

Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love;

we thrive, we grow



## Wistow Parochial C of E Primary School Pupil Premium Report

At Wistow Parochial C of E Primary School, we ensure that teaching and learning opportunities meets the needs of all our pupils and appropriate provision is made for all pupils who belong to vulnerable groups. We are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium.

Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £2,300 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning all pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

The range of provision that Governors and the Head Teacher may consider include additional staff support, training, providing small group / intervention work and support from Higher Level Trained Teaching Assistants. All this work is aimed to accelerate the progress of these pupils with a specific emphasis on Literacy and Numeracy.

We also recognise the importance of emotional and mental well-being with all our pupils. We strive to support children who need social, emotional and development and work hard to ensure that our vulnerable children are nurtured and supported in a variety of ways to become happy and confident individuals in and out of school.

As a school, we forecast the pupil premium allocation and then aim to spend it in the most effective way possible, supporting our eligible pupils with resources that will benefit them over each year. We review the impact of our spending annually and this then influences how we spend the funding the following year.

## Our Funding Three Year Long Term Plan

Funding Summary Year 1 – 2020/2021					
Estimated Number of pupils	118	Estimated Number of pupils eligible for PPG	11	Indicative PPG as advised in School Budget Statement  Actual PPG Budget  (Subject to Virtual School funding)	£ To be confirmed   £ 18,440
Funding Summary Year 2 – 2021/2022					
Estimated Number of pupils	118	Estimated Number of pupils eligible for PPG	8	Estimated Funding	£ 17,120
Funding Summary Year 3 – 2022/2023					
Estimated Number of pupils	118	Estimated Number of pupils eligible for PPG	8	Estimated Funding	£ 17,120

Academic Year 2020-2021				Pupil Premium Total £
<b>Total Number of Pupils In School</b>	118 pupils	<b>Total Number of Pupils Eligible for Pupil Premium</b>	11 pupils	£18,440
Barriers identified To Future Attainment (for eligible PP pupils)				
<b>In School Barriers</b>	<p>COVID- 19 has meant for some PP pupils, a lot of time out of school and therefore the use of PPG will be spent in the same way we had planned for the previous academic year.</p> <p>The gap in attainment between our pupil premium children and national data in reading, writing and maths.</p> <p>Every Pupil Premium child to make at least good progress across the school.</p> <p>Social and emotional welfare of our pupil premium children and this is especially paramount after the huge amount of time off, due to the pandemic.</p> <p>SEMH for all our pupils is paramount and time and resources will be spent to support our pupils.</p>			
<b>External Barriers</b>	<p>Parental Engagement for PP pupils-awareness of end of year expectations.</p> <p>COVID-19 – time out of school, support at home with work and the future of the pandemic and unknown factors</p>			
<b>The Head Teacher and Governors have targeted PPG to:</b>	<ul style="list-style-type: none"> <li>• Funding teaching assistants to support all classes to ensure that all vulnerable groups receive additional support, whether or not they are registered for Free School Meals. This includes: one to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths</li> <li>• Staffing 5 small classes instead of 4 large classes, means children get better support and more teaching 1:1 time.</li> <li>• Funding an additional adult to support 2 children at playtimes and lunch to model and teach appropriate interaction and encourage positive transition, good relationships and friendships through communication and games.</li> <li>• Fund relevant training to support PP children and their progress and well-</li> </ul>			

	<p>being – if needed.</p> <ul style="list-style-type: none"> <li>• Teach basic skills on some afternoons to close gaps and assess pupils needs, which will inform future interventions.</li> <li>• One off or half termly interventions, supporting children's individual needs (time dependent due to new finish times).</li> <li>• Funding our home school link worker for an hour a week to work alongside parents to engage in school life and their child's learning, working with them to ensure they are aware of the expectations of their children and what they are working towards with regards meeting national expectations. Also, to engage with particular families who may be experiencing difficulties and to oversee nurture of particular pupils who may require additional emotional support.</li> <li>• Provide opportunities to attend after school and lunch time clubs to promote physical and mental health and well-being when needed and available.</li> </ul>	
<p><b>Monitoring and Tracking of PPG</b></p>	<ul style="list-style-type: none"> <li>• SENCO will baseline pupils who need support with SEMH and track progress termly, ensuring the right provision, collaborative home/school working and sharing successes with parents and carers.</li> <li>• Attendance is closely monitored to ensure pupils are in school, in order to learn effectively and make progress.</li> <li>• Teachers track children daily through formative assessments and ensure that all children are moving their learning forward and raise any concerns with the SENCO and HT</li> <li>• As part of our assessment and monitoring cycle all teachers collate information and then through pupil progress meetings, identify progress and attainment and those in need of additional intervention or support – teachers are held accountable</li> <li>• The SENCo ensures that PP children are monitored closely and that provision is in place to support them in their area of need</li> <li>• Whole school provision mapping ensures support is allocated accordingly and where there is need</li> <li>• Support and advice is accessed from other agencies e.g. Educational Psychologist or NYCC Inclusion services, SLAT as and when needed</li> <li>• SEMH nurture groups organised when decided in intervention meetings.</li> <li>• The Head Teacher feeds back pupil premium progress to governors.</li> </ul>	

	<ul style="list-style-type: none"> <li>Parents are involved in their children's progress and attainment. Close discussion with parents gain their feedback and we liaise on next steps together, so everyone is accountable and plays a part.</li> </ul>	
<p><b>Impact of PPG</b></p> <p><i>Monitored throughout the year and reported at the end of the year by SENCO and SLT</i></p> <p><i>Mid review due April 2020</i></p>		

Academic Year 2019/2020				Pupil Premium Total £
<b>Total Number of Pupils In School</b>	114 pupils	<b>Total Number of Pupils Eligible for Pupil Premium</b>	6 pupils	£10,860
Barriers identified To Future Attainment (for eligible PP pupils)				
<b>In School Barriers</b>	The gap in attainment between our pupil premium children and national data in reading, writing and maths. Every Pupil Premium child to make at least good progress across the school. Social and emotional welfare of our pupil premium children.			
<b>External Barriers</b>	Parental Engagement for PP pupils-awareness of end of year expectations.			
<b>The Head Teacher and Governors have targeted PPG to:</b>	<ul style="list-style-type: none"> <li>Funding teaching assistants to support all classes to ensure that all vulnerable groups receive additional support, whether or not they are registered for Free School Meals. This includes: one to one / support, in class, aimed at ensuring children close gaps/reach age related</li> </ul>			

	<p>expectations in English and Maths</p> <ul style="list-style-type: none"> <li>• Funding an additional adult to support child at playtimes and lunch to model and teach appropriate interaction and encourage positive relationships and friendships through communication and games.</li> <li>• Fund relevant training to support PP children and their progress and well-being – if needed</li> <li>• Funding our home school link worker for an hour a week to work alongside parents to engage in school life and their child's learning, working with them to ensure they are aware of the expectations of their children and what they are working towards with regards meeting national expectations. Also, to engage with particular families who may be experiencing difficulties and to oversee nurture of particular pupils who may require additional emotional support.</li> <li>• Provide opportunities to attend after school and lunch time clubs to promote physical and mental health and well-being when needed.</li> </ul>	
<p><b>Monitoring and Tracking of PPG</b></p>	<ul style="list-style-type: none"> <li>• SENCO will baseline pupils who need support with SEMH and track progress termly, ensuring the right provision, collaborative home/school working and sharing successes with parents and carers.</li> <li>• Attendance is closely monitored to ensure pupils are in school, in order to learn effectively and make progress.</li> <li>• Teachers track children daily and ensure that all children are moving their learning forward and raise any concerns with the SENCO and HT</li> <li>• As part of our assessment and monitoring cycle all teachers collate information and then through pupil progress meetings, identify progress and attainment and those in need of additional intervention or support – teachers are held accountable</li> <li>• The SENCo ensures that PP children are monitored closely and that provision is in place to support them in their area of need</li> <li>• Whole school provision mapping ensures support is allocated accordingly and where there is need</li> <li>• Support and advice is accessed from other agencies e.g. Educational Psychologist or EMS as and when needed</li> <li>• SEMH nurture groups organised when decided in intervention meetings.</li> <li>• The Head Teacher feeds back pupil premium progress to governors.</li> <li>• Parents are involved in their children's progress and attainment. Close</li> </ul>	

	<p>discussion with parents gain their feedback and we liaise on next steps together, so everyone is accountable and plays a part.</p>	
<p><b>Impact of PPG</b></p> <p><b>Monitored throughout the year and reported at the end of the year by SENCO and SLT</b></p> <p><b>Mid review due April 2020</b></p>	<p>Using Spring Term 1 data – On a reduced academic term, PP progress was good. It showed that the large majority – 88%- of pupils were on track making the expected amount of progress for when we went on partial lockdown. One pupil did not and this was due to time out of school and disengagement with their learning. One pupil exceeded the points progress.</p> <p>Support at breaks ensured good behaviour.</p> <p>School have worked with outside agencies to support pupils and provide additional provision and intervention where identified by the class teacher and SENCO.</p> <p>Additional support has been requested by school to the virtual schools for some funding to be given to support additional external agencies to support pupils.</p> <p>The purchase of Mathletics supported all PP pupils massively during lockdown as this supported remote home learning and could be targeted specifically towards a child's unique gaps in knowledge, on top of day to day learning.</p> <p>The Home/school learning provision for pupils during partial closure was excellent and children engaged well. Pupils if needed, were given additional support during lockdown, with individually set work, home visits (socially distanced) and weekly contact.</p> <p>Intervention groups have worked well and in turn, supported good progress.</p> <p>Partial closure and lockdown due to COVID-19 – the school offered children who they knew were vulnerable a place, alongside key worker children. Not all parents/carers took this opportunity and educated from home. The progress of PP children who were in school during the partial lockdown was good, due to small groups and some 1:1 time, which supported individual development.</p> <p>Over lockdown, all staff (teachers/GTA/MSA and admin) used time not in school to support learning, communicate with pupils and also upskill themselves, by working on various CPD courses e.g. Autistm, ADHD, Safeguarding, Maths, Early</p>	

	Childhood Trauma training and more. All for use within school.	
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Academic Year 2018/2019				Pupil Premium Total £
<b>Total Number of Pupils In School</b>	125 pupils	<b>Total Number of Pupils Eligible for Pupil Premium</b>	6 pupils	£8,860
Barriers identified To Future Attainment (for eligible PP pupils)				
<b>In School Barriers</b>	The gap in attainment between our pupil premium children and national data in reading, writing and maths. Every Pupil Premium child to make at least good progress across the school. Social and emotional welfare of our pupil premium children.			
<b>External Barriers</b>	Parental Engagement for PP pupils-awareness of end of year expectations.			
<b>The Head Teacher and Governors have targeted PPG to:</b>	<ul style="list-style-type: none"> <li>• Providing small group work with experienced teachers and teaching assistants to focus on overcoming gaps in learning and accelerate achievement.</li> <li>• One to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths</li> <li>• Small group work/1:1 keep up support daily</li> <li>• RWI to boost phonics – additional speed sound lessons to support phonics</li> <li>• Funding our home school link worker for two hours a week to engage with particular families who may be experiencing difficulties and to oversee nurture of particular pupils who may require additional emotional support.</li> <li>• Funding teaching assistants to support all classes to ensure that all vulnerable groups receive additional support, whether or not they are registered for Free School Meals.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Funding an additional adult to support child at playtimes and lunch to model and teach appropriate interaction and encourage positive relationships and friendships through communication and games.</li> <li>• Fund relevant training to support PP children and their progress and well-being – if needed</li> <li>• To work alongside parents to engage in school life and their child's learning, working with them to ensure they are aware of the expectations of their children and what they are working towards with regards meeting national expectations.</li> </ul>	
<p><b>Monitoring and Tracking of PPG</b></p>	<ul style="list-style-type: none"> <li>• Teachers track children daily and ensure that all children are moving their learning forward and raise any concerns with the SENCO and HT</li> <li>• As part of our assessment and monitoring cycle all teachers collate information and then through pupil progress meetings, identify progress and attainment and those in need of additional intervention or support – teachers are held accountable</li> <li>• The SENCo ensures that PP children are monitored closely and that provision is in place to support them in their area of need</li> <li>• Whole school provision mapping ensures support is allocated accordingly and where there is need</li> <li>• Support and advice is accessed from other agencies e.g. Educational Psychologist or EMS as and when needed</li> <li>• SEMH nurture groups organised as and when needed</li> <li>• The Head Teacher feeds back pupil premium progress to governors.</li> <li>• Close discussion with parents to gain feedback and liaise on next steps.</li> </ul>	
<p><b>Impact of PPG</b></p> <p><b>Monitored throughout the year and reported at the end of the year</b></p>	<p>The large majority of PP pupils are at working towards or at the expected standard, with a few exceptions but this is due to attendance and some external factors. The average points progress for pupil premium pupils is; reading 3, writing 2.3 and maths 2.2. In points progress, 67% of pupils are making the expected progress in 3 subjects and are on the cusp in the remaining subject. 17% of pupils have made 2 points across the board and with attendance and home support issues. The remaining percentage that did not made expected progress has achieved incredibly well on the SEMH tracking and passed phonics screening,</p>	

<p><b>Reviewed July 2019</b></p> <p><b>HT and SENCO</b></p>	<p>which is a great achievement.</p> <p>. Pupils have made good progress and those who have made less progress academically, have made significant and good progress in the SEMH tracking. With SEMH tracking of specific interventions, supporting children in key areas identified, all pupils made progress.</p> <p>Use of staffing to support pupil on phonics resit, with 1:1 sessions ensured they met the required threshold and this also supported them in lessons and literacy progress.</p> <p>Purchasing the new Mathletics programme has supported pupils in all areas of maths from tables, to rapid recall of number facts and using and applying in calculation questions. This is to be built upon next academic year, in order to continue momentum and enthusiasm.</p> <p>Using staff to support pupils at playtimes, ensured positive play and reduced incidents. No pupils on report and positive feedback from pupils and staff involved.</p> <p>The funding, being used to fund additional staffing has had a great impact and this will be continued in the next academic year.</p>	
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