

PUPIL PREMIUM STRATEGY STATEMENT (2019-2020)

SCHOOL OVERVIEW

| METRIC | DATA |
|---|-----------------------------|
| School name | High Wycombe C of E Primary |
| Academic year/s covered by statement | 2019-2020 |
| Pupils in school | 199 |
| Proportion of disadvantaged pupils | 14.1% |
| Pupil premium allocation this academic year | £33,518 |
| Publish date | September 2019 |
| Review date | July 2020 |
| Statement authorised by | C.Hawkins |
| Pupil premium lead | A.Hourican |
| Governor lead | R.Moorhouse |

DISADVANTAGE KS2 PUPIL PROGRESS SCORES FOR THE LAST ACADEMIC YEAR

| MEASURE | SCORE |
|---------|-------|
| Reading | 1.3 |
| Writing | -2.3 |
| Maths | 1.7 |

DISADVANTAGED KS2 PUPIL PERFORMANCE OVERVIEW FOR THE LAST ACADEMIC YEAR

| MEASURE | SCORE |
|---|-------|
| Meeting the expected standard at KS2 (combined) | 50% |
| Achieving greater depth at KS2 (combined) | 0% |

STRATEGY AIMS FOR DISADVANTAGED PUPILS

| MEASURE | ACTIVITY |
|--|---|
| Priority 1- Attainment gap between pupil premium children and non- pupil premium children to be decreasing. Gap to be less than 10% difference between PP children and the rest of the cohort. | Children to be part of tailored interventions to improve attainment and progress. Interventions to address gaps in children's knowledge and support attainment. LSAs to be effectively supporting groups and leading interventions. Teachers to be planning effectively for all groups in their class to support and challenge them in Literacy and Maths. |
| Priority 2- 80% of PP children to make expected progress in reading, writing and maths. | Intervention impact reports to show progress. Tailored class support, interventions and encourage parental engagement. Maths and Literacy training for all staff. |
| Potential barrier- attitude to learning | Pupil premium children to be demonstrating more confidence and independence in the classroom. Teachers encourage and reward participation. Social skills interventions implemented where necessary. |
| Actual spending: | £5,270 |

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

| AIM | TARGET | TARGET DATE |
|---------------------|--|-------------|
| Progress in Reading | 80% of PP children to make expected progress | July 2020 |
| Progress in Writing | 80% of PP children to make expected progress | July 2020 |
| Progress in Maths | 80% of PP children to make expected progress | July 2020 |
| Phonics | 80% of PP children to pass the PSC | July 2020 |
| Social skills | PP children actively engaging in lessons | July 2020 |

| MEASURE | ACTIVITY |
|---|--|
| Priority 1- LSA training | Ensure all relevant staff have the necessary phonics training |
| Priority 2- Teacher planning | Teachers to be planning effectively for all groups in their class to support and challenge them all in Literacy and Maths lessons. Maths and Literacy training to improve teaching for all. |
| Potential barrier- time and budget constraints. Staff turnover and timetabling. | LSA timetables to be monitored and adjusted accordingly. Monitoring and evaluation in curriculum time. |
| Projected spend: | £174 |

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

| MEASURE | ACTIVITY |
|---|---|
| Priority 1- Literacy | Small group phonics and literacy interventions |
| Priority 2- Maths | Establish small group interventions for disadvantaged falling behind age related expectations. |
| Potential barrier- time and budget constraints. Staff turnover and timetabling. | LSA timetables to be monitored and adjusted accordingly. Monitoring and evaluation in curriculum time. |
| Actual spend: | £24,254 |

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

| MEASURE | ACTIVITY |
|--|--|
| Priority 1- Providing PP children with resources in and out of school. | Uniform and educational resources subsidised for identified children. |
| Priority 2- Providing PP children with opportunities in and out of school. | Supporting PP children to access the wider opportunities of school life and boost self-esteem, inclusion and overall happiness in school. Music lessons, trips and external clubs subsidised for identified children. |
| Potential barrier- attitude to school and parental engagement | Engage with parents to see if financial support is needed and if children wish to engage in clubs etc. Pastoral support (nurture group or equivalent) |
| Actual spend: | £3,820 |

MONITORING AND IMPLEMENTATION

| AREA | CHALLENGE | MITIGATING ACTION |
|------------------|---|---|
| Teaching | Ensuring enough time is given to allow for staff professional development. | Use of INSET days and staff meetings. LSA weekly meetings introduced to provide training. |
| Targeted support | Staffing- ensuring consistency in the delivery of interventions , maths and literacy support. | LSA timetables reviewed regularly. |
| Wider strategies | Engaging the families facing the most challenges. | Strong communication between staff and parents. |

REVIEW: LAST YEAR'S AIMS AND OUTCOMES – 2019-2020

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

| AIM | IMPACT |
|---------------------------------|--|
| Progress in Reading and Writing | No Summer assessment due to COVID 19 No KS1 and 2 data due to COVID 19 4 children across the school making less than expected progress over 2 terms. 6 children across the school making greater than expected progress over 2 terms. 5 children across the school making less than expected progress over 2 terms. 5 children across the school making above expected progress over 2 terms. |
| Progress in Maths | No Summer assessment due to COVID 19 No KS1 and 2 data due to COVID 19 4 children across the school making less than expected progress over 2 terms. 7 children across the school making greater than expected progress over 2 terms. |
| Phonics | Phonics screening was cancelled due to COVID 19. |
| Social skills | Any vulnerable children identified were phoned weekly during COVID 19 school closure and invited back to school if possible. Active learning Learning walks demonstrated participations and engagement from PP children. |

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

| AIM | IMPACT |
|--|---|
| Priority 1- Providing PP children with resources in and out of school. | Children provided with uniform and laptops where deemed necessary. |
| Priority 2- Providing PP children with opportunities in and out of school. | School trips subsidised for PP children to allow them to join in with trips and support learning in school- 100% of children attended trips. |
| Potential barrier- attitude to school and parental engagement | Parents that didn't book parents evening appointments were contacted so 100% of appointments were carried out. Where children's behaviour has deteriorated or sanctions have had to be issued, parents are informed. |