

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Wrockwardine Wood Church of England Junior School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	30.3% (82 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Years 3 – 6
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracey Cartwright Headteacher
Pupil premium lead	Alison Williams Assistant Headteacher
Governor / Trustee lead	Samantha Azzopardi-Tudor Disadvantaged Pupils Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108735.00
Recovery premium funding allocation this academic year	£11165.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119900.00

# 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 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.	<p><u>Attainment gaps</u></p> <p>Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils for reading, writing and maths.</p> <table border="1"> <thead> <tr> <th>Autumn 2021 RAP</th> <th>Reading PPG</th> <th>Writing PPG</th> <th>Maths PPG</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>74% 60%</td> <td>67% 50%</td> <td>74% 60%</td> </tr> <tr> <td>Year 5</td> <td>76% 70%</td> <td>80% 70%</td> <td>79% 70%</td> </tr> <tr> <td>Year 6</td> <td>73% 60%</td> <td>67% 53%</td> <td>73% 67%</td> </tr> </tbody> </table>	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 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%														
2.	<p><u>Low aspirations</u></p> <p>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.</p>																
3.	<p><u>Gaps from Covid-19 Lockdown</u></p> <p>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.</p> <p>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.</p>																
4.	<p><u>SEMH difficulties from Lockdown</u></p> <p>Our assessments (including Leuven Scale survey) observations and discussions with pupils and families have identified social and emotional</p>																

	<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).</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>% 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: £ 43900

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/611217/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 performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4 7

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: £ 46000

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">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">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3 6
LSAT to train all Teaching Assistants on additional to phonics such as phonological processing, rhyme and syllables to help support the lowest	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:	1 3 6

attaining readers with closing the gap.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3
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.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3 4
Non-clinical CBT used to support children's wellbeing and mental health on a 1:1 basis.	Future in Mind training from Sian Deane and Tina Rae (Lead Clinical Child Psychologist) – evidence based.	

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on attendance – tracking with the pastoral lead and	The attendance of our children will need to be targeted before the interventions in school will make the greatest impact.	7

nominated school attendance officer.		
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:** £119900.00

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*