



Pupil premium strategy statement

School overview

Metric	Data
School name	Wilburton CE Primary School
Pupils in school	120
Proportion of disadvantaged pupils	21% (25 pupils)
Pupil premium allocation this academic year	approx. £31,063 (2021-21)
Academic year or years covered by statement	2019-2022
Publish date	October 2020
Review date	October 2021
Statement authorised by	David Aston
Pupil premium leads	David Aston, Angie Sykes and Clare Sadler
Governor lead	TBC

Disadvantaged pupil progress scores for last academic year* (2019)

Measure	Score
Reading	+3.3
Writing	+0.0
Maths	+1.3
Meeting expected standard at KS2 (RWM)	67%
Achieving high standard at KS2 (RWN)	0%

*No data for 2020

Longer term strategy aims for disadvantaged pupils

Measure	Success Criteria	Target Date
Priority 1	Outcomes are in-line with other similar pupils, including at the higher standard	Sept 22
Priority 2	Strategies are in place to enable parents to engage with school to support learning, including remote education	Sept 22

Barriers to learning these priorities address	Significant SEN needs of disadvantaged pupils (EHCP and SEN Support), lower level of outcomes, lower levels of school attendance and generally lower levels of parental engagement.
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Planned Expenditure for 2020-21:

A) Improving the quality of teaching for all

Measure	Activity
Progress in Reading	Benchmarking and assessments of pupils' reading and use of new reading scheme books to ensure children are reading well-matched books. Continuing to develop the reading culture of the school through in-class read aloud programme and inspirational new school library.
Progress in Writing	Whole staff SEN training in dyslexia, including early identification and whole-class support strategies.
Progress in Mathematics	Use White Rose Small Step Progression and DfE Maths Progression materials to ensure children make good progress.
Phonics	Implement Read Write Inc Phonics programme and carry out regular assessments to monitor and provide catch-up for children who are falling behind.
Other	Implement new school curriculum with key knowledge and skills to improve the outcomes for all pupils.
Projected spending	£15,500 (50%)

B) Targeted academic support

Measure	Activity
Priority 1	Ensure children who are not making expected progress are identified quickly and given extra support through one-to one tutoring within the RWI programme or Project X Code for children in Years 2-5; Ensure pupils with higher levels of SEN need are identified, assessed and referred to, with resources (including staffing) allocated to ensure their needs are met; Use teaching assistants effectively (in accordance with EEF recommendations) to improve children's outcomes, progress and metacognitive skills.
Priority 2	Teachers and SENCo to liaise with specific parents, including additional meetings, telephone consultations. Office staff time to support school attendance. Targeted parent workshops to support them to use online and remote education.

Projected spending	£7750 (25%)
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C) Wider strategies

Measure	Activity
Priority 1	<p>Support children to access the same educational experiences and not suffer disadvantage due to financial reasons (e.g. equipment, resources, access to school trips and other experiences to develop social and cultural capital).</p> <p>Develop children's skills in emotional regulation through a taught school programme, to enable them to have the best access to learning.</p> <p>Train and support staff (from school leaders) in the new behaviour policy in order to increase pupil engagement, minimise disruption to learning and raise aspiration for all.</p> <p>Revise the school's approach for performance management for teachers so that its aim is more developmental</p>
Priority 2	<p>Use Tapestry online learning journals in EYFS to record, share and communicate with parents to support their child's learning in the EYFS.</p> <p>Develop an effective remote education policy to support children's learning whilst they are away from school, due to isolation or whilst travelling. Include Google Classroom for Years 1-6, online phonics, Nessler spelling and viable alternatives for children with no online access. Provide IT support where this will make a difference to pupil engagement when away from school.</p> <p>Continue to devote time to regularly review and improve attendance, ensuring the school's attendance policy is used to quickly intervene.</p>
Projected spending	£7,750 (25%)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Leadership time for monitoring and development activities.</p> <p>Disruption due to Covid-19.</p> <p>Staff capacity and wellbeing.</p>	<p>Regular dedicated time for SLT and HT to focus on priorities.</p> <p>Careful use of inset days.</p> <p>Careful, flexible approach required.</p>
Targeted support	<p>Staff illness and/or isolation periods resulting in limited or stop-start interventions and support.</p>	<p>Contingency plans and cover arrangements for staff on known short term and long term leave.</p>
Wider strategies	<p>Parents with historical lower levels of engagement continue</p>	<p>Targeted support for parents in using online technology.</p>

	not to benefit from additional resources.	Alternatives used for those known to have limited access.
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Review: last year's aims and outcomes (2019-2020)

The overall funding in the last academic year was £25, 696.55

Area	Outcome and Evaluation
Teaching	£15, 386.88 (59%) was spent on improving the quality of teaching. This includes subject leader time to monitor and improve learning, behaviour training, leadership briefings and other CPD such as Critical Thinking for Achievement and Phonics. The allocation also funded Local Authority support through the Early Years and Primary Intervention Service. Due to Covid-19, the full impact of this work cannot be evaluate and there is no end of year data. However, school monitoring shows that all of these actions had a good impact. Many of these are being picked up again to continue development this year.
Targeted support	£5467 (21%) was used to fund teaching assistant support in class and with interventions, to support pupil progress and develop metacognition. Due to the short school year for the majority of pupils, the evaluation of this support continues into this year.
Wider strategies	£994 (3%) was used to support children with access to Kingswood Residential trip to improve personal and social outcomes, give time for office staff to follow up attendance concerns, and provide free milk for disadvantaged pupils.

There is a £3848.67 underspend due to the closure of the school for the majority of pupils from 23rd March due to the Covid-19 epidemic. This amount will be carried forward for 2020-21.