

## Westwood with Iford Primary School: Pupil Premium Strategy Statement 2020-21

<b>1. Summary information</b>							
<b>School</b>	Westwood with Iford						
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£16,140		<b>Date of most recent PP Review</b>		September 2020
<b>Total number of pupils</b>	87	<b>Number of pupils eligible for PP</b>	7	FSM	6	<b>Date for next internal review of this strategy</b>	February 2021
				Ever 6	1		

### Pupil Premium Statement

This academic year the pupil premium grant is £16,140, following our review of disadvantaged learner’s needs and barriers to learning the grant has been assigned to the following initiatives and interventions that will support these pupils by improving progress and outcomes of pupils:

#### Summary of needs analysis 2020/21

- 71% require an intervention or support for underperformance in reading and/or writing.
- 29% require intervention or support for underperformance in maths.

The funding has been allocated to the following:

1. A large proportion of funding for Teaching Assistants working directly with disadvantaged learners in the classroom. )
2. A small proportion of funding for Well-being interventions. ) (£14,840 combined)
3. A proportion of funding for Teaching Assistants working 1:1 with disadvantaged learner on interventions )
4. A small proportion of funding to support Additional Provision (£1300)

## 2. Current attainment 2019

	<i>Pupils eligible for PP (Westwood) (2 children)</i>	<i>All pupils (Westwood) (15 children)</i>	<i>Pupils eligible for PP (National)</i>	<i>All pupils (National)</i>
<b>End of Key Stage 2 Results (2019)</b>	PP is compared to all children nationally and not compared just to PP children nationally.			
% of pupils achieving age related expectations Reading	100%	73%	62%	73.1%
% of pupils achieving a higher standard in Reading	50%	27%	4.7%	26.9%
% of pupils achieving age related expectations Writing	100%	93%	67.8%	78.4%
% of pupils achieving a higher standard in Writing	0	27%	11.3%	20.1%
% of pupils achieving age related expectations Maths	100%	87%	67.2%	78.6%
% of pupils achieving a higher standard in Maths	100%	27%	15.6%	26.6%

% of pupils achieving age related expectations Reading, writing and maths	100%	73%	51.3%	64.8%
% of pupils a higher standard in Reading, writing and maths	0	7%	4.7%	20.5%

<b>End of Key Stage 1 Results (2019)</b>	<i>Pupils eligible for PP (Westwood) (0)</i>	All Pupils (Westwood) (17 children)	<i>Pupils eligible for PP (National)</i>	<i>All pupils (National)</i>
% of pupils achieving age related expectations Reading	n/a	77%	79%	75%
% of pupils achieving greater depth in Reading	n/a	24%	29%	25.1%
% of pupils achieving age related expectations Writing	n/a	71%	74%	69.3%
%of pupils achieving greater depth in Writing	n/a	12%	18%	14.8%
% of pupils achieving age related expectations Maths	n/a	82%	79%	75.7%
%of pupils achieving greater depth in Maths	n/a	18%	24%	21.8%
<b>Progress from KS1- KS2 (2 children) (2019)</b>				
Progress Score for Reading	5.53	-1.66	Not yet available	0.0
Progress Score for Writing	1.04	0.67	Not yet available	0.0
Progress Score for Maths	6.09	-0.90	Not yet available	0.0

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Internal Barriers</b>	
A	Progress in reading for some PP children
B	Progress in writing for some PP children
C	Developing fluency with maths facts and the ability to apply mental strategies for some PP children.
D	Difficulty with social and emotional aspects of learning and self-regulation for some PP children.
<b>External Barriers</b>	
E	Parental engagement with school-based activities

<b>Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A	Improve children's word recognition and use of phonics when decoding words in order to become more fluent readers.	In reading, disadvantaged children will make at least expected progress in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.
B	Improve children's writing fluency, including the use of word building, accurate spelling and writing presentation.	In writing, disadvantaged children will make at least expected progress in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.
C	Developing fluency with maths facts and the ability to apply mental strategies for some PP children.	Progress of disadvantaged learners in maths will be at least expected in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.
D	Provide opportunities to develop social skills and contribute to a positive behavioural experience through the use of additional provision off site.	Experience of additional off-site provision provides a calming and purposeful environment which will contribute to positive behaviour in school, allowing focus and engagement in learning.

## Planned expenditure

Academic year

2020/21

The school spends beyond the pupil premium budget to provide support for disadvantaged pupils.

Funding will be spent on:	What is the evidence and rationale for this choice? <small>(Based on our school statistics)</small>	Chosen Approach	Staff lead	Evaluation
<ul style="list-style-type: none"> <li>• Improve children’s word recognition and use of phonics when decoding words in order to become more fluent readers.</li> <li>• Improve children’s writing fluency, including the use of word building, accurate spelling and writing presentation.</li> <li>• Improve children’s fluency with Maths facts and their ability to reason, problems solve and communicate mathematically, enabling them to become successful mathematics particularly higher ability children.</li> </ul>	<p>PP children make less progress than other children 71% require an intervention for underperformance in reading and/or writing. 29% require an intervention for underperformance in maths.</p>	<p>1:1 interventions Handwriting and writing sessions with TA/reading and writing interventions. Regular reading with Teacher/an adult. 100wc and blog writing activities to engage writers. Use of TT rockstars Use of practical apparatus across the school. Designated Maths interventions with specialist TA. Use of models and images to support learning Use of concrete, pictorial, abstract approach to teaching mathematics Use of reasoning across all abilities.</p>	<p><b>Teacher and TA led</b></p>	<p>Phonics and maths programmes introduced across the school.</p> <p>Impact of change limited by school lockdown and change of class structure within the school.</p> <p>These areas focused on in Ofsted Recovery plan.</p>
<ul style="list-style-type: none"> <li>• Three sessions a week at Larkrise Community Farm working with animals and helping to maintain the farm environment.</li> </ul>	<p>This particular child has an interest and love of animals. This experience will be both positive and enriching.</p>	<p>Small group and 1:1 work alongside the farm group leader.</p>	<p><b>Larkrise Community Farm</b></p>	<p>Completed to allow successful transition for next steps of learning.</p>