

# Orton Wistow Primary School

## Pupil Premium Strategy Statement 2020 - 2021

### 1. Summary Information

School	Orton Wistow Primary School				
Academic Year	2020 21	Total PP Budget	£46,320	Date of most recent review	September 20
Total number on roll	420	Number eligible for PP	41	Date for next internal review of this strategy	January 21

### 2. Current attainment – No SATs in 2020 – Teacher Assessment results (Forecast):

Total pupils = 60 PP = 3	Pupils eligible for PP at OWPS	Pupils not eligible for PP at OWPS	All Pupils (national)
% achieving ARE in Reading, writing and maths combined (2020)	33%	78%	78%
% achieving ARE in Reading (2020)	66%	82%	81%
% achieving ARE in Writing (2020)	33%	80%	79%
% achieving ARE in Maths (2020)	66%	85%	84%

### 3. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

<b>A</b>	Emotional resilience is much reduced for some children, potentially hindering progress and attainment.
<b>B</b>	Sensory/ physical needs for some children are high, potentially hindering progress and attainment.
<b>C</b>	Ability to access the curriculum within a whole class context, is difficult for a small number of children.
<b>D</b>	Specific learning difficulties identified.

**External barriers** (issues which also require action outside school, such as low attendance rates)

<b>E</b>	
<b>F</b>	

### 4. Desired outcomes (and how they will be measured)

#### Success criteria

<b>A</b>	Increased confidence and self-esteem for those children struggling with social and emotional needs and greater readiness for learning.	Teachers report increased readiness to learn and confidence in both attitude to learning and resolving issues.
<b>B</b>	Children's sensory needs are identified and a specific 'sensory diet' is implemented.	Teachers report an increased readiness to learn and engage with the curriculum.
<b>B</b>	Gross and fine motor difficulties are identified and programmes are implemented.	Teachers report improvement in skills.
<b>C</b>	Personalised curriculum and delivery method is planned and implemented.	Measurable progress made using INSIGHT tracking system.
<b>D</b>	Clear and specific identification of learning needs and programmes of support for those children who continue to make slow progress.	Highly targeted programme of support for specific individuals with clear tracking of steps of progress.

**Record of planned pupil premium spending by item/project 2020 21**

Item/project	Cost	Objectives	Outcomes
Full Time Learning Mentor	£20,889	<ul style="list-style-type: none"> <li>• To support the emotional wellbeing of children across the school.</li> <li>• Timetabled sessions for children requiring support</li> <li>• Ad hoc support at times for children when required</li> <li>• Close work with families of children</li> <li>• Support for individuals and small groups.</li> <li>• Children are ready to learn.</li> <li>• School seen as a safe space for all children and learning mentor is trusted adult</li> <li>• Learning mentor to help equip children with the strategies they need to cope in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of children with social and emotional issues.</li> <li>• Positive impact on learning for those children.</li> <li>• Timely support for parents needing advice about parenting</li> <li>• Learning Mentor is now a deputy DSL.</li> </ul>
The Nest – School safe space	£2000	<ul style="list-style-type: none"> <li>• Space available for all students who become dysregulated or require an area for specific interventions.</li> <li>• Space set up to allow children to self or co regulate when finding it hard to manage emotions.</li> <li>• Resources available in the space to help children if they are hypo or hyper aroused.</li> <li>• Rules and systems in place to allow the space to be used safely</li> <li>• Space will include calm boxes (some belonging to individuals)</li> </ul>	<ul style="list-style-type: none"> <li>• The Nest created, using the old Music Room space</li> <li>• Two parts – sensory circuits. This has been used by children from across school to complete routines on the provision maps or as part of them being able to cope in school.</li> <li>• The quiet safe space contains enclosed areas, sensory equipment and resources to help settle children.</li> <li>• Several children have used the space regularly, helping them to have calmer and more productive days in school</li> <li>• Adults have used for interventions, APDR targets and meetings with children (social workers for example)</li> </ul>
Unit TAs	£23,431 (contribution towards cost)	<ul style="list-style-type: none"> <li>• To identify specific learning needs and run targeted programmes of support.</li> <li>• Non-class based TA support for assessment, identification of needs, delivery of 1:1 teaching programmes and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Children assessed and then referred to outside agencies such as SALT and OT.</li> <li>• Recommended programmes and strategies are implemented.</li> <li>• Unit TAs used within classrooms to support teachers and children as necessary</li> <li>• Unit TAs now more regularly supporting through pre-teaching methods. This has given children exposure to upcoming learning and has helped</li> </ul>

			them build confidence, going into lessons with a base knowledge of what is coming up.
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