

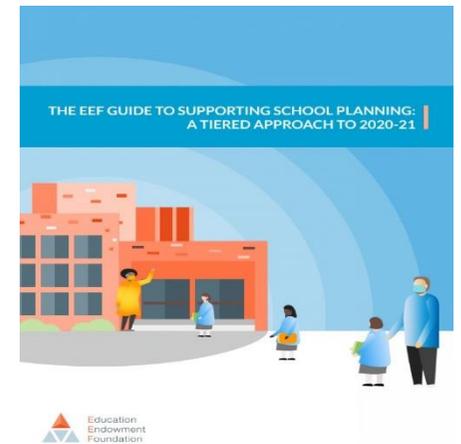
## How Are We Spending Our Pupil Premium & Early Years Funding 2020- 21

This academic year we are facing uncertain times and the factors affecting the disadvantaged children are more prevalent than ever. The impact of lockdown on these children could be far reaching, as they may fall behind further, as the gap between richer and poorer grows bigger and gaps in learning widening. This year, our Pupil Premium funding needs to tackle the effects of children missing so much education, whilst planning for the impact of a possible partial school closure which could extend educational disadvantage to more pupils. Certain ‘bubbles’ may find themselves in isolation and the provision of remote learning is paramount.

The Education Endowment Foundation provides resources and research to help identify the best ways to spend our pupil premium money, to ensure the maximum impact. We consulted ‘The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021.’

This focuses on teaching as being “*the most important lever schools have to improve outcomes,*” closely followed by carefully targeted academic support. This includes one to one sessions or small groups, where consistent regular delivery of lessons, which are closely linked to the content of their daily lessons and effective, rigorous feedback strategies are in place. This is supplemented by the wider, non-academic barriers to success in school, which includes: attendance, behaviour including social / emotional issues.

This document should be read in conjunction with the Pupil Premium Strategy Statement 2020-2021



Education Endowment Foundation

17% Attracting Pupil Premium Funding \*Total Funding :£76,870 – 58 children from census October 2019 (72 children now eligible from April 2021)

Use of funding	Actions	Average Impact according to EEF	Costs	How will we measure impact?
Support for RQT to ensure quality first teaching	<ul style="list-style-type: none"> <li>Supporting teachers in their early careers. All new teachers in their first and second year to have a mentor</li> </ul>		£6000	<ul style="list-style-type: none"> <li>Ensuring quality first teaching is paramount where each teacher is fully supported and has the opportunity to</li> </ul>

	<ul style="list-style-type: none"> <li>CPD plan for RQT (and NQTs) in Maths to teach calculations, Phonics, Statutory Assessments, formative assessment</li> </ul>			<p>improve is the key ingredient of a successful goal. This will translate into our disadvantaged children achieving academic success in line with, or better than others nationally, diminishing the gap.</p>
<p><b>Opportunities for oracy across the school</b></p>	<ul style="list-style-type: none"> <li>Picture News will be used in all classes and whole school worship time to promote talk and oracy skills.</li> <li>Wellcomm Speech and Language Interventions by TA to support the development of language skills from FS up.</li> <li>SENDCo currently training with ELKLAN to enable fully coordinated speech and language interventions across the school</li> </ul>		<p>£140</p> <p>£6500</p> <p>£5000</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe paper (Hart and Riseley, 2003) reports:</p> <ul style="list-style-type: none"> <li>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words</li> <li>Vocabulary (at age 3) of a child from a professional family: 1100 words</li> <li>It is important to develop and increase all pupils' vocabulary acquirement.</li> <li>To tackle speech and language problems early on in EYFS. % achieving GLD.</li> </ul>
<p><b>Effective Remote Learning</b></p>	<p>To tackle the potential effects of an unplanned school closure (isolation) and children needing to remote learn from home.</p> <ul style="list-style-type: none"> <li>The laptop loan scheme for children without a device.</li> <li>CGP books for each year group. paper based learning.</li> <li>Facility for blended learning. (Class dojo/ iPad for class teachers.)</li> </ul>		<p>£5000 (laptops)</p> <p>£2,100 (CGP books)</p> <p>£2940 (iPads)</p>	<ul style="list-style-type: none"> <li>Disadvantaged children have been identified as falling further behind academically due to COVID19. We need to ensure all children have access to remote learning in the event of another lockdown or isolation period.</li> <li>We will measure the success of our laptop loan scheme by the % of our disadvantaged children accessing the remote learning.</li> </ul>
<p><b>Assessments</b></p>	<p>This year diagnostic assessments will be important to support pupil progress and identify gaps, helping us understand what pupils have (or not) learned.</p>		<p>£1500</p>	<p>Teachers will quickly be able to identify the gaps in children's learning and use this to plug the missed learning. This will be beneficial for the disadvantaged to help</p>

				them achieve academically in line with national others.
<b>Salford Reading Test All Year Groups to support Reading Comprehension.</b>	To support the continuation of shared reading in school and impact of 1:1 reading		£2,960	<ul style="list-style-type: none"> <li>To continue to enable the disadvantaged children perform in line or exceed others in school and nationally in Reading.</li> <li>To help the disadvantaged children at the end of KS1 perform in line with others nationally in Reading. (Gap 2018 = 27% at Expected and 25% at GDS.)</li> </ul>
<b>1:1 Readers- Whole School</b>	PP children and Non PP children identified through Salford Reading Test to be below age related expectations. These children are read with every day to increase their progress in Reading. The class teacher reads 1:1 with each child selected each day. This is tracked every term to monitor impact.		£350	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well, read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum To ensure children who are disadvantaged, that are reading below their reading age, are targeted through this intervention to ensure they catch up and progress at the same rate of non- disadvantaged.
<b>Attendance Officer</b>	Working with all children to improve attendance. PP children identified. The Attendance Officer works closely with parents and families to improve attendance. In 2019 there was a gap between PP and Non PP attendance at 2.95%, with Persistent Absence (PA) 8.93% difference: we aim to diminish this. The current gap[ September 2020 – May 2021		£32,300	The attendance lead carefully tracks all PP children and compares to non PP. She is working on persistent absentees that are disadvantaged. Attendance for PP-eligible pupils will be at least in line with that for all pupils nationally.

	<p>is:</p> <ul style="list-style-type: none"> <li>*Provide additional individual items of uniform on request.</li> <li>*Provide spaces at Breakfast Club.</li> <li>*Review attendance policy and share with parents to set clear expectations about regular attendance.</li> </ul>			
<b>Forest School- Staff training and Resources</b>	<p>Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.</p> <p>One of members of staff is a Forest School Coordinator ( 5 day training taken place) and will be Forest School First Aid trained.</p>		£1000	<p>At St Wilfrid’s Forest School will:</p> <p>Improve outcomes relating to communication and interaction both for eligible pupils and across the school. Staff will have maximum impact in the classroom, measured by overall progress of the pupils.</p> <p>Lower level of class disruption leading to improved outcomes for both the children with challenging behaviours and with other children in the class.</p> <p>Significant personal development including self-esteem, self-confidence and independence.</p> <p>We will measure this through whole school data, parent/child/ teacher questionnaires and behaviour monitoring.</p>
<b>Art Therapist- 1 full day</b>	<p>A qualified Art Therapist working with our KS1 and KS2 children.</p>		£9500	<p>Bespoke programmes for children who have suffered some emotional trauma. Impact measured through attendance, children’s attainment and academic progress over the year.</p>
<b>Play Equipment for the Playgrounds.</b>	<p>The children requested more play equipment after a lot of the equipment was destroyed by vandals. This was identified in pupil voice interviews. They said this would</p>		£250	<p>Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance.</p>

	make them happier.			
<b>Parental Involvement Home School Learning Resources.</b>	<p>All children in statutory testing year groups, to receive revision guides and learning prompts for home. This helps parents support their child at home with their learning and makes them aware of the expectations of the tests their child will take.</p> <p>These are sent to Year One, Year Two and Year Six parents.</p>		£300	<p>To continue to build success (in Maths in KS 2, our disadvantaged pupils achieved the same as our non)</p> <p>To continue to diminish the gap between disadvantaged in school and nationally, in all areas at the end of Key Stage One, at expected and GDS. (Biggest gap is in Reading and in Maths compared to national others 2019 = 28%</p> <p>All parents feel supported and secure in helping their children and it also helps tackle the material deprivation some of our parent's experience.</p>
<b>Subsidising Trips – all Year Groups and support for extra – curricular activities, both in school and externally</b>	<p>This money enables us to help children have a rich and varied learning experience. We believe giving children first hand experiences is crucial to their learning.</p>		£1500	<p>We hope to ensure children have experiences that they might not have been able to do without our financial support. The impact of these experiences are far reaching; in all areas of the curriculum. We believe it is our responsibility to open children's minds to the amazing world around them. This includes supporting children to access extra-curricular activities both in school and externally.</p>