



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Wansdyke School
Pupils in school	232
Proportion of disadvantaged pupils	39/232 or 17%
Pupil premium allocation this academic year	Ever 6 FSM= £52455 LAC/PLAC= £7035 Service Pupils= £2700 Total= £62190
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	March 2021
Statement authorised by	Samuel Heard
Pupil premium lead	Hannah Knight
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	<ul style="list-style-type: none">This information was not obtained due to the pandemic
Writing	<ul style="list-style-type: none">This information was not obtained due to the pandemic
Maths	<ul style="list-style-type: none">This information was not obtained due to the pandemic

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	<ul style="list-style-type: none">Term 2 2020-21 Reading: 25%Term 2 2020-21 Writing: 50%Term 2 2020-21 Maths: 0%
Achieving high standard at KS2	<ul style="list-style-type: none">Term 2 2020-21 Reading: 0%

	<ul style="list-style-type: none"> • Term 2 2020-21 Writing: 0% • Term 2 2020-21 Maths: 0%
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Barriers to Future Attainment

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Poor oral language skills, including disadvantaged children being EAL and/or in receipt of support from a Speech and Language Therapist
B	Willingness and readiness to learn- lack of stamina, confidence and self-esteem following lockdown
C	SEND Learning Needs- 16/39 (41%) of our disadvantaged pupils are also on our SEN Register
External barriers (<i>issues which require action outside school, such as low attendance rates</i>)	
D	Attendance- 43% of the disadvantaged learners had attendance less than 95%.
E	Parental engagement and valuing of education for children

Strategy aims for disadvantaged pupils

Measure	Activity
High Quality Teaching in English and Maths (and beyond)	<ul style="list-style-type: none"> • Staff training in key whole school approaches • Quality First Teaching for all pupils • Engagement in the 'Wiltshire Talks' oracy project • Continued employment of 2 full-time HLTAs and one 0.6 HLTA to provide high quality teaching when releasing class teachers for interventions, and to deliver high quality interventions themselves
Meeting Greater Depth Standard	<ul style="list-style-type: none"> • Implementing Sounds Write and The Write Stuff to support improved writing • Continuing No More Marking process and analysis of results • Continuing the mastery approach for maths • Continued employment of 2 full-time HLTAs and one 0.6 HLTA to provide high quality teaching when releasing class teachers for interventions, and to deliver high quality interventions themselves
Barriers to learning these priorities address	<p>B- Sounds Write and The Write Stuff approaches are supportive and scaffolded, supporting stamina, confidence and self-esteem</p> <p>A & D- Research shows that participation in the oracy project impacts on both attainment and attendance</p>

	E- high quality teaching through chosen approaches support all children, including disadvantaged learners and those with SEN
Projected spending	<ul style="list-style-type: none"> • Further training of 5-8 staff in Sounds Write • Resourcing of The Write Stuff • HTLA costs Total: £50,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> • 66% (4 of 6 children, as 2 have additional SEN) achieve expected or above progress scores in KS2 Reading • All disadvantaged learners who are not SEN achieve expected standard or above in reading for their year group 	July 2021
Progress in Writing	<ul style="list-style-type: none"> • 66% (4 of 6 children, as 2 have additional SEN) achieve expected or above or above progress scores in KS2 Writing • All disadvantaged learners who are not SEN achieve expected standard or above in writing for their year group 	July 2021
Progress in Mathematics	<ul style="list-style-type: none"> • 66% (4 of 6 children, as 2 have additional SEN) achieve expected or above progress scores in KS2 Mathematics • All disadvantaged learners who are not SEN achieve expected standard or above in mathematics for their year group 	July 2021
Phonics	<ul style="list-style-type: none"> • 75% (3 of 4 children) meeting expected standard in Year 1 Phonics Check • All disadvantaged children in Year 2 who are not SEN meet expected standard in the Autumn Phonics Check 	June 2021 December 2020
Attendance	<ul style="list-style-type: none"> • Attendance of our disadvantaged learners is equal to that of our non-disadvantaged learners (97%) 	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
Achieving Expected Standard or above in reading, writing and maths, across year groups	<ul style="list-style-type: none"> Continued employment of 2 full-time HLTAs and one 0.6 HLTA to provide high quality teaching when releasing class teachers for interventions, and to deliver high quality interventions themselves
Speech and Language, and Oracy	<ul style="list-style-type: none"> engagement and referrals where appropriate, to Virgin Care Speech Therapists- TAs working alongside therapists to develop skills for individual support Participation in the Wiltshire Talks Oracy Project, attending training and webinars and strategies shared with staff continued high focus on vocabulary and developing this in all areas of the curriculum
Barriers to learning these priorities address	<p>A- supporting poor oracy skills and speech and language needs</p> <p>C- supporting our disadvantaged learners who also have SEN needs</p> <p>D- Attendance- research demonstrates that engagement in the oracy project can have positive impact on attendance</p>
Projected spending	<ul style="list-style-type: none"> (HLTA costs included in previous section) Inclusion in Wiltshire Talks Oracy Project Annual Rapid subscription cost <p>Total: £2000.00</p>

Wider strategies for current academic year

Measure	Activity
Thrive Approach and Mental Health Support Team	<ul style="list-style-type: none"> Development and embedding of the Thrive Approach across the school Establishing working with the Mental Health Support Team Approaches are matched to individual children's needs, as well as small groups
Forest Schools	<ul style="list-style-type: none"> Forest School Leader training for a member of staff OR recruiting someone Forest School trained

Attendance	<ul style="list-style-type: none"> Continuing to buy in to the Local Authority Education Welfare Officer support Continue close monitoring of attendance, alerting parents to their child's attendance below 95% and holding School Attendance Meetings for families with a pattern of persistent absence Developing the Thrive Approach in school Developing oracy skills in school, through participation in 'Wiltshire Talks' project
Supporting engagement in wider opportunities- widening experiences and supporting inclusion	<ul style="list-style-type: none"> Support for funding class trips and experiences Support for funding key events (such as 'Leaver Hoodies')
Barriers to learning these priorities address	<p>B- supporting children's readiness to learn, confidence and self-esteem through Thrive and MHST</p> <p>D- Attendance- targeted support to raise this</p> <p>E- Parental engagement through Thrive</p>
Projected spending	<ul style="list-style-type: none"> Member of staff Forest School Trained: £800.00 Thrive Together Modules 1-5: £544.00 Senior Leader Thrive Training: £525.00 ELSA completing Thrive Practitioner Training: £1394.00 Deputy Head completing Thrive Training for Family Thrive: £537.00 subsidies for trips, experiences and opportunities for disadvantaged learners: £3000 <p>Total: £8000.00</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Allowing teachers enough time to support children in small groups and 1:1 for pre-teaching and targeted support Allowing teachers quality time for assessment and analysis of attainment and progress of all children 	<ul style="list-style-type: none"> Careful timetabling of HLTAs to release class teachers Class Data Meetings taking place in school time and/or staff meeting time
Targeted support	<ul style="list-style-type: none"> Providing enough time for staff to implement and embed new training and strategies (The Write Stuff, 	<ul style="list-style-type: none"> Allocating time for training relevant staff in new approaches and initiatives

	<p>Sounds Write, Thrive, Oracy)</p> <ul style="list-style-type: none"> • Training all staff in whole school approaches (e.g. Sounds Write) 	<p>(teacher meetings, INSET Days)</p> <ul style="list-style-type: none"> • Priority staff identified, layered approach to rolling out of training
Wider strategies	<ul style="list-style-type: none"> • Engaging families experiencing challenges with engagement 	<ul style="list-style-type: none"> • Training a member of staff in Family Thrive • Working with families using Family Thrive training

Review: last year's aims and outcomes

Aim	Outcome
<p>Collaborative Learning: All children are able to participate in learning activities and are supporting each other</p>	<p>'Talk Partners' established and part of daily practise and will continue to be. Paired reading and editing, as well as peer feedback in place. Children becoming more open to share their own learning experiences.</p>
<p>Feedback: Children know what they are doing well and what they can do to improve</p>	<p>Our feedback policy was reviewed and continues to be improved. Feedback was also supported through TLAC Strategies such as 'right is right'. The children developed an understanding of what was going well and what they needed to do to improve.</p>
<p>Mastery Learning: Increase in children reaching mastery level in learning</p>	<p>The mastery approach was better understood by staff, but full impact on the approaches in learning outcomes was impacted by Lockdown.</p>
<p>Mathematics Enable Table: Children are able to independently access learning resources and recognise the impact of resources in achieving in their learning</p>	<p>Mathematics resources are carefully stored, labelled and located in classrooms, but a shift in our classroom environment expectations meant that an enable table became a set of drawers to avoid clutter. Children are able to access the learning resources they need</p>
<p>Raising the Profile of Spoken Language: Increased language opportunities in daily teaching. https://p4c.com/ Philosophy for All, Role-play, drama, Teach Like a Champion Strategies, Blooms Questioning, Tower Hamlets resources</p>	<p>This was started, but lots more work to do. We are enroled in the 'Wiltshire Talks' Oracy Project to further extend and raise the profile of the value of language, vocabulary and oracy skills in the school</p>
<p>Digital Technology:</p>	<p>Clicker 7 purchased as a site licence and includes home licences for children that</p>

Increase accessibility for PPDL children, including EAL, in accessing alternative learning routes, such as Clicker 7.	need them. Laptops purchased for classroom use, and Revos reinstated in classrooms.
Peer Tutoring: Children develop better independence skills, as well as editing skills	Talk partners and peer feedback and marking has been used, but will continue to be a focus
Reading Comprehension: Accelerated progress and raised attainment- closing the gap	Inference intervention, Boosting Reading at Primary and PM Benchmarking being used. Full impact of this support halted by lockdown
Forest Schools: Children who are PPDL are given wider opportunities for success	School engaged with Wiltshire Wildlife Trust for individual children, and all children had the opportunity for outdoor learning through 'Nature Space'. Forest Schools will be a new target area as our Forest Schools Leader has moved to a new role.
Pre-Teach and 1:1/Small Group Sessions: Children begin the maths lesson with the same starting point for learning. Class teachers have clear understanding of the next steps needed by their PPDL children, and being in a better position to close the gap/deepen understanding	This was successful until the point of lockdown, with our HLTA being timetabled to release the class teachers at different points each week to deliver targeted support and pre-teach sessions. Impact was cut short by lockdown.
Rapid Interventions: Accelerated progress and raised attainment- closing the gap	These interventions were running successfully, but impact was cut short by Lockdown.
1:1 Tutoring: Focussed support for individuals to close their attainment gap with peers	This strategy was having small steps of impact in the early stages before lockdown and is something we would continue with.
Equal Opportunities for All: Subsidy for school trips, uniform, clubs (FSM and Ever 6) Subsidy for Year 6 Residential Trip (FSM and Ever 6)	This worked well for the trips and events that were able to take place before lockdown. This is something we will continue.
Mental Health and Wellbeing-Thrive: Individual children are identified and supported through carefully planned support that enables them to be emotionally on track and in a better place for learning and engaging with others. Children can recognise and understand their emotional needs and are able to	Thrive Practitioner in place, supporting children through individual plans, some for both home and school. Teachers and Teaching Assistants engaging with Thrive Action Planning and implementation of activities and strategies.

<p>identify the support and strategies they need to enable them to get ready for learning</p> <p>Emotional wellbeing is carefully supported through targeted Music Therapy sessions.</p> <p>Adult Buddies: Reduced impact of emotional needs on learning, children are aware of a trusted adult that they can talk to for support.</p> <p>Children in each class are able to guide and assist their peers towards strategies and support for emotional needs</p>	<p>Music Therapy enabled key children who had experienced significant life events to have time devoted to those needs and that recovery.</p> <p>Behaviour plans that were developed with children, were shared with their class (with child's permission) to enable the child's peers to support and recognise their friend's needs.</p>
<p>Attendance: School buy in to the EWO Service Improved attendance for PPDL children, which impacts positively on progress and attainment</p>	<p>There was not capacity within the service for us to buy in to an EWO in this academic year, however, we have now got an EWO for 2020-21 and this link and support is working well.</p> <p>Attendance continued to be carefully monitored in 2019-20</p>