

Pupil premium strategy statement: Wrotham Road Primary School

1. Summary information					
School	Wrotham Road Primary School				
Academic Year	2019-2020	Total PP budget	£102,960	Date of most recent PP Review	July 2019
Total number of pupils	411	Number of pupils eligible for PP	72	Date for next internal review of this strategy	July 2020

2. Current attainment Year 6 - Summer 2019		
	<i>Pupils eligible for PP (your school)</i> 13 pupils	<i>Pupils not eligible for PP (2019)</i> 42 pupils
% achieving expected standard in reading, writing and maths	23.0 %	71.4%
% achieving expected standard in reading	54.0%	88.1%
% making expected standard in writing	38.5%	85.7%
% making expected standard in maths	30.8%	85.7%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils enter school with poor oral language skills and numeracy skills due to language barrier.
B.	Attainment of PP pupils in Key Stage 1 is lower in Reading, Writing and Mathematics than of Non-Pupil Premium children and fewer PP pupils are higher attaining at KS1 in all subjects.
C.	Lack of basic skills in maths, reading and writing (low combined RWM)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<p>Parents experience difficulties supporting pupils due to language barriers -56% EAL (2019)</p> <p>Pupils have language delay or difficulties when they arrive in Foundation Stage. This leads to social communication difficulties, and issues with reading and writing</p> <p>Low parental engagement / parenting skills</p> <p>Safeguarding and welfare issues which may lead to Social Services involvement</p> <p>Loss and bereavement</p> <p>Frequent moves of country and school -High mobility across the school in all year groups</p> <p>Housing issues- overcrowding, temp poor-quality accommodation</p> <p>Special educational needs and disabilities</p> <p>A higher proportion of PP pupils have persistent poor attendance or SEND issues</p> <p>Mental health resulting in low self-esteem and poor resilience</p>

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment results at the end of KS2 at expected standard for PP pupils. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment.	Pupils eligible for PP funding make rapid progress resulting in 65% achieving the expected standard in RWM. Pupils eligible for PP funding will narrow the gap between them and their non-PP peers.
B.	Basic skills are secure supported through intervention. At Key Stage 1, the attainment of pupils eligible for Pupil Premium Funding in Reading, Writing and Mathematics is at least in line with National standards.	Percentage of pupils eligible for Pupil Premium Funding, achieve at least in line with National standards in Reading, Writing and Mathematics.
C.	Higher rates of progress across Key Stage 2. All PP pupils make at least expected progress across Year 3, 4 and 5.	Higher attaining pupils who are eligible for Pupil Premium Funding obtain high scores in Reading, Writing and Mathematics in Key Stage 2 tests. Year 3, 4 and 5 pupils who are eligible for Pupil Premium Funding make at least expected progress in Reading, Writing and Mathematics.
D.	Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to practise skills at home.	More parents will attend parents evening and their engagement with their children's learning will improve (i.e. support with reading / home learning etc.) School targeting parents of pupils eligible for Pupil Premium Funding. FLO. Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.

5. Planned expenditure

Academic year £102,960

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A-Improved attainment results at the end of KS2 at expected standard for PP pupils. Accelerated progress across KS1 and KS2 for pupils eligible for PP funding leading to increased attainment.	1:1 intervention provided Speech and Language Therapy Language link RWI 1:1 Numicon MNP 1:1 Focus support on maths key vocab Additional writing support	Low starting points of pupils new to the school. Carefully selected interventions used to address targeted pupils- implemented by highly trained teachers/ support staff. Early intervention in EYFS and KS1 will raise the number of PP pupils achieving GLD. Providing pupils with high quality feedback is an effective way to improve attainment, empowering pupils to take ownership of their learning and identify ways to improve.	CPD Careful tracking of progress and next steps termly Support staff given time to prepare and feedback to CT Providing pupils with high quality feedback is an effective way to improve attainment- subject leaders to monitor this (empowering pupils to take ownership of their learning and identify ways to improve).	SLT PL RB	Termly review Progress meetings Dec 2019 Feb 2020 My 2020 July 2020
B- Basic skills are secure supported through intervention. At Key Stage 1, the attainment of pupils eligible for Pupil Premium Funding in Reading, Writing and Mathematics is at least in line with National standards.	Additional intervention time provided for targeted PP children. Booster Lessons. 1:1 support RWI intervention lessons MNP lessons	Additional targeted high- quality teaching in KS1- intervention to take place daily in order to raise expectations in these year groups.	Termly lesson observations by PL and RWI manager to monitor teaching and expectations of lessons. Book scrutinise to demonstrate pupil progress.	SLT PL	Termly review Progress meetings Dec 2019 Feb 2020 My 2020 July 2020

<p>C- Higher rates of progress across Key Stage 2 for pupils eligible for Pupil Premium Funding, with more pupils achieving higher attainment. All PP pupils make at least expected progress across Year 3, 4 and 5.</p>	<p>Provide dedicated adult support through carefully chosen interventions: e.g. Maths No Problem (mastery approach, STEM questions), Targeted Writing intervention, Reading comprehension additional support, Times table rock stars, Numicon</p>	<p>Focus pupils need targeted support to allow them to close the gap. MNP is a programme that has been independently evaluated and shown to be effective in other schools. From an in-house research project, we found a Kagan approach was highly successful and so this is something we are continuing to use across the school. We know that writing outcomes improve when pupils can articulate their ideas verbally before writing support with children with language barrier.</p>	<p>PL and Senco monitor interventions. What impact is it making?</p> <p>Pupil voice- They will have a greater level of enthusiasm and confidence in Reading/ Writing and Maths</p>	<p>SLT PL</p>	<p>Termly review Progress meetings Dec 2019 Feb 2020 My 2020 July 2020</p>
<p>D- Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to practise skills at home.</p>	<p>Improved communication with parents via technology platforms. Demo lessons for adults. EYFS to invite in parents to work along-side their child. Information handouts at parents evening. EAL parents' afternoons offered for targeted parents.</p> <p>FLO to encourage more parental involvement</p>	<p>Engaging with parents to help support learning at home has made an impact last academic year- see parent feedback forms.</p> <p>FLO monitors attendance and engagement on a daily basis has improved attendance of the PP pupils dramatically (94% 2018, 95% 2019)</p>	<p>FLO to continue to do home visit and daily monitoring of lateness and non-attendance.</p> <p>Breakfast and afterschool club provided if circumstances change and support is needed</p>	<p>FLO SJ</p>	<p>Daily monitoring Termly attendance review</p>
Total budgeted cost					<p>£65,520</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve KS2 outcomes- interventions for targeted pupils. e.g. Numicon, Booster MNP, RWI etc.	One-to-one and small group support in reading, phonics, maths and English (writing and reading comp).	In order to address underachievement and to enhance progress for lower attaining pupils, additional intervention programmes have been developed to target and support children's learning. Teaching is adjusted to the activities to match the abilities of each focus pupil.	Regular dialogue with CT and PL. Pupil progress meetings. Termly Intervention meeting with the year group team SENCO	KS DG FB JS RW JB HLTA	Oct 2019 Dec 2019 Feb 2020 March 2020 May 2020 July 2020
Early intervention Speech & Language Therapy delivered effectively to target pupils. To narrow vocabulary gap on entry children.	1:1 and small group to receive Speech and Lang Therapy intervention for children in Reception and KS1- new to the school.	A targeted support group is needed for some pupils with specific speech and language needs to meet end of year goals. This programme has been evaluated and shown to be effective.	SENCO to liaise with class teachers to organise timetable. Collaboration with class teachers to ensure pupils are identified and their needs addressed. SENCO to monitor progress, observe sessions and analyse pupil data.	Speech and Lang. Therapist SENCO	Oct 2019 Dec 2019 Feb 2020 March 2020 May 2020 July 2020
KS1 & KS2 targeted support delivered to address underachievement (gap analysis).	Targeted additional booster lessons provided by experienced teachers. MNP /phonics / writing additional session delivered as per intervention programme timetable.	Progress data feeds into what children need to be targeted in order to address underachievement and to enhance progress for lower attaining pupils. Additional intervention programmes are then developed to target and support children's learning. This is automatically adjusted to match the abilities of each pupil. Gap analysis used to identify gaps.	Class Teachers to meet regularly with other support staff to discuss pupil progress. Communication with parents on pupil progress.	PL SLT	Oct 2019 Dec 2019 Feb 2020 March 2020 May 2020 July 2020
Pupils eligible for PP funding have fewer incidents of inappropriate behaviour.	Continue Nurture Provision daily at lunchtimes for children who struggle with their behaviour at play and lunchtimes. CT makes referral for pupils who need this support.	We know that pupils eligible for PP funding receive a higher number of behaviour incidents. We also know that pupils eligible for PP funding have a lower opinion of themselves in terms of being a learner. See nurture group programme	Provide training on social skills. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	ED RC	Dec 2019 Feb 2020 May 2020 July 2020
Total budgeted cost					£30,300

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raise standards in Reading, Writing and Maths across the school</p> <p>Additional writing intervention session x3 week carried out for focus children Year 6 and Year 2</p>	<p>Reading – children being exposed to books every day in Reception</p> <p>Children to write every day in EYFS</p> <p>Additional RWI booster sessions</p> <p>Booster writing and comprehension skills sessions in KS1</p>	<p>Daily Reading and writing opportunities enhance general language and writing competence. Children are entering EYFS with very low speech and language and writing skills.</p> <p>Teacher modelled makes an impact of the high expectations for the pupils which was evident last year</p>	<p>Training provided for reading helpers (Parents) update training when needed Regular updates on Maths in staff Meetings.</p> <p>Team Teach sessions and dedicated staff meeting times.</p> <p>Dedicated Progress meeting focus for discussion</p> <p>Writing moderation carried out termly to compare phases expectations</p>	SLT	<p>Oct 2019 Dec 2019 Feb 2020 March 2020 May 2020 July 2020</p>
<p>Educational trips and school uniform voucher provided by the school for vulnerable pupils.</p>	<p>School will fund eligible pupils to attend the 3 academic trips in each year group.</p> <p>School uniform voucher provided for all PP children</p>	<p>In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.</p> <p>All children properly equipped for school add to the child's sense of belonging</p>	<p>Meetings with parents to address needs. Trip letters to highlight to parents that they can seek help to cover financial cost of trips.</p>	HT	July 2018
<p>Improve attendance and punctuality rates of PP pupils</p>	<p>Provide breakfast club/ afterschool funding for PP pupil if requested.</p>	<p>A healthy breakfast and a calm friendly environment set the children up ready to learn for the day.</p>	<p>Provide training for social skills ensure sufficient adults are available for the additional pupils.</p>	LH HT SENCo FLO	On-going
Total Overall Spend					£112,820

i. Quality of teaching for all July 2019				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A-Pupils enter school with poor oral language skills and numeracy skills.</p> <p>B- Attainment of PP pupils in Key Stage 1 is lower in Writing and Mathematics than of Non-Pupil Premium children and fewer PP pupils are higher attaining at KS1 in all subjects.</p> <p>C- Lower self-esteem and social/ emotional development</p>	<p>Speech and language assessments carried out to inform class teacher of intervention needed (Baseline data).</p> <p>1:1 intervention provided</p> <p>New reading approach in Reception every AM</p> <p>Additional intervention time provided for targeted APP children. Booster Lessons.</p> <p>MNP and phonics / writing additional session delivered as per intervention programme timetable.</p> <p>Continue Lunchtime/ Nurture club for children who struggle with their behaviour at play and lunchtimes.</p>	<p>Additional Phonics sessions were carried out focusing on targeted pupils making marked improvements (See phonics data outcomes) Phonics year 1 testing has provided year on year. 2018= 78% 2019= 83%</p> <p>With PP pupils out- performing the non- PP</p> <p>Outcomes of PP pupil in Writing and Maths in KS1 Writing- 70% PP 62% non-PP Mobility very high in this Year 2 cohort with 9 children join KS1 – 4 of those in the current Year 2 class. High EAL 58% non-English</p> <p>Maths- 50%- PP 72%-non-PP</p> <p>Maths the PP pupils fell behind the non- PP pupils due to basic skills knowledge and more of a focus was placed on Language and writing this year</p> <p>Less behaviour problems reported by mid days supervisor due to Nurture Group provision. LGB monitoring confirmed this plus PL and HT monitoring daily</p>	<p>We are continuing with the 1:1 intervention programme for Year 1 Nursey and Reception to continue to follow the RWI and accelerated phonic and language skills</p> <p>More of a focus on the maths language and skills in KS1- additional provision to be put in place to address this next year. Maths lead to focus on this.</p> <p>Interventions will continue to be an integral part of the children achieving ARE. SENCO to monitor this closely</p> <p>There is still a gap between PP children and non-PP children in Maths and Writing and this is something that we will continue to address throughout the school.</p> <p>Lunchtime club is absolutely necessary for some children and it has had a huge impact on their ability to access their learning in the afternoons. This will certainly continue along with Nurture group in some capacity.</p>	£42,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

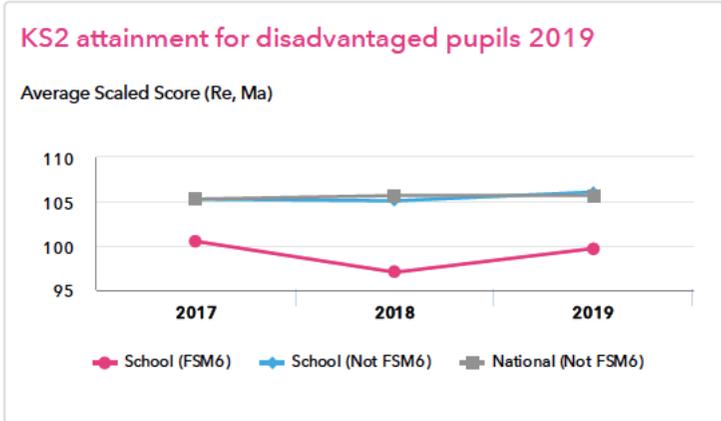
<p>Teaching Assistants/behaviour support interventions for targeted pupils in KS2. e.g. Booster MNP, RWI lessons, additional writing sessions etc.</p> <p>Early intervention Speech & Language Therapy delivered effectively to target pupils.</p> <p>KS1 & KS2 targeted support delivered to address underachievement (gap analysis).</p> <p>Rates of progress in Reading increases.</p>	<p>One-to-one and small group support in Maths and English.</p> <p>1:1 and small group to receive SALT Intervention for children in Reception and KS1.</p> <p>MNP and phonics / writing additional session delivered as per intervention programme timetable.</p> <p>Speech and Language therapist attends school once every two week and provides assessments and schemes of work to be followed in school.</p> <p>Reading programme EYFS every day</p>	<p>Reading 53% PP Writing 38% PP Maths 31% PP</p> <p>(29% of this cohort not core pupils 3 children joining in Year 6, 2 joining in Year 5, 4 joining in Year 4, 4 joining in Year 3, 2 joining in Year 2 and 2 joining in Year 1)</p> <p>EYFS data 2019 Speaking – PP outperformed the non-PP PP-86% Non-PP- 80%</p> <p>Communication and Language PP outperformed the non-PP PP-82% Non-PP- 78%</p> <p>New programmes provided for CT to focus on targeted pupils which are built into Provision Map. 30 pupils targeted</p> <p>Children exposed to reading on a daily basis. Children targeted that do not read at home and there is a lack of support.</p>	<p>We will teach more discrete lessons for key skills and create programmes for disadvantaged children to acquire specific vocabulary.</p> <p>This has had a huge impact but more time need to be allocated to the S and L therapist. More money will be allocated to ensure more children can be assessed.</p> <p>High quality language and vocabulary to be exposed to the children</p> <p>Feedback from staff and Parents was this was very effective. Parent voice and feedback. To continue programme next year and have more parent involvement sessions throughout the year in EYFS and KS1</p>	<p>£18,000</p>
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iv. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Additional writing intervention session x3 week carried out for focus children Year 6 and Year 2</p> <p>Educational trips to be paid by the school for vulnerable pupils.</p> <p>Improve attendance and punctuality rates of PP pupils</p>	<p>Booster writing sessions</p> <p>School will fund eligible pupils to attend the 2 academic trips in each year group.</p> <p>Provide breakfast club funding for pupil daily.</p>	<p>Improved progress data from start of year baseline. Year 6 improved writing data from the baseline data</p> <p>All PP pupils received 2 free school trips for the year plus residential trip in Year 6</p>	<p>Booster classes run by SLT made huge impact on outcomes of the PP pupils. Unsure if this can take place next year – depends of staffing</p> <p>This will continue next year as the impact it had on these pupils socially attending this trip.</p> <p>We will continue to monitor and intervene where necessary to try to improve the attendance of PP children further.</p> <p>None of the PP children have taken up the offer of free Breakfast / Afterschool Club but we will continue to offer it for all PP children, particularly where lateness is an issue FLO to monitor.</p>	<p>£37,000</p>

6. Additional detail

Please see Termly Data releases. Please see Monitoring of interventions

Disadvantaged pupils



Removing SEND pupils

EYFSP % Attained

Standard	Measure	School	FSM Eligible	FSM Ever 6	Disadvantaged	Pupil Premium
			14-25%	15-25%	15-25%	15-25%
% Achieved	Good Level of Development	63.3	73.1	72.9	73.4	73.4
% Expected+	Prime Learning Goals	76.7	79.3	79.3	79.5	79.6
	Specific Learning Goals	63.3	73.6	73.2	73.5	73.5
	All Learning Goals	63.3	72.4	72.2	72.6	72.7
% Expected+	Listening and Attention (COM G01)	80.0	86.1	86.2	86.2	86.2
	Understanding (COM G02)	81.7	86.6	86.3	86.3	86.3
	Speaking (COM G03)	80.0	86.5	86.3	86.1	86.1
	Communication and Language Total	78.3	82.2	82.1	82.2	82.2

% Expected+	Self-Confidence and Self-Awareness (PSE G06)	81.7	88.7	88.6	88.9	89.0
	Managing Feelings and Behaviour (PSE G07)	81.7	87.5	87.2	87.2	87.3
	Making Relationships (PSE G08)	88.3	89.4	89.2	89.2	89.3
	Personal, Social and Emotional Development Total	80.0	84.4	84.4	84.7	84.8

% Expected+	Reading (LIT G09)	75.0	78.3	77.8	78.2	78.3
	Writing (LIT G10)	66.7	75.7	75.0	75.4	75.4
	Literacy Total	66.7	75.1	74.5	74.9	74.9

% Expected+	People and Communities (UTW G13)	80.0	87.6	87.0	87.1	87.2
	The World (UTW G14)	81.7	88.5	88.1	88.2	88.2
	Technology (UTW G15)	91.7	94.5	94.1	94.1	94.2
	Understanding the World Total	78.3	86.3	85.7	85.9	85.9

					Good Level of Development			
					% Achieved			
		Number of Pupils	Each pupil as %	Girls	Boys	All	Girls	Boys
All Pupils		60	1.7	30	30	63.3	70.0	56.7
FSM Eligible	Eligible	12	8.3	10	2	50.0	50.0	50.0
	Not Eligible	47	2.1	20	27	66.0	80.0	55.6
	Unknown	1	100.0	-	1	100.0	-	100.0
FSM 'Ever 6'	Ever 6	12	8.3	10	2	50.0	50.0	50.0
	Other	48	2.1	20	28	66.7	80.0	57.1
	Unknown	-	-	-	-	-	-	-