

Summary information					
School	Wylam First School				
Academic Year	2020 - 21	Total PP budget	£9590	Date of most recent PP Review	November 2020
Total number of pupils	150	Number of pupils eligible for PP	5	Date for next internal review of this strategy	January 2021

Current attainment				
Predictions as of March 2020 (pre COVID closure)	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national other average)</i>	
Attainment EYFS GLD (March 2020 predictions forward)	50%		80%	
Pupils reaching the expected standard in phonics Y1 (July 2020)	50%		92%	
Pupils reaching the expected standard in phonics re-take Y2 (July 2020)	N/A		N/A+-	
	<i>EXP</i>	<i>GD</i>	<i>EXP</i>	<i>GD</i>
Attainment KS1 Reading (July 2020)	N/A	N/A	N/A	N/A
Attainment KS1 Writing (July 2020)	N/A	N/A	N/A	N/A
Attainment KS1 Maths (July 2020)	N/A	N/A	N/A	N/A
In school progress data in KS2 July 2020	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
% children making expected progress or better in Reading in Y4 (current y5)	50%		85%	
% children making expected progress or better in Writing in Y4 (current Y5)	50%		85%	
% children making expected progress or better in Maths in Y4 (current Y5)	100%		85%	

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Speech, language and communication delay	
B.	Social and emotional aspects of learning	
C.	Developmental delay	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Experiences outside of school to support pupils to meet their full potential, improve confidence and resilience	
E.	Improve attendance of PP children to be in line or above national average.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better than expected progress in reading, writing and maths based on prior attainment.	<ul style="list-style-type: none"> • 100% of PP children in Reception make better than expected progress based on their starting points. • 100% PP children in Y1 make better than expected progress based on their starting points. • 100% PP children in Y2 make better than expected progress in reading and writing in line with prior attainment. • 100% PP children in Y3 make better than expected progress in reading and writing in line with prior attainment.
B.	PP children have improved their social and emotional well-being and are more able to access learning.	<ul style="list-style-type: none"> • 100% of PP children make at least expected progress across the course of the year. ELSA monitoring demonstrates children have a positive attitude towards their learning.
C.	Individualised planning supports PP children to make at least expected progress and achieve targets on individualised learning plan.	<ul style="list-style-type: none"> • 100% of PP children make at least expected progress across the course of the year.
D.	PP children have access to a range of activities across the academic year.	<ul style="list-style-type: none"> • Targeted PP children will be tracked against targets and additional opportunities to extend and deepen learning.
E.	Difference between attendance of PP and school other is diminished.	<ul style="list-style-type: none"> • PP attendance is in line or above national averages

Planned expenditure				
Academic year	2020 - 2021			
Quality first teaching				
Desired outcome	Chosen action / approach	Monitoring	Staff lead	Review date and impact
All teachers skilfully deploy TAs to focus intervention on diminishing gaps in learning.	<ul style="list-style-type: none"> Teachers to communicate well with TA's and deploy them appropriately ensuring they are aware of gaps in learning allowing closely targeted, focused interventions to take place. All interventions closely monitored, assessed and new targets set when reached. 	<ul style="list-style-type: none"> Learning walks Observations Termly tracker analysis 	YH	Termly
Skilled TAs deliver high quality intervention and classroom support.	<ul style="list-style-type: none"> TA appraisal with specific focus targets and a CPD plan 	<ul style="list-style-type: none"> Observations by SENDCo/ Class teachers Termly tracker analysis 	YH	Termly
Effective intervention which closes gaps in learning and leads to disadvantaged children meeting the expected standard	<ul style="list-style-type: none"> Targeted intervention for key children in speech and language, reading, writing, maths and emotional literacy using specialised TAs and 'catch up funded' TA. Additional training to effectively run intervention Resources 	<ul style="list-style-type: none"> Observations by SENDCo/ class teachers Termly tracker analysis 	YH	Termly
All teachers provide high quality accurate assessment, marking and verbal feedback which strongly impacts on the attainment and progress of pupils.	<ul style="list-style-type: none"> Marking policy followed Feedback and catch up focus days timetabled 1:1 Verbal feedback given to PP children where required to close gaps. 	<ul style="list-style-type: none"> Assessment tracking Pupil progress meetings Book QA 	YH	Termly
KS2 teachers to be skilled in NCTEM Teaching for Mastery Maths. All teachers to be confident in delivery of White Rose maths	<ul style="list-style-type: none"> Whole class, non-differentiated Maths allowing achievement at own level KS2 teachers to attend program of training and external observations KS2 teachers to cascade training throughout school. White Rose Maths training across MAT Purchase maths resources to deliver strategy effectively 	<ul style="list-style-type: none"> Learning walks Observations Staff meetings 	FJ	Termly
KS2 teachers use timetabled Rock Stars to improve rapid recall	<ul style="list-style-type: none"> Implementation of Rock stars 	<ul style="list-style-type: none"> Assessment tracking 	FJ	Termly

All teachers skilled at delivering TFW to support the improvement of reading and writing.	<ul style="list-style-type: none"> • Whole staff training • Purchase of reading spine and resources • Purchase of training materials • Extra staffing costs (support staff attended training) 	<ul style="list-style-type: none"> • Book scrutiny • Lesson observation • Learning walks • data • pupil voice • End of unit assessment and moderation 	SD	Half termly
Teachers and TAs have access to high quality training eg Vocabulary Precision Teaching Talk for Reading White Rose Maths Maths Hub	<ul style="list-style-type: none"> • Whole staff training • Individual training • Purchase of reading spine and resources • Purchase of training materials • Extra staffing costs (support staff attended training) 	<ul style="list-style-type: none"> • Book scrutiny • Lesson observation • Learning walks • data • pupil voice • End of unit assessment and moderation 	SD YH FJ	

Total budgeted cost £7000

Social and emotional aspects of learning

Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Well rounded, confident and resilient children who are ready to learn	Group and 1:1 nurture sessions	<ul style="list-style-type: none"> • Observations • Pupil voice 	KT SG	Termly
Confident, resilient children who have a clear understanding of their place in the world around them	Implementation of PSHE scheme including RHE curriculum Adoption of No Outsiders <i>Purchase of books and resources</i> <i>Staff training</i>	<ul style="list-style-type: none"> • Pupil voice • Monitoring activities • Parent workshop 	YH	Termly
Staff member trained to deliver ELSA sessions effectively	<ul style="list-style-type: none"> • ELSA training eg Lego therapy training/Drawing therapy training • TWINKL Premium costs 	<ul style="list-style-type: none"> • Observations • Pupil voice 	SG	Termly

Total budgeted cost £1000

Speech, Language and communication

Desired outcome	Chosen action/approach What is the evidence and rationale for this choice?	Monitoring	Staff lead	Review date and impact
Targeted PP children to become confident	Talk for Writing in EYFS ELSA support S and L 1:1 interventions for targeted children	<ul style="list-style-type: none"> • Intervention plans monitored 	YH	Termly

communicators with ELSA support				
Focus children develop an understanding of language and use spoken language to express themselves.	Talk for Writing in EYFS ELSA support S and L 1:1 interventions for targeted children	<ul style="list-style-type: none"> Intervention plans monitored 	YH	Termly
Total budgeted cost				£2500
Extra Curricular Activities				
Funded experiences/trips e.g Rocksteady, musical tuition	Cost of school trips Cost of music tuition	<ul style="list-style-type: none"> Observations Pupil Voice Teacher assessment 	YH	
Total Budget cost				£300
Attendance				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Attendance of PP children to be in line with or above the national average.	<ul style="list-style-type: none"> Assistant head of school monitoring and responsible for attendance PP children tracked and action plans in place to support parents and improve attendance. 	<ul style="list-style-type: none"> Attendance tracked weekly, half termly, termly Action plan monitored each term System of letters sent to parents to inform them of attendance concerns at key points Minutes from attendance panel meetings 	YH	Reviewed termly by governing body
Total budgeted cost				£0

Review of expenditure				
Previous Academic Year	2019-20			
i. Quality of teaching for all				
Desired outcome	Action/success criteria	Impact/ Lessons learned	Cost £7400	

<p>Children make expected or better than expected progress in reading, writing and maths based on prior attainment.</p> <p>PP children have improved their social and emotional well-being and are more able to access learning.</p> <p>Individualised planning supports PP children to make at least expected progress and achieve targets on individualised learning plan.</p> <p>PP children have access to a range of activities across the academic year.</p> <p>Difference between attendance of PP and school other is diminished..</p>	<ul style="list-style-type: none"> • 100% of PP children in Nursery and Reception make at least expected progress based on their starting points. • 100% PP children in Y1 make better than expected progress based on their starting points. • 100% PP children in Y4 make better than expected progress in reading and writing in line with prior attainment. <ul style="list-style-type: none"> • 100% of PP children make at least expected progress across the course of the year. <ul style="list-style-type: none"> • 100% of PP children make at least expected progress across the course of the year. <ul style="list-style-type: none"> • Targeted PP children will be tracked against targets and additional opportunities to extend and deepen learning. <ul style="list-style-type: none"> • PP attendance is in line or above national averages 	<p>100% EYFS pupils were on track to reach expected by the end of EYFS in reading and maths 50% of EYFS children were on track to reach the expected level of development by the end of EYFS 50% of children in Y1 were on track in March to make better than expected progress. 50% of children in Y4 were on track in March to make better than expected progress</p> <p>100% of PP pupils were making expected progress with 60% on track to be at least expected by the end of the year.</p> <p>100% of PP pupils were making expected progress with 60% on track to be at least expected by the end of the year.</p> <p>2019 – 2020 up to end of Spring term School PP attendance – 97.17% Non-PP attendance – 96.37%</p>	
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ii. Targeted support

Desired outcome	Action/success criteria	Impact/Lessons learned	Cost
<p>Well rounded, confident and resilient children who are ready to learn</p> <p>Confident, resilient children who have a clear understanding of their place in the world around them</p>	<p>Group and 1:1 nurture sessions</p> <p>Adoption of new PSHE scheme including RSE curriculum Adoption of No Outsiders Purchase of books and resources - (Twinkl, PSHE Association) Staff training</p>	<p>PP pupils volunteered for whole school roles and took part in presenting school initiatives to other schools</p> <p>Written evidence from 1:1 and group sessions demonstrate progress. There has been % decrease in the need for counselling sessions and behaviour logs demonstrate improvements to social interactions</p>	<p>£575</p>

Targeted PP children to become confident communicators with ELSA support	Talk for Writing in EYFS ELSA support S and L 1:1 interventions for targeted children	Speech and language assessment information demonstrates progress towards targets. ELSA intervention assessments demonstrate positive progress towards targets	£1200
Focus children develop an understanding of language and use spoken language to express themselves.	Talk for Writing in EYFS ELSA support S and L 1:1 interventions for targeted children	Speech and language assessment information demonstrates progress towards targets.	
iii. Other approaches			
Desired outcome	Action/success criteria	Impact/Lesson Learned	Cost
To improve the attendance rates of PP children to ensure that it is at least in line with others nationally	PP children attendance is monitored effectively and any specific support or referral to EWO is actioned as soon as possible.	2019 – 2020 up to end of Spring term School PP attendance – 97.17% Non-PP attendance – 96.37% PP attendance gap has been eradicated and is now above non PP attendance..	N/A