



**Name of Policy:**

## **Pupil Premium Strategy Statement**

<b>Reviewed Edition</b>	<b>December 2020</b>
<b>Next Review</b>	<b>November 2021</b>
<b>Person responsible for updating policy</b>	<b>SENDCO</b>

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## Pupil premium strategy statement

### School overview

Metric	Data
School name	Wallace Fields Junior School
Pupils in school	271
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£19900
Academic year or years covered by statement	2019 – 20 review 2020-2021 Projected
Publish date	December 2020
Review date	November 2021
Statement authorised by	Mrs A Day (Acting Head and Deputy Head)
Pupil premium lead	Mrs Corrine King
Governor lead	Mrs Ann Farquhar

### Disadvantaged pupil progress scores for last academic year

Measure	Score Year 6 Value added against expected teacher assessment as of March 2020
Reading	1 (All pupils 0.7)
Writing	1 (All pupils 0.4)
Maths	0 (All pupils 0.7)

### Disadvantaged pupil performance overview for last academic year

Measure	Score Year 6 teacher assessment as of March 2020
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve reading and phonics across the school
Priority 2	Support children who have gaps in their mathematical knowledge or low confidence to ensure that can meet the expected standard.
Barriers to learning these priorities address	Support children with dyslexic tendencies or poor mathematical knowledge to meet the expected standard.

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Currently 65% of PP children are meeting the expected attainment 97% making expected progress	September 2021
Progress in Writing	Currently 71% of PP children are meeting the expected attainment 97% making expected progress	September 2021
Progress in Mathematics	Currently 65% of PP children are meeting the expected attainment 83% making expected progress	September 2021
Phonics	N/A	
Other	Attendance of year 3 pp children at 95%	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Project x code intervention Reading groups in classes Individual reading Speech and language groups ELKLAN speech and language training Teaching assistant support in English lessons
Priority 2	Number Sense intervention Snap maths Small groups for maths throughout school Access to White Rose Planning and training for all maths teachers Teaching assistants in maths lessons One to one support for pupil premium children in non-core lessons to target specific areas of learning.
Barriers to learning these priorities address	Slow processing Poor working memory Speech and language difficulties
Projected spending	£15,500

### Wider strategies for current academic year

Measure	Activity
Priority 1	ELSA support, supervision and resources for pupils across the school
Priority 2	Cultural Capital. All students to have an equal opportunity to take part in school trips, visitors, clubs, swimming lessons etc.

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	4,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	All staff to access to White Rose training materials. Quality first teaching across the school. Use of Growth mindset with children and the First Attempt In Learning (FAIL) approach. Small groups for maths with maximum of 16 pupils plus a teaching assistant	Training time given in staff meetings.  Learning walks to ensure all learners needs are being met and feedback to teachers. Use of Coaching sessions. Remind teachers and new teachers to be trained in Growth Mindset. Recruitment of new staff to ensure groups can be maintained across the school.
Targeted support	Staff and pupils being absent due to illness or having to work from home could mean that interventions are not consistent. Intervention being taken back in to the classroom.	Increase in use of Google classroom to keep children and staff working during isolation periods.  Ensuring strategies in interventions are used in classrooms by using the same visuals and language. Use of same TA in intervention and in class
Wider strategies	ELSAs are also HLTAs so ELSA time needs to be protected.	Other HLTAs will need to act as cover.

### Review: last year's aims and outcomes

INITIATIVE/INNOVATION	IMPACT (WITH COMMENTARY)
<p>Project X Code reading and phonics interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Number Sense maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Teachers and teaching assistants to have training in phonological awareness, phonics</p>	<p>Due to school closure the final assessment was not made for these pupils to measure progress in the intervention and support is continuing this academic year. Class assessments have shown steady progress in reading. All children have made progress with their ability to decode words and reading fluency within the group.</p> <p>Number Sense intervention progress measures show that 100% of pupil premium children (2 children) made progress in maths. They also made confidence in their maths knowledge, both within the intervention and during maths lessons. This progress is also reflected in their class maths assessments.</p> <p>Phonological awareness training begun in school and then continued during school closures with online training via the new skills academy. This has enabled teaching assistants to better support children during their interventions and in lessons.</p>

INITIATIVE/INNOVATION	IMPACT (WITH COMMENTARY)
<p>and spelling in order to support children in lessons and interventions.</p>	
<p>ELSA Train a further ELSA to support children. To remove the barriers to learning and to have happy children in school and at home. The ELSA helps children to reach their potential educationally.</p> <p>Cultural Capital. All students to have an equal opportunity to take part in school trips, visitors, clubs, swimming lessons etc.</p>	<p>Two ELSAs in school has meant there has been an increase in children who are accessing support.</p> <p>This has meant that all children have full access to school support. Pupil Premium also paid for a child whose father died, to access Summer Club in order to give respite to the mother.</p>
<p>Teacher and teaching assistant led booster groups to support children with grammar, comprehension and maths.</p> <p>Teaching assistant support during non-core and afternoon lessons.</p> <p>Support during home learning.</p>	<p>In March last year 65% of pupil premium children in the whole school were at or above the expected level in maths, 71% were at or above the expected level in writing, and 65% were at or above the expected level in reading. In year 6 (2 children) 100% of pupil premium children were at or above the expected level of progress in all core subjects. In year 5 (4 children) this was 75% in maths but 100% in reading and writing, in year 4 (3children) this was 66% in maths but 100% in reading and writing, and in year 3 (8 children) 88% in maths, reading and writing. In year 3, 1 child who is pupil premium also has an Education, Health, Care Plan.</p> <p>Although unplanned for at the start of the year, Pupil Premium funding also benefitted pupil premium children over the school closure period. FSM children were offered a place at school with the key worker children where they accessed support in the classrooms. Those that stayed at home were offered additional paper resources to support them with their learning. Staff were in contact with disadvantaged children in order to support parents with home learning. We are able to learn from this period and develop strategies to support disadvantaged children in any further group or school closures.</p>