



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Naphill and Walters Ash
Pupils in school	358 (July 2021)
Proportion of disadvantaged pupils	Academic Year 19/20 3.5% . Census 4.8% but 8 pupils had left in between. Academic Year 20/21 5.6% (2 since 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 21/22
Publish date	July 2021
Review date	July 2021 and then July 2022
Statement authorised by	Chair of Teaching and Learning
Pupil premium lead	Kerenza Gwynn -head
Governor lead	TBD

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 entitled to the PPG when appropriate; not all pupils need academic or social 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. At the end of 20/21 the school will look at its use of PPG in conjunction with the need to support pupils post lockdown.

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.

July 2021

Three of our current pupils became eligible over lockdown and so we were not as affected as many other schools. Most of our eligible pupils are lower down the school. Two pupils are post-adopted and two are currently in process of adoption. There is no one academic need of the pupils although many receive extra support for social and emotional needs as do their families. 12 of the children were in for the whole of the spring term lockdown and some of the others joined as the term went on. Laptops were given to key pupils as we were provided with five and then extra funding allowed some tablets to be sourced for some KS1 pupils.

Disadvantaged Pupil Progress

In 19/20 there was one pupil in Yr 6 who was eligible for the PPG. There were not SATs that year but teacher assessment showed the pupil was at least EXS in all areas and possibly would have been GDS.

Progress for all pupils has been hard to track due to Covid and lockdowns.

June 2021 – progress will not be measured this year externally this year. In school data shows that for our three year 6 pupils made at least expected progress in all subjects – all three moved from WTS in reading in KS1 to EXS in reading in KS2. None of them saw any effect on their progress due to lockdown.

In Yr 5 the children who have been with us since KS1 are on track to make at least expected progress in most subjects. For those who have joined during KS2 they are either on track to make expected progress in some areas but not all.

We have identified that the PP pupils in Yr R, none of whom achieved GLD will need support next year alongside a number of their peers with similar needs. They have all made progress from September 2020.

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.

July 2021

All those entitled to laptops were offered them. Due to the scheme being extended in Bucks devices were also offered to children in KS1 and we were able to provide two devices to pupils who were not PP but who did not have access to one.

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

	<p>PPG), who with extra support, could achieve expected score receives extra sessions, homework, targeted support.</p> <p>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.</p>
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	<p>Lack of support/input for home.</p> <p>Poor language at home.</p> <p>Addresses children's inability to access good texts.</p>
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	<p>£2,000 clubs/trips</p> <p>BSA salary</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	SLT time to monitor teaching, learning, pupil progress. Staff	Book time in advance for SLT, plan what is going to be done

	<p>absence has reduced time available in the past.</p> <p>Teachers having the time to look at own planning, teaching and resources etc – not just using what has been in place form before.</p> <p>Teachers recognising where improvements could be made in own practice – accepting change.</p>	<p>and not allowing other factors to interfere.</p> <p>Using phase meetings to share planning and try to develop professional challenge.</p> <p>CPD for all staff booked in,</p>
Targeted support	<p>Focus on planning in Yr3 with aim that staff are developed and can then lead other teachers in lower KS2.</p> <p>Professional development.</p>	<p>CPD and support for YR3 organised.</p>
Wider strategies	<p>Engaging families with reading and getting them to recognise value of language.</p> <p>Giving parents key information and skills to support children before starting school</p>	<p>Governors supporting school with ideas.</p> <p>FS presentation to Governors – ideas for early support to be put on web site.</p>

Review: 2018/2019

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

Review: 2019/2020

Aim	Outcome
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<p>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.</p> <p>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.</p>	<p>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.</p> <p>Phonics teaching been reviewed, now more in line with Letters and Sounds.</p> <p>Been focused catch-up for those not on track to make expected level.</p> <p>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> <p>All staff to have phonics training on inset Sept 1st 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 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>

	Over lockdown the school funded some of the clubs virtually.
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Review: 2020/2021

Aim	Outcome
<p>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.</p> <p>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.</p>	<p>July 2021</p> <p>The phonics scheme was reviewed as RWInc did not match Letters and Sounds and so did not move the children to the expected level by end of Yr 1. Resources have been reorganised and all staff trained in their use.</p> <p>Phonics groups could not be as split as before due to Covid so far more whole class phonics has been taught.</p> <p>Interventions where needed have been given within bubbles when possible.</p> <p>The Yr 1 children who did a mock screening did not reach the required level but have both been receiving extra support.</p> <p>49 Yr 2 who did the screening in Nov 2020 86% achieved required score. (3 of these pupils joined in Yr1 or 2)</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>July 2021</p> <p>Over lockdown classes still used good texts as basis for written work.</p> <p>Reading was set with follow up tasks.</p> <p>Reading results initial return in Sept 2020 showed that the main group of pupils where there was a dip was in those GDS pupils who did not have home access to appropriate texts, this was not linked to PPG. Results were pupil based not group based but our strategy has been to improve reading to this wider group of children.</p> <p>Assessments post spring lockdown showed a similar pattern, children known not to access texts of the right level at home dipped in assessments but analysis showed more as a result of not being able to answer questions at length than decoding.</p> <p>Assessments June 2021 show that overall children in KS2 have made at</p>

	least expected progress in reading. For those children new to the school there is some slippage from their KS1 result (taken at previous school) and they will need targeted support to get them back on track.
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.	Paid for Yr 6 pupils to attend trips. Funded online club for a child during lockdown.

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 21/22

Measure	Activity
Priority 1	Ensure pupils in Ks2 are set to make at least expected progress from Ks1 in reading, writing and maths
Priority 2	Ensure pupils in KS1 pass phonics screening and for those moving to Yr 2 that they are at the EXs or close to it by end of Yr 2.
Barriers to learning these priorities address	Over coming access to texts, homework needed to support learning. KS2 Reading – ensure the children have access to appropriate, challenging texts and that reading in class ensures they access the vocabulary needed to achieve required levels. KS1 as above but also ensure correct phonics sounds are taught in school.
Projected spending	

Wider strategies for current academic year 21/22

Measure	Activity
Priority 1	Supporting children's and family's social and emotional needs. Develop the PSHE scheme section on internet use and safety.
Barriers to learning these priorities address	For a number of our PP families factors outside of school have a huge impact on family life, the support we can give parents and the children in school can

	enable them to come to school and manage the impact of any family instability.
Projected spending	BSA salary

Teaching priorities for current academic year 21/22

Aim	Target	Target date
Progress in Reading – improve reading comprehension especially in non-fiction in KS1	Ensure children can access range of texts and comprehend them.	July 22
Progress in Writing	KS2 Ensure any children who are not on track to make expected progress in writing are on track by end of year KS1 Yr 2 children are at least expected in writing.	July 22
Progress in Mathematics	KS2 Ensure any children who are not on track to make expected progress in maths are on track by end of year KS1 Yr 2 children are at least expected in maths.	July 22
Phonics	Achieve national average expected standard in PSC	July 22 And Nov 21
Other		

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Good quality teaching of reading and writing in all classes.	Monitoring of books, work and pupil interviews by English leads and SLT
Targeted support	Identify those children concerned, deliver interventions after school so not missing lessons	Timetable after school sessions, ensure resourced and work is clearly targeted at key needs

Wider strategies	PSHE – staff working group to review SOW and ensure it is fit for purpose.	CPD time to review PSHE SOW
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