

## PUPIL PREMIUM STRATEGY STATEMENT

### SCHOOL OVERVIEW

Metric	Data
School name	Wormholt Park Primary School
Pupils in school	371
Proportion of disadvantaged pupils	53.64%
Pupil premium allocation this academic year	£246,136
Academic year or years covered by statement	2020-2021
Publish date	11/02/21
Review date	Autumn Term 2021
Statement authorised by	Anika Hargie

### DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

Measure	Score
Reading	No Results due to Covid
Writing	No Results due to Covid
Maths	No Results due to Covid

### STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Score
Meeting expected standard at KS2	No SATs in 2020/21
Achieving high standard at KS2	No SATs in 2020/21
Measure	Activity
Priority 1	<p>Ensure all disadvantaged pupils have access to high quality remote learning.</p> <p>Develop maths scheme across the school, to reduce the gap between disadvantaged and other pupils.</p>
Priority 2	<p>To minimise the impact of school closure/COVID 19 pandemic on pupil's progress and attainment in all subject areas - Ensure all disadvantaged pupils receive catch up intervention teaching to close gaps in learning as a result of school closure</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Access to laptops</li> <li>● Internet Access</li> <li>● Adult support at home</li> <li>● Staff need CPD on new maths scheme</li> <li>● Staff need training for the Catch Up Intervention Groups</li> </ul>
Projected spending	£4,000

## TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Aim	Target	Target date
Progress in Reading	From baseline in September – significant improvement in % of pupils meeting expected standard at end of year	July 2021
Progress in Writing	From baseline in September – significant improvement in % of pupils meeting expected standard at end of year	July 2021
Progress in Mathematics	From baseline in September – significant improvement in % of pupils meeting expected standard at end of year	July 2021
Phonics	From baseline in September – significant improvement in % of pupils meeting expected standard at end of year	July 2021
Projected spending	£131,748	

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	<p>DfE allocation of 54 laptops – configured by our IT Technical support service to allow pupils to access Google Classroom</p> <p>Internet Access enabled through purchasing dongles to enable free SIMs to be accessible</p> <p>Develop a Remote Learning programme, to ensure pupils receive high quality lessons that are accessible and offer a broad and ambitious curriculum – Introduce Google Classroom across the school.</p> <p>Purchase Maths Scheme plus CPD</p>
Priority 2	<p>During lockdown, ensure children receive differentiated tasks and are able to join intervention groups.</p> <p>Post school closure, use assessments to swiftly identify children in need of catch up interventions. Staff to work with these pupils throughout the rest of the school year.</p>
Barriers to learning these priorities address	<p>Limit of 54 laptops. Internet access limited to 90 days</p> <p>Home situations where parents are struggling to support children.</p> <p>Families where little or no contact can be made</p> <p>Staff training in G Suite</p>
Projected spending	£2500

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	During Lock Down - Ensure support is given to disadvantaged children: free school meal vouchers, Felix Project, Outdoor Library, art therapy, Speech and Language support, Family Support Officer, contact with school offering support with remote learning (speaking to children and encouraging them to log on etc)
Priority 2	To minimise the impact of school closure/COVID pandemic on children's Social, Emotional and Mental Health Staff to identify children with SEMH needs. Develop a MESH team (ELSA, Art Therapy, Art Mentoring, Gardening, Music tuition) Increase the emphasis on and time dedicated to PSHE and PSED in the curriculum (Remote and post lockdown)
Barriers to learning these priorities address	CPD for staff to ensure confidence in identifying children with SEMH needs and strategies to support them
Projected spending	£74,224

## MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	Ensure teaching staff feel secure delivering remote learning and are able to monitor disadvantaged pupils in the process.	Regular staff meetings to share issues and good practice. Computer lead and SLT to support individuals
Targeted support	Ensure Computer Lead has enough time to support teaching staff with Google Classroom and remote learning.	The beginnings of implementation of the GSuite platform began in Autumn term 2019 and was researched thoroughly, including assessing rival platforms by networking with other computing subject leaders across West London. Some of the other key preparation was to ensure the computing subject leader had a strong knowledge and understanding in of the remote learning tools available as part of Google Classroom before the launch, which included the subject leader gaining a qualification as a Certified Level 1 Google educator in Spring term 2020. This allowed the subject leader to train all members of staff (including bespoke training for support staff and office staff) to use the platform and plan for its implementation. SLT approved a school launch of GSuite in September 2020 and policy was written for contingencies of school closure, instructions and codes of conduct for video calls and pupil behaviour

		online (as part of our pupil Acceptable Use Policies). The subject leader continued to support staff with the implementation of the GSuite platform for student remote learning.
<b>Wider strategies</b>	Ensure families understand how to access help during lockdown and post lockdown	Work with outside agencies to ensure families access support