

# Waverton Primary School

Learning Together – Achieving Together



## Pupil Premium Strategy 2018-21

## Waverton Community Primary Philosophy

Waverton Community Primary School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning. We aim to make effective use of the pupil premium grant by creating a curriculum and environment in which all children, including the most disadvantaged and the highly gifted are regarded as unique individuals and receive both challenge and support designed to meet their needs. At Waverton the number of children who receive a Pupil Premium Grant (PPG) is relatively small. Despite this, we aim to maximise the PPG by utilising a long term strategy in line with our School Development Plan (SDP). This enables us to align PPG spending with wider school improvements. The aim of Waverton CP is to identify and overcome barriers to learning, we understand needs and costs will differ. As such, we may allocate PPG to individuals or identify learning barriers to be addressed and interventions required, whether this is small group, whole class or individuals and allocate the budget accordingly.

## Waverton Community Primary Principles

- At Waverton we aim to provide a progressive curriculum for all, that promotes enquiry and creativity.
- All staff are aware of which pupils receive PPG
- At Waverton we will use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.
- Expectations are high for all pupil groups and individuals.
- We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.

## Waverton Community Primary Priorities

- Continue the work from the previous year to eradicate the attainment gap at the end of KS2 between disadvantaged pupils and their peers
- Continue to provide targeted support for disadvantaged pupils who are not making expected progress
- Close attainment gap at end KS2 between disadvantaged pupils and their peers
- Improve reading attainment at the end of KS2
- Ensure the lowest 20% of readers across all year groups, including SEND children and PP children make at least good progress
- Prioritise early reading skills and Speech and Language in EYFS
- Monitor attendance of disadvantaged pupils
- Build on pastoral support for disadvantaged and vulnerable families

### Waverton Community Primary Strengths/ Impact of PPG

2018-19 End of Year Data

EYFS Good Level Development 82%

KS1 R Sch 78% Nat 73%  
W Sch 77% Nat 69%  
M Sch 91% Nat 79%

KS2 R Sch 78% Nat 73%  
W Sch 90% Nat 78%  
M Sch 91% Nat 79%

PP children Reading 100% Writing 100% Maths 75% (1 child out of 4 children did not meet expected level for maths)

Combined RWM end of KS2

Sch 75% LA 64% Nat 65%

Attendance

All attending above 95% except 1 child 91 %

## Waverton Community Primary Action Plan

### In School

#### Reading

- Phonics KS1
- Resources KS1
- Monitoring Reading of Lowest 20% across school
- Close attainment gap at end KS2 between disadvantaged pupils and their peers
- Provide support for disadvantaged pupils who are not making expected progress in reading

#### Maths

- Targeted support for individuals

### External Barriers

- Social and emotional needs of disadvantaged children
- Continue to monitor attendance

## Waverton Community Primary Strategic Approach

To prioritise spending, we have a tiered approach comprising:

1. Teaching basic skills
  - Access to quality CPD for teachers and TAs
  - Professional development- team teaching, peer observations
2. Mentoring and tutoring
  - 1:1 tutoring
  - ELSA support
3. Wider Strategies-
  - curriculum enrichment
  - before and after school club
  - Monitor attendance
4. Targeted Intervention
  - Structured interventions
  - Small group interventions
  - 1:1 support

## Waverton Community Review Process

Each Child in receipt of a PPG is tracked, barriers to learning are identified and interventions put into place. A Plan, Do, Review cycle is used. Pupil progress is discussed regularly during pupil progress meetings. Progress is tracked and individual impact assessed termly.

PPG spending is reviewed yearly.

## Waverton Community Overview of Funding

Funding Information 2019-20			
Total Number of Pupil	198	PPG received per pupil	1320x7=9240 3200x4=12800
Number Eligible for PPG	11	Total PP Budget	£18440

Funding Information 2018-19			
Total Number of Pupil	200	PPG received per pupil	1320x10=13200 3200x4=12800
Number Eligible for PPG	14	Total PP Budget	£22400 (after adjustments)

Record of Pupil Premium Spending 2019-20			
Item/ Project	Cost	Description	Outcome
<b>Teaching Basic Skills</b>			
CPD	£600	Teacher Phonics training, Reading, Maths Supply to cover classes	All KS1 staff trained in phonics All reading books aligned with phonic phases and arranged with progression. New books purchased. (Prior to Covid)
Professional Development		Peer observations	Due to Covid 19 this was not possible
<b>Mentoring and Tutoring</b>			
1:1 tutoring		Targeted support and tutoring sessions with Teacher	N/A
<b>Wider Strategies</b>			
Enrichment Activities Before and after school club Attendance	£700	Theatre, Residential trips, musical instruments, Young Voices, football, tennis, Before and after school club	Able to support PP children to finance activities etc Residential visits cancelled due to Covid 19
<b>Targeted Intervention</b>			
Phonics	17140	Precision Teaching	All interventions took place until lockdown. All TAs took part in online CPD during lockdown and worked in school to look after keyworkers including children with PPG
Numeracy Interventions Literacy Interventions		Max Marvellous Maths, Response to marking RWI, Wellcomm, Extra Phonics, Comprehension skills	
ELSA		Counselling/ mentoring sessions for individuals	
<b>TOTAL</b>	<b>£18440</b>		

<b>Record of Pupil Premium Spending 2018-19</b>			
<b>Item/ Project</b>	<b>Cost</b>	<b>Description</b>	<b>Outcome</b>
<b>Teaching Basic Skills</b>			
CPD	£1000	TA phonics training Supply to cover classes	% children made good or better than good progress: KS2 Reading 78% Writing 90% Maths 91% PP children Reading 100% Writing 100% Maths 75% (1 child out of 4 children did not meet expected level for maths)
Professional Development	£1000	Supply to cover classes when teachers working together	
<b>Mentoring and Tutoring</b>			
1:1 tutoring	£1200	Targeted support and tutoring sessions with Teacher/ TA	Children being tutored made at least good progress. Achieved National expected level
<b>Wider Strategies</b>			
Enrichment Activities Before and after school club Attendance	£700	Theatre, Residential trips, musical instruments, Young Voices, football, tennis, Before and after school club	Able to support PP children to finance activities etc Attendance for all PP pupils at least 94%
<b>Targeted Intervention</b>			
Phonics Numeracy Interventions Literacy Interventions	£18,500	Precision Teaching  Max Marvellous Maths, Response to marking RWI, Talk Boost, Extra Phonics, Comprehension skills	Positive impact for literacy and numeracy. For individual progress see PP tracker and intervention impact report. % children made good or better than good progress: Reading 78% Writing 90% Maths 91% PP children Reading 100% Writing 100% Maths 75% (1 child out of 4 children did not meet expected level for maths)
ELSA		Counselling/ mentoring sessions for individuals	
<b>TOTAL</b>	<b>22,400</b>		