



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 - 2019/2020					
Total Number of pupils	114	Number of pupils eligible for PPG	6	Indicative PPG as advised in School Budget Statement	£10,860
				Actual PPG Budget	£
Funding Summary Year 2 – 2020/2021					
Estimated Number of pupils	120	Estimated Number of pupils eligible for PPG	5	Estimated Funding	£ 9,540
Funding Summary Year 3 – 2021/2022					
Estimated Number of pupils	120	Estimated Number of pupils eligible for PPG	5	Estimated Funding	£ 8,220

Academic Year 2019/2020				Pupil Premium Total £
Total Number of Pupils In School	114 pupils	Total Number of Pupils Eligible for Pupil Premium	6 pupils	£10,860
Barriers identified To Future Attainment (for eligible PP pupils)				
In School Barriers	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.			
External Barriers	Parental Engagement for PP pupils-awareness of end of year expectations.			
The Head Teacher and Governors have targeted PPG to:	<ul style="list-style-type: none"> 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 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. Fund relevant training to support PP children and their progress and well-being – if needed 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 			

	<p>may require additional emotional support.</p> <ul style="list-style-type: none"> • Provide opportunities to attend after school and lunch time clubs to promote physical and mental health and well-being when needed. 	
<p>Monitoring and Tracking of PPG</p>	<ul style="list-style-type: none"> • 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. • Attendance is closely monitored to ensure pupils are in school, in order to learn effectively and make progress. • Teachers track children daily and ensure that all children are moving their learning forward and raise any concerns with the SENCO and HT • 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 • The SENCo ensures that PP children are monitored closely and that provision is in place to support them in their area of need • Whole school provision mapping ensures support is allocated accordingly and where there is need • Support and advice is accessed from other agencies e.g. Educational Psychologist or EMS as and when needed • SEMH nurture groups organised when decided in intervention meetings. • The Head Teacher feeds back pupil premium progress to governors. • 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. 	
<p>Impact of PPG</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 2018/2019				Pupil Premium Total £
Total Number of Pupils In School	125 pupils	Total Number of Pupils Eligible for Pupil Premium	6 pupils	£8,860
Barriers identified To Future Attainment (for eligible PP pupils)				
In School Barriers	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.			
External Barriers	Parental Engagement for PP pupils-awareness of end of year expectations.			
The Head Teacher and Governors have targeted PPG to:	<ul style="list-style-type: none"> • Providing small group work with experienced teachers and teaching assistants to focus on overcoming gaps in learning and accelerate achievement. • One to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths • Small group work/1:1 keep up support daily • RWI to boost phonics – additional speed sound lessons to support phonics • 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. • 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. • Funding an additional adult to support child at playtimes and lunch to model and teach appropriate interaction and encourage positive 			

	<p>relationships and friendships through communication and games.</p> <ul style="list-style-type: none"> • Fund relevant training to support PP children and their progress and well-being – if needed • 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. 	
<p>Monitoring and Tracking of PPG</p>	<ul style="list-style-type: none"> • Teachers track children daily and ensure that all children are moving their learning forward and raise any concerns with the SENCO and HT • 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 • The SENCo ensures that PP children are monitored closely and that provision is in place to support them in their area of need • Whole school provision mapping ensures support is allocated accordingly and where there is need • Support and advice is accessed from other agencies e.g. Educational Psychologist or EMS as and when needed • SEMH nurture groups organised as and when needed • The Head Teacher feeds back pupil premium progress to governors. • Close discussion with parents to gain feedback and liaise on next steps. 	
<p>Impact of PPG</p> <p>Monitored throughout the year and reported at the end of the year</p> <p>Reviewed July 2019</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, 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.</p>	

<p>HT and SENCO</p>	<p>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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Academic Year 2017/2018				Pupil Premium Total £
Total Number of Pupils In School	135 pupils	Total Number of Pupils Eligible for Pupil Premium	8 pupils	£11,460
Barriers identified To Future Attainment (for eligible PP pupils)				
In School Barriers	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.	
External Barriers	Parental Engagement for PP pupils-awareness of end of year expectations.	
The Head Teacher and Governors have targeted PPG to:	<ul style="list-style-type: none"> • Providing small group work with experienced teachers and teaching assistants to focus on overcoming gaps in learning and accelerate achievement. • Funding Thrive Training and resources to support SEMH • One to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths • Small group work/1:1 keep up support daily • RWI to boost phonics – additional speed sound lessons to support phonics • 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. • 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. • Fund relevant training to support PP children and their progress and well-being • 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. • Funding residential visits (in part) for pupils in receipt of the economic free school meals should they choose to attend if required. • 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 	

	<p>of their children and what they are working towards with regards meeting national expectations.</p>	
<p>Monitoring and Tracking of PPG</p>	<ul style="list-style-type: none"> • Teachers track children daily and ensure that all children are moving their learning forward and raise any concerns with the SENCO and HT • 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 • The SENCo ensures that PP children are monitored closely and that provision is in place to support them in their area of need • Whole school provision mapping ensures support is allocated accordingly and where there is need • Support and advice is accessed from other agencies and training when needed e.g. Educational Psychologist or EMS as and when needed • SEMH nurture groups organised as and when needed • The Head Teacher feeds back pupil premium progress to governors. • Close discussion with parents to gain feedback and liaise on next steps. 	
<p>Impact of PPG</p>	<p>The academic progress of the pupil premium pupils shows that 38% of these children met national expectations, with 38% developing, which is nearly at meeting national expectations. The pupils who did not achieve were at significantly lower starting points and this has to be taken into account. These pupils did make progress over the year academically, closing the gaps but they are not yet in line with their peers. This will continue to be worked upon over the next academic year and the pupils targeted through interventions and support.</p> <p>An area of celebration for progress is the social and emotional development of our pupil premium pupils who we targeted with the funding. For the targeted children in this particular area, it was 100% success for progress and improvement. They significantly improved their language and communication, alongside forming good relationships, through the additional GTA/1:1/MSA interventions support. They are all happy, settled, confident and learning the correct behaviours.</p> <p>The Thrive training supported children who needed additional nurture and support – this continued in the Thrive trained staff member's absence with support from another school. Programmes were planned and activities took place in and out of class.</p> <p>The Time to Talk and Nurture groups supported the children's language and</p>	

	<p>communication development significantly.</p> <p>The home school link worker ensured children had additional support and someone to work with if and when any issues arose – feedback from this has been positive.</p> <p>With targeted daily interventions from a 1:1, a child also passed their phonics screening, which was a great success and achievement for that child.</p> <p>In employing an additional adult for break times and especially lunch, this allowed the member of staff to work on games, communication and friendship strategies, which the impact was superb and resulted in reduced incidents and improved social interaction between targeted pupils.</p> <p>Other outside agencies have supported the school and worked with staff to ensure training is up to date and that children who need that additional support are getting the right provision.</p>	
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