

Pupil premium strategy statement

School overview

Metric	Data
School name	Wraysbury Primary
Pupils in school	400
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£60,000
Academic year or years covered by statement	2019-2022 To cover Mar 21- July 2021
Publish date	September 2019
Review date	July 2021
Statement authorised by	Alison Fox
Pupil premium lead	Alison Fox
Governor lead	Dianne Cranmer/Jayne Kennedy

Disadvantaged pupil progress scores for last academic year NB this is 2019 as none in 2020

Measure	Score
Reading	+34%
Writing	-32%
Maths	-15%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	20%
Measure	Activity
Priority 1	Ensure that there are high quality staff in place and that all staff have received training on writing standards and the expectations at each year group. Encourage staff to be RBWM moderators and train.
Priority 2	To ensure that there are appropriate staff in place and upskill staff in meeting the needs of children with wellbeing or specific learning needs
Barriers to learning these priorities address	Ensuring writing is planned for across the curriculum and that all staff are aware of the standards expected. Ensuring the individual specific needs of the children are met and planned for through specific IEPs and on planning.
Projected spending	£50,000

Teaching priorities for current academic year (March – July 2021)

Aim	Target	Target date
Progress in Reading by end of Y6	70% to make at least expected progress or better through Y6 by July 2021	July 2021
Progress in Writing by the end of Y6	60% to make at least expected progress or better through Y6 by end of year by July 2021	July 2021
Progress in Mathematics by the end of Y6	65% to make at least expected progress or better through Y6 by July 2021	July 2021
Phonics	Maintain Phonics score in line with National Average	Sep 2021
Other	Improve attendance of disadvantaged pupils to 96%	Sep 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Booster Groups for Phonics at KS1 as well as Interventions. Throughout the school; Ruth Miskin, Springboard, Maths Café and Fresh start
Priority 2	Booster Maths Groups for KS1 as well as Catchup Maths and Maths Monday
Barriers to learning these priorities address	Embedding the Quality First Teaching by supporting pupils who are not able to be supported at home
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding opportunities for extra curricular learning; workshops outside professionals, before and after school activities,
Priority 2	Employing a child and family support worker to support families with access to services and improve attendance
Barriers to learning these priorities address	Improving access to services and readiness to learn for the most disadvantaged
Projected spending	£5,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the staff are able to implement the appropriate support for the pupils in terms of wellbeing and SEN. Number of the disadvantaged pupils have complex needs and require carefully planned support.	Time to write IEPs and WSP. Time to meet with Educational Psychologist for a surgery and discuss pupils. Time to meet TAs and share plans. Additional TAs employed. Training on Dyslexia and Mental Health and Wellbeing. Family Support Worker and ELSAs
Targeted support	Having high quality staff who are able to deliver the appropriate interventions	Sessions to take place before and after school to help relieve the pressure on TAs and so that they can support in the classroom with high quality first teaching.
Wider strategies	Engaging with the families especially those who don't live close to the school and are Home School Transport	Offering opportunities to come and share the learning with their child. Use of minibus. Engagement from the child and family support worker.

Review: March 2021 – July 2021 aims and outcomes

Aim	Outcome
Phonics Progress in % of Pupils achieving the Phonics Screening to achieve in line with national average	No formal phonics assessment – delayed until Autumn 2021
KS2 Reading, Writing and Maths To improve the progress of KS2 to be in line with National Average and achieve	

Progress in Reading by end of Y6	70% to make at least expected progress or better through Y6 by July 2021 71% made expected progress and 29% made better than expected progress	July 2021
Progress in Writing by the end of Y6	60% to make at least expected progress or better through Y6 by end of year by July 2021 86% made expected progress and 57% made better than expected progress	July 2021
Progress in Mathematics by the end of Y6	65% to make at least expected progress or better through Y6 by July 2021	July 2021

	71% made expected progress and 43% made better than expected progress	
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To improve the engagement of parents in their child's learning especially those who do not live close to the school. To ensure that they are able to access school events.	<p><i>Attendance at parents' evening did improve, early booking and support for parents from Family Support Worker. TEAMS helped. Book Café - Unable to happen. Lots of telephone engagement with families and support for learning through CFSW.</i></p> <p>Continue and roll out with Reading and Maths to Y3/4 September 2021.</p>
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