

Pupil premium strategy statement

School overview

Metric	Data
School name	Wootton Bassett Infants
Pupils in school	172
Proportion of disadvantaged pupils	10% (17 pupils)
Pupil premium allocation this academic year	£21,120
Academic year or years covered by statement	2019-20
Publish date	August 2020
Review date	August 2021
Statement authorised by	Mark Hazzard
Pupil premium lead	T. Hill
Governor lead	Michelle McDermitt and Kate Smith

Disadvantaged pupil progress scores for last academic year (data until March 2020)

Measure	Score
Reading	87% of PP children at ARE or above
Writing	87% of PP children at ARE or above
Maths	94% of PP children At ARE or above

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	
Measure	Activity
Priority 1	Reach age related academic standards
Priority 2	Ensure Social emotional and Mental Health wellbeing of PP children returning from lockdown
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Identification/Registration of Pupil premium eligible children • Engagement with parents/collaborative working • Lack of social capital generated within home environment
Projected spending	£21,120 (total PP spend)

Teaching priorities for current academic year

Progress in Reading	Achieve national average progress scores in KS1 Reading	July 21
Progress in Writing	Achieve national average progress scores in KS1 Writing	July 21
Progress in Mathematics	Achieve average KS1 Mathematics progress	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Other	Ensure attendance of disadvantaged pupils to Local Authority average as part of the return from lockdown.	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Narrowing the attainment gap for PP children due to lockdown. (Specific focus on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.)
Priority 2	Increase Social emotional and Mental Health wellbeing of PP children returning from lockdown.
Barriers to learning these priorities address	Assessment of need, before prioritisation of targeted resource Lack of ELSA/Counsellor training outside of specific post holders
Projected spending	Specific Teacher Training £400 ELSA training £300 TA Training £500 TA support costs £10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all children are able to access offsite learning/school trips

Priority 2	Ensure lack of equipment is not a barrier to learning
Barriers to learning these priorities address	Identification/Registration of Pupil premium eligible children Engagement with parents/collaborative working
Projected spending	Educational Consumables £500 School trips £2500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Lack of experience with some specific issues amongst identified staff	Training (teaching staff)
Targeted support	Lack of experience with some specific issues amongst identified staff	Training (support staff) New to role induction (support staff)
Wider strategies	Children attending without correct equipment Lack of social capital generated within the home environment	Provision of 'ready to learn' equipment by school where necessary School trips/experiences made financially accessible for PP children

Review: last year's aims and outcomes

Aim	Outcome
Raising attainment and reducing the gap and accelerating progress.	Progress based on progress until 'Lock Down in March 2020' was good. 87% of children assessed at that point in reading and writing and 94% in maths were in line with, or exceeding ARE.
Well emotional well-being, resilience and self-esteem.	Trips, resources, and essential equipment were well supported. ELSA support was welcomed and broadly well used, anecdotally reducing issues of classroom disruption (no stats.) However, the lack of a teacher based referral system, slowed response and ELSA support was often reactive to perceived parental demand rather than assessed need.
Improving communication and speech and language (to include both language for writing and developing inference skills).	All PP children with SALT issues were referred and taken on by the therapist and new systems to record referrals and renewals and to centrally hold documentation were effective in pushing progress, (see SALT spreadsheet and associated files). However, despite the best efforts of the school and the SALT team, progress will have lapsed between March-Sept (no current data.)

Engagement of families	<p>Attendance at parent's evenings held before lockdown was good and engagement with PP families during school closure was regular and effective (see tracking.)</p> <p>Many PP children were successfully offered places in the Vulnerable/Keyworker group during lockdown.</p>
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