Walpole Cross Keys Primary School Pupil premium strategy statement 2020/23- Review September 2021

School overview

Metric	Data
School name	Walpole Cross Keys Primary School
Pupils in school	47
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£14,520
Academic year or years covered by statement	2020 - 23
Publish date	1st September 2020
Review date	1st September 2021
Statement authorised by	Jo Borley
Pupil premium lead	Rose Ward
Governor lead	Sarah Swinburn

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

Measure	Score
Reading	-4.64
Writing	-1.47
Maths	-10.47

Disadvantaged pupil performance overview for last academic year (2018/19)

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1 DFE Evidence basis: Support the quality of teaching via staff CPD. EEF Teaching and Learning Toolkit – Phonics +4 Reading comprehension strategies +6.	RWInc Spelling. All staff to be trained in delivering high quality 15 minute daily spelling sessions. Purchase resources for RWInc Spelling program.
Priority 2 DFE Evidence basis: Targetted Academic Support EEF Teaching and Learning Toolkit – Individualised Instruction +3	Use of PiXL to identify gaps and inform teacher of next steps in learning.
Barriers to learning these priorities address	To improve spelling and in turn reading and writing attainment. Identifying gaps quickly and using the suggested teaching strategies to effectively plug gaps in knowledge.
Projected spending	£1,260

Targeted academic support for current academic year

Measure	Activity
Priority 1 DFE Evidence basis: Targetted academic support	Identify gaps in learning from lockdown and use TAs for small group intervention

EEF Teaching and Learning Toolkit – Small group tuition +4	
Priority 2 DFE Evidence basis: non academic barriers to success eg social and emotional support. EEF Teaching and Learning Toolkit – Social and emotional learning +4	Ensuring the mental well-being of pupils following school lockdown and long periods of absence for some pupils
Barriers to learning these priorities address	Gaps in learning caused by pupils staying at home throughout lockdown. Pupils may have found the isolation of lockdown stressful, and the school has seen an increase in the number of safeguarding concerns logged during this period.
Projected spending	£9,000

Wider strategies for current academic year

Measure	Activity
Priority 1 DFE Evidence basis: non academic barriers to success eg social and emotional support. EEF Teaching and Learning Toolkit: Social and emotional learning +4 Digital technology +4	Funding for ICT devices, funding for after school clubs, trips and residential.
Priority 2 DFE Evidence basis: non academic barriers to success eg social and emotional support. EEF Teaching and Learning Toolkit – Social and emotional learning +4	Pupils to receive musical instrument tuition
Barriers to learning these priorities address	Enrichment opportunities that otherwise, PP pupils would miss out on.
Projected spending	£4,260

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Mixed age classes. Ensuring the new spelling scheme is adopted correctly and embedded into daily practice.	English SL to monitor spelling regularly and feedback to ELT. Use of TAs to take small groups to deliver age appropriate spelling sessions

Targeted support	There may be many gaps to fill following lockdown. This may take time. There may be a second lockdown, interrupting learning. Cohort sizes are very small – data can be misleading as 1 pupil = a large %.	Use of PiXL transitional diagnostic tests to specifically identify gaps. Remote learning platforms are being set up and learning resources can be uploaded for specific pupils. Attainment and progress will be measured on an individual basis so that individualised support can be carefully targeted.
Wider strategies	Electronic devices need setting up to be safe to work from pupils' homes. Educational visits are difficult to plan due to COVID restrictions. We have to make sure sites are covid secure and bubbles can only travel together. All musical instruments cannot be played in larger groups.	Trust IT team will assist with setting up devices. Risk assessments will have to take place. If visits cannot happen, then the school will investigate the possibility of virtual visits. School will implement different instruments being played and smaller group sessions incorporating social distancing. Music teachers will create Risk Assessments for music lessons.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading (looking at the Value Added)	PP pupils have made slightly slower progress than All Pupils, except in Year 3 where pupils have progressed at approx. the same rate meaning the gap has not widened.
Progress in Writing (Looking at Value Added)	PP pupils have made slightly slower progress than All Pupils, in years 1, 2, 4 and 5. In Year 3 & 6 PP and all pupils have progressed at approx. the same rate meaning the gap has not widened.
Progress in Maths (Looking at Value Added)	PP pupils have made slightly slower progress than All Pupils, in years 2, 3, 5 and 6. In Years 1 & 4 PP and all pupils have progressed at a slightly higher rate meaning the gap has got smaller.
Teaching Priorities (All pupils but focussing on PP) Priority 1: RWInc Spelling. All staff to be trained in delivering high quality 15 minute daily spelling sessions.	RWInc Resources purchased. Training completed in October 2020. The RWI scheme has been beneficial due to the daily spelling time allocated and the various activities used to reinforce the spelling rule each week. The consolidation units have also highlighted gaps quickly for teachers to fill and reinforce. In Lower KS2, each group is making progress through greater use of decoding; breaking words into syllables to read and spell unfamiliar words. Most year groups

Purchase resources for RWInc Spelling program.	have seen a definite improvement in knowledge of spelling patterns and rules. In Summer '21 tests, Year 3-5 Walpole Cross Keys pupils scored as well as or higher than National PIXL pupils on the Spelling Paper.
Priority 2 Use of PiXL to identify gaps and inform teacher of next steps in learning.	All teachers used the PIXL Transition Unit when the pupils returned to school in Autumn 2020 to identify gaps in learning. During the Autumn Term, teachers used this diagnostic information to start to fill the gaps in reading, maths and GPS. At the end of the Autumn term, PiXl was used once more to identify Gaps for the Spring term. Lockdown 3 in Spring meant that we could not complete the Spring Pixl assessments so instead, further PP money was spent on Maths.co.uk to enable pupils working at home to complete an online maths assessment which teachers used diagnostically. When the pupils returned in Spring, gaps were identified and continued to be filled in Summer 21. At the end of the year, the number of pupils working at Expected+ in Combined RWM had increased in the vast majority of year groups. The biggest impact in each subject could be seen for pupils in Year 4, see table below: Year 4 table
Targetted academic Support Priority 1 - Identify gaps in learning from lockdown and use TAs for small group intervention	See above – the gaps identified from the use of Pixl diagnostic analysis were then taught either by the teacher during whole class lessons, or by TAs in small focussed groups outside of normal English and Maths lessons. Precision teaching has been used throughout the year where possible. The most impact for Pupil Premium pupils could be seen in reading and writing in Year 3, and in maths in year 1.
Targetted academic Support Priority 2 - Ensuring the mental well-being of pupils following school lockdown and	Any pupils struggling with their mental health during Lockdown were allocated places in school where possible.

Year 4	Exp Start	Exp End
Re	67%	71%
Wr	17%	57%
Ma	33%	86%
RWM	0%	57%

long periods of absence for some pupils.	Referrals were made to various agencies and parents were signposted to where they can gather further help and support.
	Welfare calls were made during lockdown weekly (or more often if deemed necessary)
	All schools have a Mental Health champion.
	The school is working towards the mental Health Award.
	All staff have a good relationship with pupils as it is a small school; staff really know the pupils and their families well.
	Any pupil who has needed time to talk or a key person to speak to has been able to do this.
	Teachers and parents communicate frequently via Class Dojo.
	When pupils returned to school, extra PHSE sessions were built into the curriculum using resources from Jigsaw and GetSet4PE.
Wider strategies Priority 1 - Funding for ICT devices, after school clubs, trips and residential.	Some PP funding was used to purchase devices to enable pupils to access learning during lockdown. All vulnerable pupils were offered laptops as soon as they became available.
	Trips / residentials have not taken place so far due to Covid.
Wider strategies Priority 2 - Pupils to receive musical instrument tuition	Music tuition resumed on 8th March following the risk assessment.
	Pupils in Yr 5 & 6 have received lessons on strings instruments.