

# Pupil premium strategy statement – Wrockwardine Wood CofE Junior School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	77 (29.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2 of 3) 2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021 Reviewed November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Tracey Cartwright Head Teacher
Pupil premium lead	Alison Williams Acting Deputy Head Teacher
Governor / Trustee lead	Samantha Azzopardi-Tudor (Disadvantaged Pupils Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,645
Recovery premium funding allocation this academic year	TBC
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	£106,645

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£106,645</p>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	<u>Attainment gaps</u>

Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils for reading, writing and maths.

Autumn 2021 RAP	Reading PPG	Writing PPG	Maths PPG
Year 4	74% 60%	67% 50%	74% 60%
Year 5	76% 70%	80% 70%	79% 70%
Year 6	73% 60%	67% 53%	73% 67%

Autumn 2022 RAP	Reading PPG	Writing PPG	Maths PPG
Year 4	63% 29%	61% 23%	63% 35%
Year 5	76% 67%	72% 67%	70% 67%
Year 6	75% 60%	68% 56%	71% 56%

2.

Low aspirations

Parent voice has shown that many families have not attended Further Education and it is not deemed accessible for their children. Pupil Voice shows that children, and especially those disadvantaged children, do not have high aspirations for themselves.

3.

Gaps from Covid-19 Lockdown

Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

Leuven Scale assessment has indicated that our PPG pupils are displaying lower levels of engagement and participation in lessons. Classroom observations have shown that these children have low learning behaviour and need support in developing resilience and strategies to work independently.

4.

SEMH difficulties from Lockdown and returning to school

Our assessments (including Leuven Scale survey) observations and discussions with pupils and families have identified social and emotional

	<p>issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic as have referral for the Emotional Health and Wellbeing Panel. (5 referrals have been made this term already, compared with just 1 the previous Autumn Term). Referrals for support into services such as Fair Access Panel and Bee-U have continued to rise.</p>
5.	<p><u>Oral language</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
6.	<p><u>Phonics</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
7.	<p><u>Attendance</u></p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been broadly in line with whole school attendance but below national.</p> <p>2021-2022</p> <p>% of pupils whose attendance is below 90% =11% (30/278) PPG pupils whose attendance is below 90% = 13% (10/78)</p> <p>Since returning to school in September 2021, there are 4 school refusers on roll, 2 of which are PPG.</p> <p>PPG attendance has fallen and the gap between non PPG and PPG has grown. However this is due to bubble closures and stepped up measures where pupils have been sent home for testing.</p> <p>% of pupils whose attendance is below 90% =25.8% (70/271) PPG pupils whose attendance is below 90% = 31.8% (22/69)</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Close the gap for PPG children in reading, writing and maths. (1)	KS2 reading, writing and maths outcomes for disadvantaged pupils are in-line with those of non-disadvantaged children in 2024/25
Increase the number of PPG children achieving Greater Depth in reading, writing and maths. (2)	KS2 reading, writing and maths greater depth outcomes for disadvantaged pupils are in-line with those of non-disadvantaged children in 2024/25
All children to have greater aspirations for their futures. (3)	Sustained higher aspirations demonstrated by; <ul style="list-style-type: none"> <li>- fewer children identified as having learned helplessness</li> <li>- increased conversations in the classroom around aspirations</li> <li>- pupil voice surveys indicating higher aspirations</li> </ul>
Children to have improved language and vocabulary skills. (4)	Significantly improved oral language amongst disadvantaged pupils demonstrated through; <ul style="list-style-type: none"> <li>- book looks</li> <li>- formative assessment</li> <li>- language assessments for interventions</li> </ul>
Children to have improved reading attainment (5) (phonics)	End of KS2 reading attainment for disadvantaged children to be in line with that of non-disadvantaged children.
Attendance data to be in line with Local and National Averages. (6)	Sustained high attendance, demonstrated by: <ul style="list-style-type: none"> <li>- Overall absence rate to be in-line for non-disadvantaged and disadvantaged pupils and lower than the national average</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG Lead to complete 'Thinking Differently for Disadvantaged Learners' and disseminate to all staff through Staff and TA Meetings half termly.	Module 1 (learned helplessness and aspirations) From EEF: - Aspiration Interventions EEF	1 5
New training on RWI phonics and renewed management of data tracking for phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (EEF)	1 3 6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1 3
Improve the quality of Social, Emotional and Mental Health support through Awareness Days, Staff Training and CPD.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4 7

	performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
To deliver memorable experiences to each class, each half term to develop cultural capital.	Pupil voice has demonstrated that pupils cultural capital and aspirations for future career is developed through the implementation of memorable experiences. Children have a deeper understanding and appreciation of what is on offer to them in the wider world and what opportunities there are for future jobs.	
To widen children's knowledge of Further Education, and future career choices.	Aspiration Interventions EEF	2

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the 'Talkabout' interventions and train staff on delivering targeted interventions to develop oral language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Additional phonics support identified through careful tracking, for those disadvantaged children falling behind in small group phonics interventions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3 6



<p>LSAT to train all Teaching Assistants on additional to phonics such as phonological processing, rhyme and syllables to help support the lowest attaining readers with closing the gap.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3 6</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3</p>
<p>Two TAs employed to deliver in class support for English and Maths targeting PPG pupils and SEND through the catch up funding. These will be rotated throughout the school over the academic year, offering all classes support.</p>	<p>Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2 3 4</p>
<p>Non-clinical CBT used to support children's wellbeing and mental health on a 1:1 basis.</p>	<p>Future in Mind training from Sian Deane and Tina Rae (Lead Clinical Child Psychologist) – evidence based.</p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on attendance – tracking with the pastoral lead and nominated school attendance officer.	The attendance of our children will need to be targeted before the interventions in school will make the greatest impact.	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Through internal assessments, disadvantaged pupils can be seen to be closing the gaps in reading, writing and maths as children move through the school. The gap has not yet closed though and that is the aspiration.*

Autumn 2022 RAP	Reading PPG	Writing PPG	Maths PPG
Year 4	63% 29%	61% 23%	63% 35%
Year 5	76% 67%	72% 67%	70% 67%
Year 6	75% 60%	68% 56%	71% 56%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider