

Reviewed Pupil Premium Strategy 2019-20



1. Summary information					
School	Wickford Primary School				
Academic Year	2019-20	Total PP budget	£135,500 (£19,528 carried forward)	Date of most recent PP Review	ECC Dec 2016 QM Jul 2019
Total number of pupils	559	Number of pupils eligible	96	Date for next internal review of strategy	July 20

Attainment – Spring 2020 ARE No end of year summer data due to COVID-19					
	Number of PPG pupils	Reading PP vs. Non	Writing PP vs. Non	Maths PP vs. Non	R, W, M combined PP vs. non
Year 1	21	43% / 55%	43% / 42%	43% / 47%	33% / 37%
Year 2	16	63% / 80%	63% / 77%	63% / 80%	63% / 75%
Year 3	19	68% / 78%	53% / 71%	63% / 89%	53% / 68%
Year 4	18	67% / 74%	56% / 72%	56% / 71%	44% / 59%
Year 5	13	39% / 65%	39% / 65%	23% / 59%	15% / 48%
Year 6	14	77% / 93%	86% / 95%	71% / 90%	64% / 86%
R	4	-	-	-	-

2. Review of expenditure				
Academic Year 19-20 - Reviewed Spring Term 2020 (due to COVID-19)				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure the progress and attainment of children eligible for the PPG by the end of EYFS, KS1 and KS2	Pupil progress meetings	Meetings took place and teachers able to identify barriers to learning.	Identify how pupil progress documents and meetings can be adapted to benefit the children so they make rapid progress after COVID 19.	N/a Meetings took place in PPA time

To ensure all pupils have access to HQT across the school.	Lesson observations, book monitoring.	Inconsistent HQT – identified actions on school improvement plans.	Adapted monitoring will need to take place in the next academic year, especially after COVID-19.	n/a Meetings took place in SLT meetings
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure the progress and attainment of children eligible for the PPG by the end of EYFS, KS1 and KS2.	Smaller class sizes: <ul style="list-style-type: none"> Additional maths and English groups Y2 Additional maths groups Y3-6 Additional English group Y4 	Prior to school closure, pupils targeted for additional support were engaging well with interventions. Pupils were RAG-rated at start of school closure and pupils targeted for remote support. High % pupils returned to school during phased re-opening. Emotional well-being good, but engagement with home-learning variable.	Due to COVID risk assessments, interventions restricted. Maths ability sets not taking place – LSAs and additional HLTAs / teachers strategically placed to support in key year groups.	To 35,000 Teachers 35,000 LSAs 10,000
To ensure the progress and attainment of children eligible for the PPG by the end	1:1-1:3 maths and English tuition Y5 and 6	Prior to school closure, pupils targeted for additional support were engaging well with tuition.	Targeted tuition effective – continue.	
To ensure the progress and attainment of children eligible for the PPG by the end of EYFS, KS1 and KS2.	Additional phonics in KS1	Phonics progress was good Autumn / Spring and during phased re-opening high % of pupils in EYFS & Y1 returned to school. Rapid catch-up possible during June / July.	Continue with strict adherence to scheme, daily lessons in own class (no whole-school setting) and additional sessions for key pupils.	
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide opportunities for children eligible for the PPG to participate in school life.	<p>Reduce cost of breakfast club and extra-curricular club costs by 50%</p> <p>Reduce cost of educational visits by 75%</p> <p>Reduce cost of swimming lessons and music lessons by 75%</p> <p>Reduce cost of Y6 residential trip by 50%</p> <p>Supply uniform as required.</p>	Those children who wanted to attend did, but there are other children who need further encouragement.	<p>Continue to subsidise clubs/visits to provide opportunities.</p> <p>Identify PPG children who do and do not take part in clubs/visits and work with families to encourage uptake.</p> <p>Set up systems to monitor more effectively – nominated member of admin team to review termly.</p>	<p>4500 breakfast Club and salary</p> <p>60 music lessons</p> <p>150 clubs</p> <p>400 trips</p> <p>40 equipment</p> <p>870 swimming</p> <p>1500 Residential</p>
To support children's SEMH, as well as parents/carers.	LSA at lower school running interventions, learning mentor at upper school (including lunchtime support), school counsellor.	<p>All pupils receiving support from Learning Mentor made good progress towards their SEMH targets.</p> <p>Pupils receiving counselling showed improvements in emotional well-being.</p>	Continue emotional well-being support as this has had a positive impact, especially following COVID school closure.	£25,000