



## Pupil Premium 1 Year Strategy Statement 2024/5

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Wallace Fields Junior School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Steve Lee
Pupil premium lead	Kirsty Elliot
Governor / Trustee lead	Chay Champness

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£30,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£30,485</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We recognise that children make progress at different rates: regardless of children's economic well-being, we support all children to reach their full potential and meet or exceed end of year expectations in Reading, Writing and Maths.

Universal quality first teaching is the best provision we can make to raise achievement and this is closely monitored using a triangulation monitoring process through scrutiny of data, learning walks and book looks for our pupil premium children on a regular basis. The purpose of this funding is to accelerate progress, close gaps from lost learning and raise attainment.

All staff know their Pupil Premium children; interventions are carefully targeted, planned and reviewed to ensure the best support is in place.

The key aims for our disadvantaged children are:

- To improve progress and attainment in Reading by embedding a love of reading so the children become life-long readers who read for pleasure.
- To narrow the gap between disadvantaged children and their peers.
- To improve progress in writing, through the use of writing conferencing and teacher pupil consultations for SEND targets.
- To support and upskill our pupils in mental health and wellbeing so they be motivated learners who understand the importance of self-care, emotional resilience and acquire the knowledge and skills to make better choices.
- To diminish the multiple barriers to learning so that pupils are able to achieve their potential.

### Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning, including homework support.
2	Well-being and Mental Health.
3	Ongoing cultural capital deficit, due to our increase of EAL children from Chinese Hong Kong communities is 7.8% alone.
4	Attendance below 95% for Disadvantaged and vulnerable pupils is 34.78%. That is a 25.18% differential with non PP pupils, which sits at 9.6%.

## 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
1. To help and support children achieve national expectations by closing the gap for children below age related expectations.	<ul style="list-style-type: none"> <li>• PP children provided with paper homework if unable to access online devices at home.</li> <li>• Group intervention to reduce the learning gap for PP pupils.</li> <li>• End of year data will show good progress for Pupil Premium children. If good progress is not evident, further redirected support will be put in place.</li> </ul>
2. Children’s mental health concerns are addressed quickly and effectively with the use of our internal wellbeing referral system.	<p>Children report that they feel a greater ability to cope with daily school life and the expectations around this, using targets set from ELSA / Well-being sessions.</p> <p>100% of children report that this is an effective way to communicate well-being concerns to a member of staff.</p> <p>The well-being team report that nearly all targets have been met and cases can be closed after 6 weeks. Children show a greater ability to cope with normal school life.</p> <p>Teachers and support staff will feel confident and supported in providing mental health support</p>
3. Ongoing cultural capital deficit, due to our increase of EAL children from Chinese Hong Kong communities. (EAL 35%)	<p>All interventions will be targeted, specific and measurable. e.g. pre-teaching vocabulary.</p> <p>Curriculum to ensure a wide range of representative texts are used against the curriculum.</p> <p>All interventions will be targeted, specific and measurable. e.g. pre-teaching vocabulary.</p> <p>Engagement with parents and monitoring will show that children are regularly attending their provision e.g. National Tutoring programme.</p> <p>All staff will be using evidence based resources to plan high quality lessons and support, taking into account PP children.</p>
4. To raise attendance of PPG and vulnerable children.	<p>All Pupil Premium children will improve- more in line with the national average have an attendance of 95% or above.</p> <p>Pupil Premium parents will be actively involved in their child’s education through termly meetings, parents workshops, ELSA support.</p> <p>Daily communication with most disengaged and persistent absence families.</p>

## Activity in this academic year

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

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

Budgeted cost: £15,100

WFJS Objective	WFJS Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff development and knowledge in Phonics and Maths.	To develop all staff knowledge (teachers and support staff) in: Phonics scheme 'Little Wandle' and maths groups. Supported by the Deputy and SENDCo as group teachers.	Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupil's achieve highly.	1, 3
To allow equal access to extra-curricular clubs and trips for PP children.	To ensure PP families are aware that extra financial support is available to allow their children to take part in extra-curricular clubs and school trips where finances may prevent them from joining their peers.	Every trip and club letter includes the school offer for families who may have financial difficulties to contact school if their child would like to take part. This is in order to level out the cultural capital our PP children are exposed to.	1,2,3,4
To ensure curriculum gaps are identified and interventions are placed promptly.	To ensure any gaps in knowledge identified in Reading/Phonics and Maths. Summer term assessments are identified through ongoing rigorous assessment and acted upon rapidly.	Interventions are carefully planned and tracked for impact through EDUKEY.	1, 2, 3
Purchase of standardised diagnostic assessment (NFER)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	Conferencing and teacher instruction will take place after the NFER to ensure children's misconceptions are addressed.	1

National College membership	Purchase of the NCM.	Professional development can be supported effectively remotely. The review finds that the skills and knowledge that staff gain will ultimately lead to gains in pupil outcomes, including PP children. Similarly, schools can enjoy lower costs, save time, work flexibly and remove the need to delay face-to face professional development.	1,2,3,4
Well-being team / champions.	Support children and families with pastoral care	Provides support for staff and pupils with managing their emotional well-being in and out of school. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	1,2,4

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

Budgeted cost: £10,386

WFJS Activity	WFJS Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions.	To run several interventions for our vulnerable pupils providing tailored support for Pupil Premium children . This includes: NTP (small gp tutoring in maths and English), Little Wandle (phonics), Memory fix, snap maths, TTRS, 1:1 reading, sentence writing, reading comp, Wordshark, Mathletics, handwriting, Vocab pre-teach, Precision teaching, dictation and grammar. We ensure measurable outcomes.	Research by the EER (Educational Effectiveness Research) shows that small group tuition is effective due to greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs.	1, 2, 3

	To ensure maximum impact on pupil progress by establishing small teaching groups (including tutoring) and evidence-based interventions for Pupil Premium children falling behind age-related expectations.	We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress.	1, 2, 3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an enhanced package of well-being support for parents including our workshop programme, tea parties, information afternoons and targeted support from the school Emotional Literacy Support Assistant (ELSA).	Research by the EEF shows that parental engagement is consistently associated with pupils' success at school.	1, 2, 3, 4
To run lunchtime support for our vulnerable pupils providing tailored support for Pupil Premium children to support poor attendance. Ensuring measurable outcomes.  To safeguard the wellbeing of PP children by providing positive touch training, zones of regulation and ELSA supervision for all key staff.	NFER research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum pupils were covering and how to support their child.	4

Provide financial support for disadvantaged families to assess a range of off sight trips and experiences.	Outdoor adventure learning provides opportunity for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF 2020).	1,2,3,4
Well-being Guinea Pigs.	Evidence supports that animals provide a reassuring and calming effect on children with high levels of anxiety and emotional issues. PP children will be timetabled to spend time with the guinea pigs on a regular basis according to need.	1,2,3,4

**Total budgeted cost: £30,486**

## Further information (optional)

**What support is there for Pupil Premium Children at Wallace Fields Junior School 2024/25?**

Strategy	Intended outcome	Rationale	How will this be implemented successfully?	Who is responsible for implementing?
<b>All staff clear on PP pupils. Staff to focus on PP children in planned weekly sessions.</b>	To accelerate children's learning.	Research demonstrates high quality verbal feedback has the greatest impact on learning.	Regular book scrutinies by the Pupil Premium Lead will ensure that regular verbal and written feedback is being given to PP children.	All staff
<b>Timetabled support (Before school targeted activities to entice children into school in the morning). E.g. guinea pigs / games.</b>	To improve and support children's attendance and punctuality.	Through early identification and assessment.	Regular discussions with class teachers to meet the needs of the children in these groups.	HLTAs, Class teachers and SLT.
<b>Pupil premium focus teaching provided by Ts/HLTAs</b>	To accelerate children's learning.	Through early identification, assessment and gap analysis. Gaps in learning will be targeted during these sessions.	Regular discussions with class teachers through, gap analysis and planning to meet the needs of the children in these groups.	HLTAs. Teachers to plan time and needs of children across the school.

<b>Termly meeting with parents if needed.</b>	To build relationships with parents and offer support to families who need it. To inform parents of how the funding will be spent.	Relationships will be built across the year in order to support families and encourage them to support children with their learning needs.	Each term a meeting will be held to meet with Pupil premium parents.	Teachers ELSA
<b>Access to 1 club paid per term if needed</b>	To encourage children to access to before / after school activities and improve fitness levels.	Some of our pupil premium children do not access after school clubs. A minority have poor health and fitness.	This will be offered as an option to parents / children who staff / PP lead deem may benefit and are on the PP register. PP Parents may also request a paid club per term.	Pupil Premium Lead/ Office Team.
<b>Access to 1 school trip paid per term if needed</b>	To support families financially if they need it for their child to participate in enriching school activities.	Some families will not be in a financial position to make a contribution to school for their children to participate in school trips / residential.	This will be offered as an option to parents at the yearly meeting. Parents will approach the office/ pupil premium lead to request a paid trip per term only as needed.	Pupil Premium Lead/ Office Team
<b>Termly reviewed provision maps</b>	To track and monitor progress of Pupil Premium children and the intervention they receive as well as the impact it is having.	Highly effective monitoring will be in place to identify any gaps or focus areas for learning needed.	Reviewed termly.	Reviewed by the pupil premium Lead.
<b>Rufus, the well-being dog.</b>	To provide opportunities for children to build their self-esteem and mental health and well-being as well as communication skills.	A proportion of our pupil premium children require emotional support.	Weekly visits from Rufus the well-being dog. Specific children to be targeted to make visits.	Class teachers
<b>Basic classroom resources and spare uniform supplied free of charge.</b>	To allow PP pupils equal access to school life.	Some families may not be in a financial position to be able to afford children to participate in paid school resources or school uniform.	This will be offered as an option to parents at regular intervals and when necessary. Parents will approach the office/ pupil premium lead to request uniform / resources / stationery.	Pupil Premium Lead/ Office Team / Teachers / Support Staff.



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Further information (optional)

*Please also see WFJS pupil premium policy on our website.*