

Pupil Premium Strategy Statement Wray Primary School

School overview

Metric	Data
School name	Wray with Botton Primary School
Pupils in school	50
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£7380
Academic year or years covered by statement	2021-2024
Publish date	24 May 2021
Review date	24 May 2022
Statement authorised by	Anne Phillips
Pupil premium lead	Anne Phillips
Governor lead	Stewart Lawrenson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Overview

Due to small numbers of Pupil premium children we cannot set targets for all years and we have generalised some information. Data is suppressed due to very low numbers to protect the anonymity of pupils.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Provide time though staffing of teaching assistants to ensure that children are accessing support for 1:1 reading and small group work in writing. The progress of PP children to be closely monitored through tracking, assessment and pupil progress meeting to ensure that this is at least in line with the

	expected standard for their age group and in some cases above the expected standard.
Priority 2	Use staffing to ensure pp pupils attainment in maths is at least in line with other pupils and at the expected level for their age. The progress of these children will be closely monitored through the use of teacher assessment, tracking and pupil progress meetings.
Priority 3	Ensure Emotional health and wellbeing needs of pupils are addressed both on an individual and cohort basis.
Barriers to learning these priorities address	Emotional wellbeing of pupils
Projected spending	£7380

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average levels for their year group at the end of the academic year (moderated teacher assessment)	July 2022
Progress in Writing	Achieve national average levels for their year group at the end of the academic year (moderated teacher assessment)	July 2022
Progress in Mathematics	Achieve national average levels for their year group at the end of the academic year (moderated teacher assessment)	July 2022
Other	Improve emotional health and wellbeing of disadvantaged pupils through training on attachment and RAMP therapy with targeted pupils.	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Fund TA for 45 mins per week supporting individual reading and small group writing work 15 mins 3 x per week = £712.50 per pupil Reading resources to support progress.

Priority 2	Provide small group maths interventions for disadvantaged pupils falling behind age-related expectations 2 x 20 min sessions with TA = £633 per pupil 30 mins per week with teacher = £760
Priority 3	Allocate a learning mentor to the pupils to ensure wellbeing, provide emotional security. 5 minutes per child per day + training for member of staff = £1060
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics, supporting emotional health and wellbeing. Resources to support Emotional health and wellbeing - £178
Projected spending	£7380

Wider strategies for current academic year

Measure	Activity
Priority 1	Improving resilience, stamina and problem solving which are areas of weakness following lockdowns.
Priority 2	To further enhance provision and attainment in the wider curriculum through curriculum planning and subject leadership.
Barriers to learning these priorities address	Improving the emotional health and wellbeing of the most disadvantaged pupils.
Projected spending	£2873

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have enough time for monitoring of the subjects they lead and professional development	Monitoring cycle carefully planned to ensure that staff have enough time to monitor and improve their subject areas
Targeted support	Ensuring enough time for TA to support small groups / individual support	Support work to be timetables and impact monitored during pupil progress meetings.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools to build relationships with the new early help team.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Progress was delayed due to covid 19 lockdown and home learning. A clear programme is in place to address any areas of concern and to catch up any lost learning.
Progress in Mathematics	Progress was delayed due to covid 19 lockdown and home learning. A clear programme is in place to address any areas of concern and to catch up any lost learning.
Phonics	Progress was delayed due to covid 19 lockdown and home learning. A clear programme is in place to catch up any lost learning and move forward.
Other	Emotional health has been affected due to family and lockdown issues.