

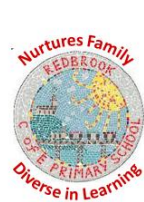


Pupil Premium Strategy Statement: Wye Forest Federation 2020-2021

Pupil Premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English Schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’ Education Endowment Foundation – The EEF guide to Pupil Premium funding

SUMMARY INFORMATION			
School	St Briavels Primary School-12% Pupil Premium Redbrook Primary School-24%		
Academic Year: 2020-21	St Briavels: 131 Redbrook:29	Total pupil premium budget:	St Briavels: £22520 Redbrook:£9415 £31,935 £8551 carried forwards Total:£40,486
Total number of pupils: 131	Funding based on: St Briavels: 16 pupils Redbrook: 7	Amount of pupil premium received per child:	Children (1 adopted-£2345 (ever 6-£1345



Aims of the Pupil Premium:

At the Wye Forest Federation, we aim to spend our Pupil Premium funding in the most effective ways. We consider both the academic and social needs of the children in our care. We target the funding well from the outset, being responsive and flexible to individual needs and use progress and tracking procedures to identify the strengths and weaknesses of individual pupils. Effective intervention strategies are used in order to close gaps in the attainment of disadvantaged pupils, particularly within English and Maths. These strategies are routinely evaluated and analysed, as is the impact upon pupil attainment.

Principles:

At the Wye Forest Federation, we are passionate about developing the whole child. Therefore, within the federation we have adopted a 3-tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact.

1: Teaching: Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

2: Targeted Academic Support: We use small group interventions. Evidence consistently demonstrates the positive impact targeted academic support can have.

3: Wider Strategies: Providing support in tackling the most significant, non-academic barriers to success at school is the final, important tier. Such support includes providing behaviour and social and emotional support, including focusing on the wellbeing of our children. The Wye Forest Federation strongly believes that working together with parents, carers and the wider community is vital. The federation works with parents and members of the local community, providing additional support and signposting external agency support, where necessary.

Use of Research and Evidence

The federation uses both schools-based, County and National evidence to inform the work we do. The approaches we use are regularly evaluated to ensure high impact upon learning and development and value for money. The work we complete with all children is monitored and evaluated closely and only



approaches and interventions which have shown impact are used. Key sources of research used by the school include Sutton Trust and the Education and Endowment Fund toolkit.

How to claim your child's Pupil Premium:

Your child may be eligible for Free School Meals – and accordingly Pupil Premium – if you receive any of the following benefits:

- Income Support;
- Income-Based Job Seeker's Allowance;
- Income-Related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- Guaranteed element of State Pension Credit;
- Child Tax Credit, (provided that you're not eligible for Working Tax Credit, and have an annual gross income of no more than £16,190); or
- Universal Credit.

For every child that is entitled to Free School Meals the school receives extra funding to enhance provision and improve progress and outcomes for children. So please apply even if you do not wish to take up your Free School Meal.



Amount of PP Grant received per pupil

- Pupils in Year groups Reception to Year 6 recorded as Ever 6 Free School Meals = £1345
- Looked after children/ Children in Care (CIC) defined in the children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority = £2345
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order = £2345
- Service children, pupils in Year Reception to Year 11 recorded as Ever 6 service child in receipt of a child pension from the ministry of Defence = £310

END OF KS2-YEAR 6

End of KS2 Results 2020	Pupils eligible for PP	Pupils not eligible for PP (National Average)
% achieving expected standard or higher in reading	N/A no official data due to Covid-19 pandemic Teacher assessment: St Briavels-100% (1 pupil) Redbrook-50% (2 pupils)	2019=73%



END OF KS2-YEAR 6		
% achieving expected standard or higher in writing	N/A no official data due to Covid-19 pandemic Teacher assessment: St Briavels-100% (1 pupil) Redbrook-0% (2 pupils)	2019=78%
% achieving expected standard or higher in maths	N/A no official data due to Covid-19 pandemic Teacher assessment: St Briavels-100% (1 pupil) Redbrook-50% (2 pupils)	2019=79%



BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)

In-school barriers

A	Tier 1-Phonics and Maths Fluency
B	Tier 1- Misconceptions and 'gaps' in understanding identified and closed for all pupils in all curriculum areas, particularly after Covid-19 lockdown.
C	Tier 2-A widening gap between disadvantaged pupils and non-disadvantaged, exacerbated post March (due to Covid-19)

ADDITIONAL BARRIERS

External barriers

D	Tier 3-Wellbeing concerns linked to some of our Pupil Premium children/families
E	Tier 3-The ability of pupils on the PP register to access remote learning in the case of isolating/lockdown



Tier 1-Quality of teaching for all

To increase the effectiveness of teaching through the provision of quality, including high quality CPD. (Addressing barriers A, B and C)

Key actions	What's the evidence and rationale for this choice?	Monitoring	Success Criteria
<p>To raise standards in Reading, Writing and Maths and PP children to attain in line with expected standards and their peers.</p> <p>To ensure QFT addresses any gaps in learning</p> <p>Develop the use of the Graduated Approach across the school increasing QFT for all children.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium” (EEF Pupil premium guidance p.4)</p>	<p>High quality CPD built into Staff meetings. This is planned strategically into the RAP and informed by the SDP.</p> <p>Developing the Graduated Approach with clear expectations of what is expected from teachers within each Wave. Embed Assess, Plan, Do, Review</p> <p>HT/SLT Lesson observations on monitoring cycle</p> <p>Pupil Progress meetings</p> <p>Inclusion lead/ Phonics lead learning walks for interventions on monitoring cycle</p>	<p>Teachers will be confident with a range of strategies to ensure QFT.</p> <p>Graduated approach assess, plan, do, review</p> <p>Teachers will be able to write My plans using SMART targets. Pupil profiles will be used to inform 1:1.</p>
<p>SENDCo to complete NASENCO award</p>	<p>Professional development-“every teacher is supported to keep improving, is the key ingredient of</p>		



	a successful school" (EEF Pupil Premium guide p.8)		
Total cost= Cost: £18,498			

Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (Addressing Barriers B and C)

Key actions	What's the evidence and rationale for this choice?	Monitoring	Success Criteria	Cost
Provision mapping and targeted intervention with a measurable impact	Provision Mapping also provides a way of measuring the impact of each intervention to ensure they are effective. (EEF Special Educational Needs in Mainstream Schools).	Pupil Progress Meetings HT/SLT Learning walks for interventions on monitoring cycle.	QFT will address gaps in learning and these will be addressed through provision mapping and wave 1 intervention. Pupil premium pupils all make expected or better progress, closing the attainment gap with their peers.	TA support
Total cost: 11037				



Tier 3: Social and emotional (Addressing Barriers D and E)

Key actions	What's the evidence and rationale for this choice?	Monitoring	Success Criteria	Cost
<p>Interventions to support pupils with multiple vulnerabilities, i.e SEND and on the Pupil Premium Register, or SEND (Barrier D)</p> <p>Targeted FSW/ELSA support and Trailblazer referrals for PP children</p>	<p>"Increase pupils confidence and resilience" DFE PP policy paper 2021</p>	<p>The specific needs of these pupils will be closely monitored.</p> <p>SENCO/ CT will monitor the impact of SEND interventions on a termly basis.</p> <p>SENCO will collect parent/ pupil voice of targeted children to help assess the quality of the provision</p> <p>SEND/PP/Safeguarding Governors</p>	<p>High-impact 1:1/ group support is given to pupils with multiple vulnerabilities</p>	<p>TA-support staff</p> <p>ELSA support</p> <p>FSW-£1200</p> <p>Emotional and Social resources-</p>



<p>To improve the wellbeing of Pupil Premium children</p> <p>Breakfast club and two sessions of afterschool club to be offered free to all PP children</p> <p>PP Children to be fully funded to enable access to the same opportunities and experiences as their peers</p>	<p>“Encourage pupils to be more aspirational” DFE PP policy paper 2021</p> <p>When children are happy in school and relaxed in their learning, effective learning will happen and help children achieve their potential. Being confident and having a positive attitude to school is vital to a child’s success.</p> <p>Social and Emotional learning (EEF toolkit+4)</p>	<p>SBM/ Admin/ INCO will monitor breakfast club, after school club and trips expenditure</p>	<p>Increased attendance and reduced lateness</p>	<p>£1600</p>
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<p>To enable all pupils to access remote learning whilst they are at home. Barrier E</p> <p>School will collect Parent voice to determine which pupils can/cannot access remote learning from home via an internet enabled device.</p> <p>To raise engagement in learning in maths/ reading through online learning platforms</p>	<p>12 Pupils were identified as not having access to an internet enabled device whilst at home in response to home communication.</p> <p>EEF report +4 months progress with use of digital technology to support learning. Instant feedback is effective.</p> <p>Subscription to TT Rockstars and Numbots</p>	<p>Class teachers to ensure work on SEESAW matches 'in school' learning.</p> <p>To ensure remote learning provision provides quality first learning opportunities.</p>	<p>All pupils have ability to engage with remote learning whilst isolating/ on lock down.</p>	<p>£ No cost (Laptops/ I pads distributed)</p> <p>Subscriptions= TT Rockstars- £208.90 Numbots subscription- £84.18</p>
<p>Total cost:3093.08</p>				



Review of expenditure																							
Action	Intended Outcome	Impact	Lessons learned																				
Improve the quality of teaching across the school	Improved outcomes in RWM Close the gap between PP chn and their peers	Outcome at the end of KS2 Teacher assessment <table border="1"> <thead> <tr> <th>Child</th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>EXS</td> <td>EXS</td> <td>EXS</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>BL</td> <td>BL</td> <td>BL</td> <td>No</td> </tr> <tr> <td>3</td> <td>EXS</td> <td>BL</td> <td>EXS</td> <td>NO</td> </tr> </tbody> </table>	Child	R	W	M	RWM	1	EXS	EXS	EXS	Yes	2	BL	BL	BL	No	3	EXS	BL	EXS	NO	Target intervention to needs of PP children. Provision maps to be used half termly to closely monitor impact and adapt practice as necessary.
Child	R	W	M	RWM																			
1	EXS	EXS	EXS	Yes																			
2	BL	BL	BL	No																			
3	EXS	BL	EXS	NO																			
To support children with identified SEMH needs through the FSW	FSW	Children have had the opportunity to engage with sessions with the FSW to improve wellbeing	We are now aiming to monitor wellbeing support through the use of Trailblazers and our trained ELSA's. FSW will end July 2021.																				
To support children receiving PP and their families to access opportunities in line with their peers.	All children to access the same educational experiences	Children will increase their cultural experiences through trips and events	This has been a positive experience for the children although this part of the strategy was interrupted due to the lockdown.																				



<p>Pupils have access to a full range of social/ cultural/ sporting experiences, visits and activities.</p>	<p>To support the children and families receiving PP by providing funded wrap around care</p>	<p>All children have access to breakfast and a calm start to their day in preparation to learning.</p> <p>Breakfast and after school club have supported parents in employment.</p>	<p>Interrupted due to lockdown. This will continue although restrictions to after school care may need to be re assessed as a result of costs. Breakfast club will continue to be fully funded to ensure children have a positive start to the school day.</p>
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