

## PUPIL PREMIUM EVALUATION 2019-2020

Total number of pupils on roll September 2018 (excluding nursery and kindergarten )	336
Total number of pupils eligible for Pupil Grant	£1,345
Total number eligible for Early Years Pupil Premium	£310
Total numbers eligible for Previous Looked After Grant	£2,345
Total number of service children	£0
Total amount of Pupil Premium Grant received	£362,000

### Outcomes for Wychall School in 2019 compared to the national 2019 data.

(2019 data is published due to the fact that National SATs were not held in 2020, following the COVID crisis.)

% of Pupils	Wychall all Pupils	Wychall non-disadvantaged	Wychall disadvantaged	in school Gap	National all pupils	National non-disadvantaged	<u>Gap compared with national non-disadvantaged</u>
EYFS – GLD	66%	71%	61%	-11%	72%	74%	-13%
Phonics	76%	67%	80%	+13%	82%	85%	-5%
Key Stage 1							
Reading	71%	79%	67%	-12%	75%	79%	-12%
Writing	70%	79%	65%	-14%	69%	73%	-8%
Maths	64%	74%	62%	-12%	76%	79%	-17%
Key Stage 2							
Reading	69%	77%	67%	-13%	73%	78%	-11%
Writing	77%	77%	76%	-1%	78%	83%	-7%
Maths	67%	77%	64%	-13%	79%	84%	-20%
Combined	56%	77%	50%	-27%	65%	71%	-21%
Progress							
Reading	-3.1	-3.1	-3.1	0	0	0.3	-3.4
Writing	-1.5	-0.6	-1.9	-1.3	0	0.3	-2.2
Maths	-3.5	+0.1	-4.7	-4.8	0	0.4	-5.1

### Quality teaching for all

Desired outcome	Strategy	Impact	Cost	Lessons Learnt
<p>To improve the attainment of disadvantaged pupils across the school in reading and maths by 10% and writing 15%.</p>	<p>DoL to support planning and QfT in targeted year groups. Provide targeted CPD and structured support for staff.</p>	<p>All teaching was judged to be good or better during the school's OFSTED inspection carried out in Feb 2019. Due to COVID- 19, accurate data is not available to assess this against end of year objectives. This current assessment information is comparing against end of previous year objectives to next academic year objectives, where pupils had only received 1/3 of the coverage. In year data from the end of Autumn is:</p> <p>Reading: see below. Maths: Year 1 - 60% (entry), 44% Autumn 2. Year 2 - 52% (entry), 64% Autumn 2. Year 3 - 61% (entry), 76% Autumn 2. Year 4 - 61% (entry), 47% Autumn 2. Year 5 - 71% (entry), 55% Autumn 2. Year 6 - 41% (entry), 59% Autumn 2.</p> <p>Writing Year 1 - 60% (entry), 40% Autumn 2. Year 2 - 52% (entry), 66% Autumn 2. Year 3 - 61% (entry), 67% Autumn 2. Year 4 - 53% (entry), 39% Autumn 2. Year 5 - 52% (entry), 45% Autumn 2 Year 6 - 44% (entry), 47% Autumn 2.</p>	<p>£111,000</p>	<p>Following CPD and support for QFT teaching, we have improved the standard of teaching and provision for all pupils within the school.</p> <p>CPD for accurate moderation for new or inexperienced teachers needs to be improved next year. Data shows drops in NQT year groups, however following moderation sessions, these assessments could be amended, with positive impact.</p>

<p>74% of disadvantaged children in each year group to achieve age expected in reading.</p>	<p>Introduction of Accelerated Reader</p>	<p>Due to COVID- 19, accurate data is not available to assess this against end of year objectives. This current assessment information is comparing against end of previous year objectives to next academic year objectives, where pupils had only received 1/3 of the coverage. In year data from the end of Autumn is:  Rec - 21% (entry), 26% Autumn 2  Year 1 - 65% (entry), 53% Autumn 2  Year 2 - 53% (entry), 62% Autumn 2  Year 3 - 64% (entry), 69% Autumn 2  Year 4 - 65% (entry), 46% Autumn 2  Year 5 - 78% (entry), 71% Autumn 2  Year 6 - 56% (entry), 69% Autumn 2</p>		<p>Following CPD and support for QFT teaching, we have improved the standard of teaching and provision for all pupils within the school.</p> <p>CPD for accurate moderation for new or inexperienced teachers needs to be improved next year. Data shows drops in NQT year groups, however following moderation sessions, these assessments could be amended, with positive impact.</p>
<p>74% of disadvantaged children in each year group to achieve age expected in reading.</p>	<p>Maximising the impact of Teaching Assistants. Use of non-class-based SLT to train and provide CPD for TAs.</p>	<p>Due to COVID- 19, accurate data is not available to assess this against end of year objectives. This current assessment information is comparing against end of previous year objectives to next academic year objectives, where pupils had only received 1/3 of the coverage. In year data from the end of Autumn is:  Rec - 21% (entry), 26% Autumn 2  Year 1 - 65% (entry), 53% Autumn 2  Year 2 - 53% (entry), 62% Autumn 2  Year 3 - 64% (entry), 69% Autumn 2  Year 4 - 65% (entry), 46% Autumn 2  Year 5 - 78% (entry), 71% Autumn 2  Year 6 - 56% (entry), 69% Autumn 2</p>		<p>Following the school's OFSTED inspection in Feb 2020, it was found that teaching assistants were deployed very well and used effectively across all but one classroom.</p> <p>Teaching assistants with responsibility for reading were also found to be effective.</p> <p>Training and CPD for TAs had impact as internal monitoring notes show that TAs were deployed well consistently, increasing their impact.</p>

Targeted support				
<p>Raise standards in Year 6 in maths, reading and writing for pp children.</p> <ul style="list-style-type: none"> <li>• Gap reduced between national other and in school pp by 10%, except in Writing where the target is 8% as the gap is only 8%.</li> </ul>	<p>Three additional teachers (one from Jan 20) to be deployed in year 6, one of which is an assistant head teacher, to ensure that the children can be taught in smaller numbers and instant feedback and intervention can be enhanced.</p> <p>HLTA has been deployed to the lower attaining group to support assistant head teacher in closing the gap through focused in-class support.</p>	<p>Data is unavailable for this due to statutory tests not being carried out.</p>	<p>£234,00</p>	<p>Impact was being seen in mock assessments where the number of pupils improving their standardised score was increasing.</p>
<p>74% of disadvantaged children in each year group to achieve age expected in reading.</p>	<p>4 support staff will be deployed to conduct addition 1-1 readers across all year groups, in the afternoons. PP children will be</p>	<p>Due to COVID- 19, accurate data is not available to assess this against end of year objectives. This current assessment information is comparing against end of previous year objectives to next academic year objectives, where pupils had only received 1/3 of the coverage. In year data from the end of Autumn is:</p>		<p>OFSTED inspection in Feb 2019 showed that the effectiveness of TAs providing 1-1 reading was good.</p>

	prioritised for this provision.	<p>Rec - 21% (entry), 26% Autumn 2</p> <p>Year 1 - 65% (entry), 53% Autumn 2</p> <p>Year 2 - 53% (entry), 62% Autumn 2</p> <p>Year 3 - 64% (entry), 69% Autumn 2</p> <p>Year 4 - 65% (entry), 46% Autumn 2</p> <p>Year 5 - 78% (entry), 71% Autumn 2</p> <p>Year 6 - 56% (entry), 69% Autumn 2</p>		Records show that many pupils were moving an accelerated pace.
Fully close the 13% gap between in-school PP children achieving GLD and other non pp pupils nationally.	<p>Targeted TA interventions</p> <ul style="list-style-type: none"> <li>• SALT</li> <li>• Reading TA in afternoons.</li> </ul> <p>Speech and language practitioner to be funded - providing tailored support and actions.</p>	<p>Data is unavailable for this due to GLD and ELG assessment data not being submitted to government.</p> <p>Data available shows that 12% of pupils by Christmas had already achieved GLD and working towards exceeding.</p> <p>Of the key barriers to achieving GLD:</p> <p>Speaking was: 24% were already on track or above to achieve ELG.</p> <p>Reading was: 26% were already on track or above to ELG.</p>		SALT interventions were having impact however formal data isn't available.
Eliminate the 5% gap between in-school pp and national non pp children (2018) passing the phonics screening check in year 1.	<p>TA employed to deliver focused phonics intervention:</p> <ul style="list-style-type: none"> <li>• 1-1,</li> <li>• Small group.</li> </ul>	Data is unavailable for this due to statutory tests not being carried out.		N/A

<p>74% of disadvantaged children in each year group to achieve age expected in reading.</p>	<p>Purchase of MyON to provide additional access to reading materials and questioning at home. (Online based provision).</p>	<p>Due to COVID- 19, accurate data is not available to assess this against end of year objectives. This current assessment information is comparing against end of previous year objectives to next academic year objectives, where pupils had only received 1/3 of the coverage. In year data from the end of Autumn is:  Rec - 21% (entry), 26% Autumn 2  Year 1 - 65% (entry), 53% Autumn 2  Year 2 - 53% (entry), 62% Autumn 2  Year 3 - 64% (entry), 69% Autumn 2  Year 4 - 65% (entry), 46% Autumn 2  Year 5 - 78% (entry), 71% Autumn 2  Year 6 - 56% (entry), 69% Autumn 2</p>		<p>MyOn has enabled the school to provide a wider range of texts, home learning opportunities and books for PPG children.</p> <p>Work needs to be done on increasing the usage of MyOn in some of the more hard to reach families.</p> <p>Review of technology provision for families who do not have access to laptops or internet at home.</p>
<b>Pastoral Support</b>				
<p>Attendance % is improved to at least national expectations, meaning that more pupils attend school and arrive on time.</p>	<p>Employ an Attendance Officer. Offer incentives to pupils. as appropriate e.g. disco. Learning mentors.</p>	<p><b>Attendance figures below are for the period up to the closure of schools by the DfE.</b>  <b>Whole school - Rec - Y6 (Sept to March 13th)</b></p> <p>2019-20 = 95.06%  2018-19 = 93.92%  <b>difference = + 1.14%</b></p> <p><b>PPG - Rec - Y6 (Sept to March 13th)</b></p> <p>2019-20 = 93.86%  2018-19 = 93.18%  <b>difference = + 0.68%</b></p> <p>Both whole school and pupils who are eligible for PPG have increased attendance.</p>	<p>£19,000</p>	<p>Current strategies in place are working and this is reflected in the attendance of pupils across the school.</p> <p>The attendance officer has been successful in engaging with many families and this is increasing attendance and school relationships.</p>

<p>To provide a Walking Bus to ensure children in need arrive at school on time to learn</p>	<p>To continue to employ 3 x Walking Bus guides who collect and walk 20 children to school every morning.</p>	<p><b>Attendance figures below are for the period up to the closure of schools by the DfE.</b>  <b>Whole school - Rec - Y6 (Sept to March 13th)</b></p> <p>2019-20 = 95.06%  2018-19 = 93.92%  difference = + 1.14%</p> <p><b>PPG - Rec - Y6 (Sept to March 13th)</b></p> <p>2019-20 = 93.86%  2018-19 = 93.18%  difference = + 0.68%</p> <p>Both whole school and pupils who are eligible for PPG have increased attendance.</p>		
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