



Pupil premium 2 year strategy statement 2021-23

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	Wallace Fields Junior School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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. This consists of half from financial year 2020-21 and half from financial year 2021-22.	£22.950
Recovery premium funding allocation this academic year	£2 320

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,270

Part A: Pupil premium strategy plan

Statement of intent

<ul style="list-style-type: none"> We recognise that children make progress at different rates and this has been impacted by the Pandemic. 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.

Challenges

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

Challenge number	Detail of challenge
1	School Closures due to COVID-19 - A significant proportion of children have fallen behind their peers in Reading, Writing and Maths. The aim is to close the gap for these pupils.
2	Mental Health impact, including social and emotional needs.
3	Attendance below 92% for Disadvantaged and vulnerable pupils.

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
To help and support children achieve national expectations by closing the gap for children below age related expectations.	<ul style="list-style-type: none"> • All Pupil Premium children will make accelerated progress in order to close the gap in Reading, Writing and Maths. • All Pupil Premium children will pass the Phonics check in Year 3, if they did not pass in KS1.
	<ul style="list-style-type: none"> □ 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. □ TAs and teachers will feel supported and confident in the delivery of early reading and phonics support for children not at age related expectation. □ Learning walks and team teaching sessions will demonstrate high quality effective teaching and support in all classes.
To develop our intervention provision across the school to provide tailored support for children through the use of evidence based interventions.	<ul style="list-style-type: none"> □ All staff will be using evidence based resources to plan high quality interventions. □ Monitoring will show that children are making rapid progress. Monitoring will show that children are consistently receiving their intervention. □ All interventions will be targeted, specific and measurable. □ Engagement with parents and monitoring will show that children are regularly attending their provision e.g. National Tutoring programme.
To raise attendance of PPG and vulnerable children.	<ul style="list-style-type: none"> □ All Pupil Premium children will improve more in line with the national average have an attendance of 95% or above supported by enrichment club for disadvantaged children. □ Pupil Premium parents will be actively involved in their child's education through termly meetings, parents workshops, ELSA support.

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,)

Budgeted cost: £ 12,250

WFJS	WFJS Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop staff knowledge in Phonics and Maths.	To develop all staff knowledge (teachers and TA's) in: Phonics scheme 'Read, Write Inc' and snap maths through Professional Development, Team teaching and incremental coaching so that Reading and maths, lessons are delivered effectively.	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, 2, 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
To ensure curriculum gaps are identified and interventions are placed promptly.	To ensure any gaps in knowledge identified in Reading/Phonics and Maths as a result of missed learning due to the COVID-19 school closures and Summer term assessments are identified through ongoing rigorous assessment and acted upon rapidly.	It is estimated that the socio economic attainment gap will grow by 11% and 75% as result of school closures. Median estimate is that the gap will widen by 36%. This will more than reverse the progress on narrowing the gap seen over the last decade. It is projected that the gap will widen most in maths and for younger children and the gap in language is likely to widen. The EEF reported that It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place.	1, 2, 3

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

Budgeted cost: £8,770

WFJS Activity	WFJS Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions.	<p>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), RWI (phonics), Memory fix, snap maths, TTRS, 1:1 reading, sentence writing, reading comp, Wordshark, Mathletics, Choral reading, handwriting, Toe by Toe, Vocab pre-teach, Precision teaching, dictation and grammar. We ensure measurable outcomes.</p>	<p>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.</p>	1, 2, 3
	<p>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.</p>	<p>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.</p>	1, 2, 3

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

Budgeted cost: £3,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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).</p>	<p>Research by the EEF shows that parental engagement is consistently associated with pupils' success at school.</p>	<p>1, 2, 3, 4</p>
<p>To run our enrichment club provision for our vulnerable pupils providing tailored support for Pupil Premium children to support poor attendance. Ensuring measurable outcomes.</p> <p>To safeguard the wellbeing of PP children by providing positive touch training, zones of regulation and ELSA supervision for all key staff.</p>	<p>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.</p>	<p>4</p>

Total budgeted cost: £25,270

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

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

Aim	Outcome

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
NA	

Further information (optional)

What support is there for Pupil Premium Children at Wallace Fields Junior School?				
Strategy	Intended outcome	Rationale	How will this be implemented successfully?	Who is responsible for implementing?
All staffs first focus when giving verbal / written feedback to a child is the PP children. All staff clear on PP pupils.	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.	All staff
PP children offered Chrome books (on loan) and decommissioned library books to take home and keep.	To build children's love of reading and give them equal access to books at home. To allow them equal access to homework and home learning.	A proportion of our pupil premium children lack resources at home for their learning.	HLTA / Librarian / SENDCo meet with PP children once a term to offer out the books as a 'reward for working so hard'.The children are informed they have been selected by their teachers.	Pupil Premium Lead / Office
Early Bird support (Before school targeted small group) Through enrichment club	To accelerate children's learning and support homework.	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.	Early Birds Intervention lead, HLTAs and Class teachers overseen by SLT.
Pupil premium focus teaching provided by Ts/HLTAs	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. Pupil Premium lead to plan time and needs of children across the school.
Termly meeting with parents if needed.	To inform parents of how the funding will be spent. To build relationships with parents and offer	Relationships will be built across the year in order to support families and encourage them to	Each term a meeting will be held to meet with Pupil premium parents.	Pupil Premium Lead, ELSA

	support to families who need it.	support children with their learning needs.		
Access to 1 club per paid per term if needed	To encourage children to access 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 at the yearly meeting. Parents will approach the office/ pupil premium lead to request a paid club per term.	Pupil Premium Lead/ Office Team.
Access to 1 school trip paid per term if needed	To support families financially if they need it for their child to participate in enriching school activities.	Some families may not be in a financial position to be able to afford children to participate in school trips.	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
Termly reviewed provision maps	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.
Rufus, the well-being dog.	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

