

# Pupil Premium Strategy Statement Wrotham Road Primary School

## School overview

<b>Metric</b>	<b>Data</b>
School name	Wrotham Road Primary School
Pupils in school	435 (including Nursery)
Proportion of disadvantaged pupils	78
Pupil premium allocation this academic year	£111,522
Academic year or years covered by statement	2020-21
Publish date	July 2020
Review date	July 2021
Statement authorised by	TPAT
Pupil premium lead	Mrs Sarah Jack
Governor lead	Mrs Hornby

## Disadvantaged pupil progress scores for last academic year (2020 data FFT Teacher Assessment used – 4 pupils)

<b>Measure</b>	<b>Score</b>
Reading	-1.0
Writing	-3.0
Maths	-4.3

## Strategy aims for disadvantaged pupils (Predicted for 2021 FFT targeted )

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	75%
Achieving high standard at KS2	25%

<b>Measure</b>	<b>Activity</b>
Priority 1	<i>Continue to ensure all staff receive appropriate training in order to deliver high quality writing opportunities which allow</i>

*pupils to make accelerated progress .*  
(OFSTED focus)

And

Improve reading comprehension across all KS2 year groups. (Historically, our pupils do well on the phonics screening with a small gap between PP / Non PP but this widens by the end of KS2).

Priority 2

Work with the local Maths Hub to embed Teaching for Mastery across all year groups to ensure more PP pupils meet the expected standard

Barriers to learning these priorities address

Directs staff to use evidence-based, short term, targeted interventions.

Increasing the opportunity for children to develop reading skills that are not necessarily practised at home.

Projected spending

£56,450

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Maths (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)	July 21

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Establish small group interventions that include the disadvantaged pupils that fall behind age-related expectations in English and Maths. Ensure short-term intervention regrouping, following half termly assessments Provide additional catch-up tuition for pupils as funding allows.

Priority 2	In addition to annual development days from RWI, ensure all new staff in EYFS and KS1 receive RWI phonics training and organise termly RWI meetings for further staff development. Timetable wider reading opportunities for pupils and provide phonics catch-up sessions in KS1.
Priority 3	In English and Maths, focus on daily 'same-day' interventions to reduce the number of children carrying misconceptions into subsequent lessons.
Barriers to learning these priorities address	Addressing specific gaps in knowledge at appropriate times ensuring learning is linked to current classroom practice.
Projected spending	£42,000

### **Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Provide free Breakfast Club / Afterschool Club for disadvantaged pupils.
Priority 2	Structure lunchtime sport/ nurture group opportunities for disadvantaged pupils
Priority 3	Provide help with the cost of educational trips and school uniform and Continue to develop relationships with parents so they are encouraged to come into school for events and to speak to teachers about their children.
Priority 4	Speech and language therapy provisions to be provided by outside agencies for targeted children with an emphasis on EYFS and KS1 pupils
Barriers to learning these priorities address	Increased 'readiness to learn' in the afternoon. Improved attendance and availability of wider opportunities Providing support programme for S&L for in school which can be continued at home
Projected spending	£13,100

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development. Time provided leaders to monitor progress of children. Monitoring of work at staff meetings	Use of INSET days and additional cover being provided by SLT
Targeted support	Quality teachers to support the most vulnerable pupils through small groups and high quality same day interventions. Release time for English and Maths leads to support teachers across the school	Rigorous performance management of teachers and pupil progress reviews to check progress. Training for TAs delivering same day interventions. English/ Maths lead to lead staff meetings and TA meetings throughout the year.
Wider strategies	Engaging our families to be more involved with school and supporting parents.	Working closely with parents to develop trusting relationships which recognise the child at the centre and working alongside outside support agencies where required

## Review: last year's aims and outcomes

Aim	Outcome
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.	

See review on 2019-20 format

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.

Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to practise skills at home.

***COVID-19 Update (Sept 2020) Due to the changes to educational provision caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy review has now been completed with some priorities continuing next academic year. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG. During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:***

- 1     · **Step 1 - Children were able to attend school**
- 2     · **Step 2 - Ensuring children have the correct tools to complete home learning**
- 3     · **Step 3 - Family support through home visits etc.**