

# Witchampton C of E First School

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Witchampton C of E First School
Pupils in school	66
Proportion of disadvantaged pupils	10.6% (7 pupils)
Pupil premium allocation this academic year	9,415
Academic year or years covered by statement	2020 - 2021
Publish date	2nd November 2020
Review date	1st November 2021
Statement authorised by	Jo Hancock
Pupil premium lead	Jo Hancock
Governor lead	Geoff Bates

### Attainment of Disadvantaged children in last academic year 2019 (2 pupils)

(Statutory assessments were not completed in 2020 due to COVID -19)

Current Attainment		
Attainment in 2019	Pupils eligible for PP	Pupils not eligible
% achieving GLD in EYFS	50%	75%
% achieving phonic Standard in Year	50%	85%
% achieving expected standard or above in reading	100%	75%
% achieving expected standard or above in writing	50%	67%
% achieving expected standard or above in maths	100%	75%
% achieving R,W & M	50%	67%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	100%
Achieving high standard at KS1	100%

Measure	Activity
Priority 1	All staff receive training to deliver synthetic phonics and early reading support effectively and know how to support children with gaps to catch up quickly.
Priority 2	Train staff to become more knowledgeable and confident in explicit vocabulary teaching to provide targeted support through pre-teaching and quality first teach to explicitly teach new vocabulary and provide opportunities for talk.
Barriers to learning these priorities address	Ensuring all staff have high quality training and apply strategies. Ensuring staff have sufficient time to implement strategies effectively.
Projected spending	£1, 200

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achievement in reading will be at least in line with national expectations. Progress measures from EYFS show improvement with no 'drop off', PP children continue to narrow the gap in reading.	July 2021
Progress in Writing	Improved quality of teaching and learning of writing. PP children continue to narrow the gap in writing. Fine motor skills improved leading to better pencil control and letter formation with disadvantaged children becoming more fluent writers and more accurate at spelling.	July 2021
Progress in Mathematics	KS1 progress in Maths to be at least in line with National expectations, progress measures from EYFS show improvement with no 'drop off'. More children achieving greater depth	July 2021

	outcomes in mathematics. PP children continue to narrow the gap in Maths.	
Phonics	Achieve at least national average expected in the Phonics Screen with no drop off from children achieving the reading early learning goal. Phonic and spelling knowledge and application is improved and impacting on fluency in reading, writing and spelling for disadvantaged children.	July 2021
Other	PP children develop emotional health and well-being in line with their peers and difficulties do not impact on learning.	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase Bug Club resources to supplement phonic reading books. All year groups have high quality reading books to increase reading for pleasure. Every pupil will hear an adult reading a story/book for enjoyment, every day.
Priority 2	Small group and 1:1 interventions for disadvantaged pupils falling behind in reading, writing or maths due to gaps.
Barriers to learning these priorities address	Opportunities to apply explicit phonics teaching. Daily opportunities to listen to and enjoy books.
Projected spending	Interventions: £ 2,000 Bug Club:£600 (500 additional contribution from PTA)

### Wider strategies for current academic year

Measure	Activity
Priority 1	To develop a broad and balanced curriculum that meets the needs of the children. A curriculum that is rich in skills and knowledge and allows the children to be ready to succeed in later life.
Priority 2	Children develop emotional health and well-being in line with their peers and difficulties not impacting on learning through targeted support within forest school, pupil conferencing, nurture group or ELSA.

Barriers to learning these priorities address	All stakeholders to fully support and implement strategies.
Projected spending	Pastoral Teaching Assistant: £6,000 Equipment including suitable clothing :£200 Visits:£ 105

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, dedicated staff meetings and support from pupil premium lead.
Targeted support	High quality texts accurately matching reading ability	Work collaboratively with WAT school to source appropriate texts. Training for staff to match reading texts accurately to child's reading ability
Wider strategies	All stakeholders to engage in approach including Heartsmart, Forest school, outreach, nurture and ELSA.	Training and effective communication with staff and parents. Frequent opportunities for staff to evaluate the impact of strategies and interventions.