update behaviour regulation policy to reflect new rules and expectations following pandemic	July 2021.

behavioural vulnerabilities using threshold guidance	<p>Build new expectations into rewards and sanctions systems.</p> <p>Increase opportunities to promote positive mental health</p> <p>Prioritise and develop support plans for pupils requiring intervention</p> <p>Establish Pastoral and Wellbeing Lead to facilitate support plans, develop whole school approach to supporting children's wellbeing and mental health and liaise with and provide support to families.</p> <p>Provide ELSA release time 5 mornings a week through Autumn term to support children's wellbeing and mental health and deliver interventions set by wellbeing workers.</p>	
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Monitoring and Implementation

<p>School Development Plan Governor Updates</p> <p>Headteacher Reports to Governors</p> <p>Lesson observations</p> <p>Catch Up Plan Reviews</p> <p>Pupil Data Analysis and Progress meetings</p>
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Provide timely intervention for individual pupils who are or are at risk of making slow progress.</p> <p>Monitor the impact of interventions, ensuring they are tightly focussed and effectively delivered to support children in making rapid progress towards expected standards.</p> <p>Provide pre-teaching of skills, where applicable to increase confidence.</p> <p>Provide additional support for Y1 class to settle back into school following lockdown and to provide intervention for reading and phonics catch up. Full time TA support within class.</p>

<p>Priority 2</p>	<p>ELSA provision - provide 1:1 emotional support for identified pupils to improve self-esteem, self-confidence and improve behaviour for learning (Every AM through Autumn term and then based in y5 class).</p> <p>Pastoral and Wellbeing Lead liaise with wellbeing worker and identify effective resources to facilitate delivery of targeted interventions by class teachers/ class TAs as appropriate to improve self-esteem, self-confidence and improve behaviour for learning. Each class has TA support every morning and some TA support in the afternoons to ensure staff are available to deliver these interventions.</p> <p>Provide additional training for ELSAs and TA3 on CYC standardised support packages (Emotional Literacy, Emotional Regulation, Anxiety, Low Mood, Resilience, Loss and Change). Roll these out to relevant pupils to equip them with self-help strategies.</p> <p>Introduce Zones of Regulation to children in years 4, 5 and 6 as a whole class and then provide targeted intervention to targeted children to improve resilience, improve behaviour for learning and provide strategies to help regulate emotions and reduce anxiety. Time made available for class TAs to deliver bespoke 1:1/ small group interventions to facilitate this.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Self-confidence and self-awareness ● Behaviour for learning e.g. concentration, motivation, lack of independence ● Specific Special Educational Needs ● Motivation to read/write across a range of genres ● Emotional Wellbeing
<p>Monitoring and Implementation</p>	
<p>Lesson observations Intervention trackers - pre and post assessment for intervention Catch Up Plan Updates Pupil progress analysis SDQ analysis</p>	
<p>Projected spending</p>	<p>£1400</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>As a result of pandemic lockdown, planned priorities did not progress as intended. Our priorities have been reviewed to take account of our observations of children returning to full-time school in September 2020 and our teacher assessments of June 2020. These were predictions based on knowledge of children (March 2020) and evidence during lockdown.</p>	