

Frodsham Weaver Vale Primary School Pupil Premium Plan - REVIEWED

| 1. Summary Information | | | | | |
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| Academic Year | 2019-2020 | Total PP budget | £82,420 | Date of most recent PP Review | October / November 2020 |
| Total number of pupils | 136 (Nursery to Y6) 114 (Rec to Y6) | Number of pupils eligible for PP | 62/136 = 45.6% 62/114 = 54.4% | | |
| No of pupils receiving CLA / SGO Premium = 1 | | £1,900 (per pupil) | No of pupils receiving Forces Premium = 1 | | |
| 2. Barriers to Future Attainment (in-school and external) | | | | | |
| A | The increasing needs of individual pupil premium children throughout the school. | | | | |
| B | Very low language and social skills on entry to school at reception baseline data demonstrates around (2019-20 baseline data = C&L 62.5% children below ARE, PSE 56.3% of children below ARE) | | | | |
| C | Poor early reading skills and low levels of mathematical understanding contribute to delayed improvement in other Prime and Specific areas in Early Years and outcomes in Key Stage 1 and 2 (2018-19 55.6% achieved GLD). | | | | |
| D | Lower attainment in writing across the school due to language/vocabulary choices, grammatical application of skills, cohesive devices and confidence in the use of these (2019- KS2 58%, KS1 – 68%) | | | | |
| E | Deprivation in the home environment and delayed development contributes to poor social skills, aspiration and work ethic, resulting in poor learning behaviours. | | | | |

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| F | Poor attendance and limited support from parents / carers to improve attendance and punctuality. (2019 whole school – 93.8%) |
| G | Social interactions, attachment and environmental pressures for a number of pupils has a detrimental effect on their ability to engage in school often starting the day badly. |
| H | High number of children identified within the continuum of need for social care, looked after and with family members absent or experiencing high levels of deprivation, demonstrating negative learning behaviours and varying levels of engagement. |
| 3. Desired Outcomes | |
| 1 | Continue to have a reduced gap between Pupil Premium children and Non-Pupil Premium children at end of KS2. (2019 EXS – Reading (83% PP vs 100% NPP – 1 child), Writing (67% PP vs 83% NPP – 1 child) and Maths (100% PP vs 100% NPP)) |
| 2 | Improved outcomes diminishing the difference between Pupil Premium pupils and non-PP pupils at end of KS1 in Reading and writing. |
| 3 | Improved phonics attainment, closing the gap between PP and non PP, nearing the National expectation. 2019 = 50% of PP passed screen vs 70% of NPP |
| 4 | Continue to close the gap in Reception. Improved reading, writing and mathematical skills in EYFS, nearing the national expectation. Target for 2019/20=63%) |
| 5 | Attendance nearer to national expectations for all schools and at least in line with similar schools - 95% |

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| 6 | Reduced incidents of disruption to learning and greater levels of engagement for all pupils, resulting in positive learning behaviours in all lessons |
| 7 | Improved understanding of the wider world, aspiration and willingness to engage in school life to learn. |

4. Planned Expenditure

| Identified Strategy to Success | EEF focus/desired outcomes | Success Criteria | Action / Intervention | Staff Lead | Cost | Monitoring and Review | Impact Evaluation |
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| <p>Pupil Premium Leadership</p> <p>Ensuring effective leadership and greatest impact of PP funding.</p> | 1,2,3,4 | Improved planning, tracking and evaluation of Pupil Premium leading to improved outcomes at end of Key Stages. | <p>Pupil Premium Champion. Co-ordination of actions and interventions- focussing on the quality on interventions. Assess and review progress and impact. Adaptation of initiatives accordingly.</p> | SB (DHT) | SB receives ½ day per week for management responsibilities £2,500 | Regular reviews to ascertain accelerated progress of effectiveness of initiatives. Termly report reflecting on progress in interventions /writing and maths in KS2/Reading, writing in KS1/phonics (reading at EYFS)/Comm and Language /attendance. | <p>The half termly approach has continued to work well this year, however COVID-19 disrupted progress over the summer term. The Year 1 phonics screening check is postponed until November for Year 2 children.</p> <p>Due to COVID-19, overall attendance was impacted.</p> <p>Behaviour and emotional interventions need to be a higher profile next year in part due to the impact of COVID-19.</p> |
| <p>Safeguarding, Pastoral and Inclusion Lead</p> <p>Having in place a member of staff who can lead on attendance without impacting</p> | 5 | Improved attendance and punctuality of PP pupils. Attendance is improved from preceding year. Target >95% attendance. | <p>Attendance policy/plan to be embedded.</p> <p>Continue with whole school focus on attendance.</p> | CAT MB PVG | Staff Salary £26,171 | <p>Daily check and follow ups – CAT / SC alongside all staff.</p> <p>Attendance reviewed on a weekly basis by CAT. Host attendance</p> | <p>This has helped to improve lates and overall attendance.</p> <p>Cat has liaised with parents to raise awareness of impact of poor attendance. Monitoring letters have been</p> |

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| <p>teaching and learning of other children.</p> | | <p>Improve attendance and engagement.</p> <p>Supporting children in ascertaining wishes and feelings.</p> <p>To work alongside families to reduce a range of barriers to learning. Improve pupil/family support through specific programmes.</p> | <p>Provide greater incentive for 100% - see website for details.</p> <p>Use of termly attendance rewards to reach a wider % of pupils.</p> <p>Reward parents/carers of children with 100% attendance.</p> <p>Continue to follow the policy, review and monitor attendance – work with identified individuals and families to improve attendance with education welfare.</p> <p>Parent contract in place ensuring parents sign up to their responsibility of ensuring that their children are in school learning.</p> | | <p>Attendance rewards</p> <p>£300</p> | <p>panels on half termly basis.</p> <p>Ongoing EWO support for persistent absenteeism and lateness.</p> <p>Weekly celebration of class attendance.</p> | <p>sent half-termly with termly invites to attendance panel – these have been hit/miss with impact.</p> <p>We are struggling to engage with the high level attendance absences. EWO do not support at ground level anymore. All absences not linked to illness are not authorised.</p> <p>TAF and other Multi Agency meetings attendance is always discussed.</p> <p>Celebration assembly raffles were a success and were just about building momentum before COVID struck. Since COVID 19 we have been unable to monitor attendance successfully.</p> <p>School was open for front line and vulnerable children throughout pandemic. Home visits were put in place to try to allay parental fears and concerns.</p> |
| <p>Emotional Literacy Support Assistant (ELSA)</p> <p>To be able to offer opportunities for pupils who are struggling emotionally, mentally and behaviourally – so as to ensure that they have the</p> | <p>Behavioral Interventions +3</p> <p>1,2,3,4,5,6,7</p> | <p>Improved mental health and resilience allows greater engagement in learning and improved outcomes.</p> <p>Minimised disruption to all pupils to allow improved outcomes in classes.</p> | <p>To work alongside Tawny Owls (Resourced Provision) to observe and develop strategies/systems to ensure significant behaviours are identified early in all mainstream classes.</p> <p>Provision of support to identified children to minimise impact on their own and others learning.</p> | <p>DS (ELSA)</p> <p>CAT</p> <p>Class Leads</p> <p>MB</p> | <p>CAT Salary - £26,171</p> <p>ELSA cost £3,000</p> | <p>Regular informal meetings to review individual children and their needs.</p> <p>Identification of children on Significant Behaviour, Plan and actions to support them.</p> | <p>ELSA and support work has had some successes. The more rigorous and timetabled approach has ensured that sessions are held regularly for greater impact.</p> <p>There is a waiting list for children to access ELSA.</p> |

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| right tools to access learning. | | Reduction in significant disruption and reduced fixed-term exclusions to closer to national averages. | To liaise with parents to ensure a shared understanding and support for individual children. | | | | <p>We have had two families engage and then withdraw when they feel that their child was opening up to the ELSA.</p> <p>ELSA always has access to group supervision with the Ed Psych team from CWAC.</p> |
| <p>TA Support Year 1 / Year 2</p> <p>Classroom based adult support to positively impact progress of Pupil Premium children</p> | | <p>Improved outcomes at end of Key Stage tests.</p> <p>Improvement in levels of attainment according to Insight Tracking.</p> | <p>Daily differentiated phonics teaching in small groups.</p> <p>Daily guided reading in small groups.</p> <p>Specific focused interventions for children.</p> | KA | £7,554 | <p>Assess impact and implementation termly.</p> <p>Termly teacher assessment.</p> <p>Formative support staff assessment.</p> <p>Work review, learning walks, book scrutiny, pupil voice.</p> | <p>The children that transitioned from YR to Y1 were not Y1 ready. In particular with their reading. They were achieving success with Reception phonics but not with reading. (2020/21 SIP Target).</p> <p>A lot of intervention has gone into place for the Y1 children. These are both within and outside of the classroom.</p> <p>Parent meeting happened February 2020. Packs were sent home.</p> <p>Phonics progress was tracked from Y1 starting points.</p> <p>COVID19 interrupted – Y1 children did not sit their screen in June 2020. This was paused till December 2020 – data to follow.</p> |

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| <p>TA Support Reception Class</p> <p>Additional TA support in Reception to provide structured small group input to improve phonics/reading and language development.</p> <p>TA delivery of Wellcomm Speech and language assessment and diagnostic tool.</p> | <p>3, 4 Phonics +4 Early Years Interventions +5 4 Oral Language Interventions +5</p> | <p>Children make rapid progress with acquisition of phonics Percentage of children at end of Phase 3 by end of EYFS to increase 70%+</p> <p>75% of children achieve the ELG in reading by the end of EYFS</p> <p>Rapid acceleration of S&L acquisition for identified pupils leading to greater than expected levels of progress. 2018/2019 Progress 5.3/5.6 Attainment 36%/36% Target for 2019/20= 50%</p> | <p>Small group support and additional support in language based activities and learning opportunities in continuous provision areas.</p> <p>Daily differentiated phonics teaching in small groups.</p> | <p>SS</p> | <p>£9,990</p> | <p>Baseline Reception assessment.</p> <p>Evaluate effectiveness of programme using Development Matters tracking termly.</p> <p>Formative support staff assessment.</p> <p>Learning walks, Tapestry Learning Journal evidence, pupil voice.</p> | <p>Erratic delivery of the intervention and support due to a wide range of factors – high needs children in class, attendance impact and behaviour challenges.</p> <p>These children have missed out on so much due to COVID19. They missed out on 1.5 terms of early learning – the terms where most progress is made due to the groundwork placed in the first term and a half.</p> <p>Baseline in Y1 must be exact – followed up by specific focused catch up interventions.</p> |
| <p>TA Support Year 3 / Year 4</p> <p>Classroom based adult support to positively impact progress of Pupil Premium children</p> | | <p>Improved outcomes at end of Key Stage tests.</p> <p>Improvement in levels of attainment according to Insight Tracking.</p> | <p>Daily TA class time to target small groups in English and Maths during morning sessions and application of skills in science and creative curriculum during afternoon sessions.</p> <p>Daily guided reading in small groups.</p> <p>Specific focused interventions for children.</p> | <p>AS</p> | <p>£7,554</p> | <p>Assess impact and implementation termly.</p> <p>Termly teacher assessment.</p> <p>Formative support staff assessment.</p> <p>Work review, learning walks, book scrutiny, pupil voice.</p> | <p>Classroom support was limited due to staff absence across the school and supporting the needs of the high needs children.</p> <p>Classroom support was of good standard when observed.</p> <p>Intervention impact was making a difference when COVID19 happened.</p> <p>Baseline Y3 and Y4 children upon return to school in September 2020 and place onto catch up plan.</p> |

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| <p>TA Support Year 5 / Year 6</p> <p>Classroom based adult support to positively impact progress of Pupil Premium children</p> | | <p>Improved outcomes at end of Y6 Key Stage tests.</p> <p>Improvement in levels of attainment according to Insight Tracking.</p> <p>Progress from starting points improved using Insight Tracking.</p> | <p>Daily TA class time to target small groups in English and Maths during morning sessions and application of skills in science and creative curriculum during afternoon sessions.</p> <p>Daily guided reading in small groups.</p> <p>Specific focused interventions for children.</p> <p>SATs work with Year 6 children in preparation for Y6 SATs</p> | <p>AA</p> <p>SB and AP</p> | <p>£7,554</p> <p>Split of cohort into two separate classes</p> <p>£7,554</p> | <p>Assess impact and implementation termly.</p> <p>Termly teacher assessment.</p> <p>Formative support staff assessment.</p> <p>Work review, learning walks, book scrutiny, pupil voice.</p> <p>End of KS2 assessment.</p> | <p>Classroom support was making a big difference, there were a number of children with specific needs (non funded high needs (PP)) that the support assistant supported within class.</p> <p>The children were approaching SATs with skill and dedication and would have been in line to have met school target or even surpass.</p> <p>Y5 -> Y6 baseline and apply catch up sessions to ensure rapid progress.</p> |
| <p>Staff CPD</p> <p>Improving staff ability to deal with challenging behaviour and attachment</p> | <p>EEF +4 6.7</p> | <p>Challenging behaviour incidents decrease and positive learning behaviours can be seen in all classes.</p> | <p>Provide staff with dealing positively with behaviours in the classroom training.</p> <p>Overhaul of school behaviour policy and procedures in line with training received.</p> | <p>All staff</p> <p>PVG</p> <p>MB</p> | <p>£2,000</p> | <p>Review learning behaviours within classes through formal observations and drop ins.</p> <p>Evaluate half-termly through staff voice and pupil voice.</p> <p>Use ASIA and SIP to externally validate baseline for behaviours in school.</p> | <p>Staff met twice to discuss school behaviour.</p> <p>Staff welfare had pupil behaviour second on the list of concerns.</p> <p>School implemented a whole school behaviour policy due to COVID19 – this has been transferred and is being used in 2020-21.</p> <p>External visit from Lesley Else worked on pupil perception of behaviour in school – the children know the children who are challenging.</p> |

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| <p>Contribution to Residential and School Trips</p> <p>Pupil premium children request a reduction in their contribution to school residential and trips.</p> | <p>Outdoor Adventure Learning +4</p> <p>1,2,3,4,5,6,7,</p> | <p>Raise aspirations and provide stimulus to develop language skills, breadth to vocabulary and inspire learning in different environments.</p> | <p>Provide opportunities for pupils to become immersed in aspects of the wider world, and enhance life experiences and for this to be reflected in their work, particularly writing.</p> | <p>PVG SB SW/SC Govs</p> | <p>£2,000</p> | <p>Pupil and parental voice.</p> <p>Improvements in outcomes at end of key stages.</p> <p>A form to be completed after each trip identifying how the experiences will be threaded into the learning before and after the trip. Writing has to be one of the outcomes.</p> <p>A portfolio of work demonstrating the impact of the experience on learning and attainment to be developed and maintained.</p> | <p>Funding was ready in place to help support Menai residential. COVID19 meant it didn't happen.</p> <p>Swimming was subsidised for PP children – transport costs.</p> <p>Trips were subsidised for all pupils.</p> <p>Didn't complete the post trip form – action 2020/21.</p> |
| <p>Music tuition and singing</p> <p>Brass instrument tuition for all children within Y5, broadening experiences of arts.</p> | | <p>School will have provided our pupil premium children the opportunity of learning a new talent. This will enrich and widen their horizons, promoting a love for music and in particular playing musical instruments.</p> | <p>All year 5 children (75% PP) will have access to wider opportunities Brass tuition – 1 hour per week.</p> | <p>AP PVG Govs</p> | <p>£2,500</p> | <p>Pupil and parental voice.</p> <p>Performances for parents throughout the year. These are to be recorded and publicised.</p> | <p>Successful application of the spend for the Y5 children.</p> <p>Children engaged with the lessons well. There was little demand to take the extra-curricular offer. Little intrinsic passion to do over and above from this cohort even though the offers were there.</p> |

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| MFL Teacher High quality French teacher, working closely with transition to secondary school. | | Children leaving FWVPS will be in-line with other children entering High School Y7 for Modern Foreign Languages. | Employ an Advanced Skills Modern Foreign Language teacher to deliver high quality, fast paced MFL (French) lessons to our KS2 pupils. Create a bespoke MFL (French) curriculum for FWVPS | ZH | £1,900 | Pupil and parental voice. Survey of HHS about baseline of Y7 pupils Learning walks, book scrutiny. | Highly successful application of the spend. All KS2 children have access to a 1 hour high quality MFL (French) lesson each week. |
| | | | | Total Costs Overspend | £83,277 £857 | | |

Frodsham Weaver Vale Primary School's Pupil Premium Action Plan 2019/20

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| Headteacher name | Peter Van Geffen | Signature | |
| Chair of Governors name | Colin Whelan | Signature | |