



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Naphill and Walters Ash
Pupils in school	375 (July 2020)
Proportion of disadvantaged pupils	Academic Year 19/20 3.5% . Census 4.8% since then 8 pupils have left.
Pupil premium allocation this academic year	Financial year end April 2020 £35,500 Jan census - £28,660 The money allocated crosses academic years.
Academic year or years covered by statement	Academic years 19/20 20/21
Publish date	October 2020
Review date	This was discussed at the Autumn term TnL meeting in Nov 2019. Due to Covid-19 it was not reviewed for rest of 19/20 Next review Autumn TnL 2020
Statement authorised by	Chair of Teaching and Learning
Pupil premium lead	Kerenza Gwynn -head
Governor lead	Stephanie Ayres

At Naphill and Walters Ash we will now use a three-year approach to planning our PPG with light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## Profile in School

Sept 19

The number of disadvantaged pupils within the school is falling. Numbers in each year group are small and the needs of the children vary. In some year groups there is just one PP child. This means that the PPG in the next few years is set to drop quite significantly.

Children who join school (other than in YrR) have often experienced upheaval and social/emotional difficulties. Many who join in KS2 have not made expected progress from KS1 in lower KS2 at previous schools.

Data from across the Risborough Liaison Group shows that disadvantaged pupils are less likely to achieve the expected end of Key Stage 2. As a school we recognise that one reason for children not achieving the expected is the poor language and vocabulary that the children have. As a Liaison Group, training will be held in January 2019 on how to develop language in all our children.

July 2020

Numbers of PP pupils did not vary much over the year until Lockdown occurred when 2 other families became eligible for the vouchers. Vouchers were set up quite quickly for the FSM children and back dated where appropriate.

The training in January took place and the school invested in some of the Take 1 Book resources and have subscribed again for the next academic year. This will become a more valuable tool as from September resources will not be shared as much so buying class sets of books will become important.

## Disadvantaged pupil progress for 18/19 from KS1-KS2

8 pupils in Yr 6, 3 joined in yr 5

NS = National Standard    PKS = Pre Key Stage

Measure	
Reading	7 reached NS, 2 of which 110+
Writing	3 reached NS, 1 PKS
Maths	4 reached NS, 1 of which got 110+

	3 who did not achieve NS were new pupils
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## There is no end of KS data for 19/20 due to Covid-19

### Strategy aims for disadvantaged pupils

There are no significant changes here. However, these aims come with the caveat that the children have been off school since March 2020. The school will be focusing on establishing the new routines in September 2020 and ensuring the children feel secure in school. We recognise that the mental health of the children will be a priority and we will manage this alongside assessing any gaps in learning.

A focus for the school will be ensuring all pupils have access to remote learning or packs of work in the event of another lockdown.

As and when the Catch-up funding is announced the school and depending on the needs of the pupils, the school may use some of that to support the disadvantaged pupils.

Measure	Aim
<b>Making expected progress from KS1 to KS2 (for pupils here for at least all of KS2)</b>	For all pupils to make at least expected progress (those with us for all of KS2 at least)
<b>Meeting expected standard at KS2</b>	If EXS at end of KS1 then to be at least EXS at end of KS2 If WTS at end of KS1 then expected progress would be to be WTS at end of KS2. We would look to see what support/progress had been made and how close to EXS the children would be.
<b>Achieving high standard at KS2</b>	GDS at end of KS1 expected to be GDS
<b>Meeting Social and Emotional Needs</b>	To ensure disadvantaged pupils/and or families with social and emotional needs are supported.

Measure	Activity
<b>Making expected progress from KS1 to KS2 (for pupils here for at least all of KS2)</b>	Pupil tracking – staff to know pupils prior attainment, track progress and identify key areas that pupils can be supported in to ensure expected progress. Whole school working on improving children’s language acquisition and use – identified as area that prevents non/disad as well as disadvantaged children from achieving National Standard in all areas. CPD for staff. Take 1 Book being used in English lessons.

	<p>Promotion of Reading</p> <p>Governors to promote reading with parents</p> <p>School to put on website information for children starting in Reception as to what 'skills' and activities parents can do.</p> <p>SLT to monitor planning and books.</p> <p>July 2020 - review</p> <p>Many of the above things had been started but stopped in March 2020.</p> <p><b>For 20/21</b></p> <p>Assess pupils to identify key/common gaps. Knowing this is key to planning the rest of the year.</p> <p>If needed address with any extra funding, once the data from assessments is in SLT will decide how best to support PP and all pupils. It may be extra sessions after school run by current teachers or groups taught by ex-teachers known to the school.</p> <p>Identify how to support pupils (all with need) in a way that does not reduce access to full curriculum.</p> <p>All staff had phonics training in Sept 2020.</p> <p>Staff to work together in ensuring pupils can be supported whilst maintaining new Covid-19 guidance on distance etc.</p> <p>SLT meet with staff after first assessments – identify pupils then track through book scrutiny etc.</p> <p>In terms of academic progress we are aiming to get the pupils to show expected progress.</p>
<p><b>Meeting Social and Emotional Needs</b></p>	<p>Families engaged with school support staff as soon as possible, offered support.</p> <p>School to ascertain what if any external support can be obtained if needed.</p> <p>Teachers to be fully aware of children's home circumstances.</p> <p>Children are socially/emotionally ready for next stage of education – for school this is of equal priority as academic achievement.</p> <p>Concerns logged and tracked on CPOMs.</p> <p>Support from Behaviour Support Assistant for children and families.</p> <p>July 2020 - review</p> <p>Throughout the year much of the above happened and continued to happen during lockdown.</p>

	<p><b>For 20/21</b></p> <p>Support will be available in September to continue this.</p> <p>Part of this will be implementing the schemes of work from the PSHE Association.</p> <p>SLT will need to monitor lessons and work.</p> <p>Pupil voice to be heard.</p>
<p><b>Barriers to learning these priorities address</b></p>	<p>Prior attendance for those joining in years other than Yr R – has often been poor. Children have gaps in learning (due to previous absences/issues) and so behind peers on entry. Focus on key literacy skills aims to close these gaps.</p> <p>Little or no support from families – reasons vary. By providing support in school we aim to ensure no child is affected by lack of home support.</p> <p>Access to any home learning during lockdown.</p> <p>Parental/carer support – families can often be in need of support themselves in order to help the child.</p> <p>Attachment needs often impact on some of these children’s social and mental wellbeing, which then results in academic work being affected. Getting access to the required outside agency support is often hard to achieve.</p>
<p><b>Projected spending</b></p>	<p>Projected figures for 19/20 – £23,720 ( based on known children)</p> <p>Projected figure based on Jan 2020 Census £28,660</p>

## Teaching priorities for the 19/20 academic year – no data due to Covid 19.

We would be aiming for the same outcomes where possible in 20/21 depending on what happens over that academic year.

Aim	Target	Target date
Progress in Reading	Expected progress to be made each academic year.	July 2020
Progress in Writing	Expected progress to be made each academic year	July 2020
Progress in Mathematics	Expected progress to be made each academic year	July 2020
Phonics	To achieve phonics screening score (currently 2 children)	July 2020
Other	To support families financially so that children can fully access trips, music lessons and clubs. We want all children to experience the full range of school visits and so can fully participate in all areas of learning and school life.	July 2020

**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 19/20

Measure	Activity
Priority 1	Ensure all staff taking phonics groups have received training and ongoing support. That any child (not just PPG), who with extra support, could achieve expected score receives extra sessions, homework, targeted support.  Target these children for extra reading sessions too where possible and identify any key interventions that may ensure better progress in reading are put in.
Priority 2	Improving the spoken language of the children. Improving through good class teaching; language modelled and used by teachers; language used in texts – guided reading, shared/modelled texts, CPD for staff. Monitoring of teaching, books and learning.
Barriers to learning these priorities address	Lack of support/input for home. Poor language at home.

	Addresses children's inability to access good texts.
Projected spending	£15,000 – on resources/reading etc

### Wider strategies for current academic year 19/20

Measure	Activity
Priority 1	To support children attend extra curricular clubs and residential costs – funding used to ensure financial impact on parent and so children is not a factor for accessing whole curriculum.
Priority 2	To ensure school continues to access the support/CPD possibilities from the Virtual School and post-adoption team. Input from these groups has proved to be essential and productive.
Barriers to learning these priorities address	Social/emotional issues that the LAC pupil may face are often complicated and deep set. Behaviour can fluctuate and present in different ways. Being aware of the social/emotional and physical reasons for such behaviour allows staff to deal with the situation in a more sympathetic, supportive but constructive manner.
Projected spending	£2,000 clubs/trips BSA salary

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	SLT time to monitor teaching, learning, pupil progress. Staff absence has reduced time available in the past. Teachers having the time to look at own planning, teaching and resources etc – not just using what has been in place form before. Teachers recognising where improvements could be made in own practice – accepting change.	Book time in advance for SLT, plan what is going to be done and not allowing other factors to interfere. Using phase meetings to share planning and try to develop professional challenge.  CPD for all staff booked in,
Targeted support	Focus on planning in Yr3 with aim that staff are developed and can then lead other teachers in lower KS2. Professional development.	CPD and support for YR3 organised.

Wider strategies	Engaging families with reading and getting them to recognise value of language. Giving parents key information and skills to support children before starting school	Governors supporting school with ideas. FS presentation to Governors – ideas for early support to be put on web site.
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### Review: 2018/2019

Aim	Outcome
To support pupils with managing emotions/feelings which can prevent them from accessing learning.	Codes for identified pupils reduced. Successful transition for Yr 6 pupils to secondary schools. Parents informed of external factors that school became aware of – parents included in dealing with issues.
Expected progress to be made by all but in particular Yr 6 pupils.	Varied results but where not made external factors known, support given and progress in books clear.
Accessing the wider school curriculum.	July 2019 All attended all trips, residential visits. All were able to fully engage with peers in such activities. No financial burden placed on families.

### Review: 2019/2020

Aim	Outcome
Ensure all staff taking phonics groups have received training and ongoing support. That any child (not just PPG), who with extra support, could achieve expected score receives extra sessions, homework, targeted support. Target these children for extra reading sessions too where possible and identify any key interventions that may ensure better progress in reading are put in.	Not just this year but over the past few years the % of Yr 1 achieving the expected score in the phonics screening check has increased and in 18/19 was about national. Phonics teaching been reviewed, now more in line with Letters and Sounds. Been focused catch-up for those not on track to make expected level. Sept 2020 – due to lockdown teachers have recognised that many children will have missed key parts of phonics. Plans were made before government announcement regarding phonics testing, we will test all yr 1 and 2 in autumn term to ensure all in correct groups.



	<p>All staff to have phonics training on inset Sept 1<sup>st</sup> 2020 as key that KS2 staff can teach phonics too.</p> <p>Prior to lockdown predicted results showed that the school would have been at at least national level if not above.</p> <p>The Yr 2 children will undertake the phonics check in November 2020. We will see then who will need focused support for the rest of the year.</p>
<p>Improving the spoken language of the children. Improving through good class teaching; language modelled and used by teachers; language used in texts – guided reading, shared/modelled texts, CPD for staff. Monitoring of teaching, books and learning.</p>	<p>Quality of texts used in teaching has improved, Take 1 Book project has helped. Greater use of picture books in KS2 has led to more discussions and time for good oral language to be developed. Will need to continue in 20/21.</p> <p>Up until lockdown the impact had been quality texts were used in classes and the planning linked with the texts. It ensured all children had access to good texts.</p> <p>Training for staff had taken place and all were fully trained in how to use the T1B materials and could then use other texts as focus books. Staff training also meant that planning in LKS2 improved and became more cohesive between KS1 and KS2.</p>
<p>To support children attend extra curricular clubs and residential costs – funding used to ensure financial impact on parent and so children is not a factor for accessing whole curriculum.</p>	<p>Continued with this. It ensures that no child is prevented from attending a trip, residential due to financial reasons. It is vital that all our pupils can access the whole curriculum.</p> <p>Over lockdown the school funded some of the clubs virtually.</p>

The budget for 19/20 was not totally spent due to lockdown and so will be carried into 20/21. As the money is for the financial year and not the academic then it always carries over anyway.

### Targeted academic support for current academic year 20/21

Measure	Activity
Priority 1	Gaps in children's learning to be identified and clear programmes set up to address these.

	<p>Each year group knows what to assess and with SLT will ensure areas focused on in lesson plans, curriculum time e.g. use of GR to support SPAG.</p> <p>Give homework that supports catch-up.</p> <p>Implement Seesaw as online learning app. Use for homework and any future online learning.</p> <p>Funding maybe used for targeted resources, extra support work and tuition.</p> <p>Reading books and Take 1 Book resources. These will be important as access to books being limited due to quarantine period needed. We need to build in even more access to quality texts.</p>
Priority 2	<p>Children’s mental health and wellbeing fully supported.</p> <p>Use PSHE materials to support children on return to school.</p> <p>Have added a behaviour Appendix to policy and in Sept staff will look at how this can support reintegration to school.</p> <p>Be aware of the many different experiences children and families will have had over lockdown and going forward.</p> <p>Funding will be used for BSA’s salary as she works with many families in need of support. It maybe that she has to do more days in Autumn term.</p>
Barriers to learning these priorities address	<p>Children’s mental health may prevent them from accessing learning.</p> <p>Lack of support/input for home – for some families they may have been affected over lockdown and are also struggling so not able to support children.</p> <p>Gaps in learning could be significant and require considerable support that may need 1:1 help.</p>
Projected spending	<p>When gaps identified and children identified extra groups etc will be set up and costed. Aim to use known teachers to deliver extra sessions.</p> <p>Until number of groups/pupils identified costings for over time cannot be calculated.</p> <p>Subscription to Take 1 Book £250.00</p> <p>Books £2,500 at moment</p> <p>BSA salary</p>

### Wider strategies for current academic year 20/21

Measure	Activity
Priority 1	Supporting LAC and PP children with transition and wider attachment needs.

Barriers to learning these priorities address	<p>Social/emotional issues that the LAC pupil may face are often complicated and deep set. Behaviour can fluctuate and present in different ways. Being aware of the social/emotional and physical reasons for such behaviour allows staff to deal with the situation in a more sympathetic, supportive but constructive manner.</p> <p>Number of FSM pupils also have wider social and emotional needs that require extra support.</p>
Projected spending	BSA salary

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Teachers will need time to establish new routines, support mental wellbeing and identify gaps in learning.</p> <p>They will need time to analyse any test outcomes, then revise planned teaching.</p> <p>Focus groups needing extra support to be set up.</p>	<p>Staff to be given staff meeting time to mark tests.</p> <p>SLT to support with what to focus on – identify key elements that may need immediate focused teaching and those that can be planned in as term progresses.</p> <p>Set baseline for any pupil receiving extra group/tuition work.</p> <p>Regular reviews of books and work.</p> <p>PSHE/mental wellbeing – staff have SOW to use and will have the flexibility to adapt as the year goes on to meet new social and emotional needs.</p>
Targeted support	<p>Support new staff who do not know behaviour code system and how we support our children.</p> <p>Input from KG/JL and SC.</p> <p>Focus catch-up teaching.</p>	<p>Use of NQT mentor meetings</p> <p>Induction meetings</p> <p>Use of good teachers to take groups.</p>
Wider strategies	<p>Implement an online learning platform that is child friendly.</p> <p>Identify families who cannot use this platform.</p>	<p>Identify key staff who can support others in using online platform.</p>