Wisewood Community Primary School

Pupil Premium Strategy Statement 2020-21

School Overview

School name	Wisewood Community Primary School
Pupils in School	160
Proportion of disadvantaged pupils	89 (56%)
Pupil Premium allocation for this academic year	£ 95 040
Academic year or years covered by the statement	2020-2021
Publish Date	December 2020
Review Date	July 2021
Statement authorised by	Chris Stewart
Pupil Premium lead	Ben Ramsden
Governor (IEB) Lead	Angela Lant

Disadvantaged pupil progress scores for academic year 2018-19

Measure	Disadvantaged Pupils	All Pupils
Reading	-4.42	-0.33
Writing	0.82	0.22
Maths	-6.19	-3.10

Disadvantaged pupil performance overview for academic year 2018-19

(Based on 74 disadvantaged pupils)

Measure	Reading	Writing	Maths	Combined
Meeting expected standard at KS2	40%	60%	30%	10%
Achieving greater depth standards at KS2	-	-	-	-

*Please note this data is 2018-19. No national data was published in 2019-2020

Strategy aims for disadvantaged pupils

Outcome	Barrier
1. Disadvantaged children make progress in all year groups to ensure any regression, as a result of the national lockdown, is overcome	✓ The impact of lockdown affected many pupils and the school closure meant that learning was disrupted as well as having a negative effect on routines, relationships and pupils' mental health and wellbeing. ✓ Home learning was provided during lockdown, which reinforced prior learning objectives, however not all pupils were able to access or engage, and this has led to gaps in learning for pupils.
2. Disadvantaged children, who are also SEND, make expected levels of progress and attainment by the end of KS2	✓ The national lockdown means that children missed the opportunity to revise and revisit key knowledge and skills ✓ Children need access to high quality provision, made of up of quality first teaching and specific interventions, in order to make progress
3. Disadvantaged children make expected levels of development in maths and by the end of KS2 achieve progress at least in line with non-PP children	✓ The national lockdown has meant that children have missed opportunities to develop fluency and reasoning skills in maths ✓ Children have been unable to revisit and revise key skills and knowledge and as a result have gaps in learning ✓ Children need access to skilled staff who can appropriately scaffold and support children in making progress within all areas of maths
4. All pupils are engaged and ready to learn	✓ Transition back into school following a long period of time out has impacted some of our most vulnerable in a way that they find returning to school difficult. Attachment needs. ✓ Parents are cautious of bringing children back into school. ✓ Children may have not worked at home for a sustained period and so readiness to learn is not always there
	Total Spend: £95 040

Teaching priorities for current academic year

Measure	Activity	Target date
All staff have received high quality CPD and leadership support in order to ensure that teaching is consistently good across school and all children are making expected levels of progress.	✓ Leadership capacity to develop teaching across all phases ✓ Assistant Headteacher from TSAT to work alongside staff where teaching requires improvement ✓ CPD for staff around Metacognition to support with curriculum development and retention of learning. ✓ Tailored CPD for planned interventions for support staff across the different bubbles	July 2021
Curriculum recovery plan is implemented, to support with catch up of fundamental subjects.	✓ Review timetabling of subjects in line with baseline data to support delivery of core subjects. ✓ Covid19 catch up curriculum plan and policy completed to support lost/missed learning and new learning. ✓ Remote/blended learning approach in place	

SENCO alongside teaching staff implement and review appropriate classroom provision and intervention for all vulnerable children.	✓ SENCO to support with developing quality first teaching and classroom-based practice ✓ SENCO to work alongside all staff in order to implement appropriate interventions for all bubbles ✓ SENCO to work alongside all staff to assess and review the progress of vulnerable children
Barriers to learning these address	**Children lost learning from previous year following national lockdown. Children need to catch up on forgotten learning and learning not covered before moving onto new learning for current year group.**
	Projected Spend £ 49,038

Targeted academic and pastoral support for current academic year

Measure	Activity	Target date
All staff have received high quality CPD and support from senior and middle leaders, in order to ensure that there is an increase in pupil premium children who achieve expected standard in maths	✓ Regular, personalised CPD and support for all staff on the teaching of fluency and reasoning within maths ✓ Maths policy reviewed and implemented to ensures the maths is consistently good across school ✓ Time-tabling changes made in order to support with the regular teaching of maths ✓ Maths interventions to be implemented and reviewed by senior and middle leaders	**July 2021**
All disadvantaged children have access to additional interventions to minimise the impact of missed learning opportunities as a result of Covid19	✓ All disadvantaged to access targeted booster groups across all year groups in KS2 ✓ All vulnerable groups' needs to be regularly assessed and appropriate interventions in place across school ✓ Disadvantaged children in Y5/6 to have access to 3rd Space Learning maths intervention	**July 2021**
All leaders implement and support staff in embedding the provision map, to ensure that all disadvantaged learners have access to provision in the classroom and interventions	✓ All staff to access a personalised CPD, based on individual needs ✓ All support staff to be trained in FFT ✓ All support staff to in speech and language interventions ✓ FS staff trained in and deliver NELI project (Early Language Intervention) ✓ All staff to be receive support in assessing impact of interventions	**July 2021**
Barriers to learning these address	**Disadvantaged pupils need high quality provision mapping to ensure that strategies are complementary, and do not lead to a more limited curriculum offer for pupils or to duplication.**	
	Projected Spend £23,669	

Wider priorities for current academic year

Measure	Activity	Target date
All children will feel part of the wider school community and a	✓ Access to half price trips ✓ Access to 1 free school uniform and PE kit	

sense of belonging at Wisewood Community in line with their non-disadvantaged peers	✓ Access to free breakfast club ✓ Access to 1 free after school club for a term ✓ SATs breakfasts for Y6 pupils	
Leaders to work with families to ensure that attendance of disadvantaged children stays in line non-disadvantaged children	✓ Daily welfare checks for children not attending ✓ High-five club to motivate/ improve attendance for PA's ✓ MAST support ✓ Opportunities to engage in school e.g. book look/ coffee morning	
Support families with out of school learning opportunities including access to technology – for families isolating remotely, in order to reduce the impact of Covid19	✓ Children's university projects available to continue extracurricular learning at home. ✓ Blended learning support ✓ Daily check ins with key staff within school ✓ Access to technology and food parcel ✓ Provide appropriate physical resources to support home-school learning	
Barriers to learning these priorities address	✓ **Higher levels of absence across school** ✓ **Multiple barriers to learning, including socio-economic disadvantage.**	
	Projected Spend £25,263	

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching Support	Ensuring that there is consistency in support and implement of the curriculum with all teaching staff	SLT to be directed towards working alongside teachers in class to improve and implement quality first teaching strategies. Ensuring that for the most vulnerable children as much time as possible is spent with the class teachers. SLT to support in the effective implementation of interventions
Targeted Support	All children have GAPS in their learning returning to school this year and data shows regression	Ensure that targeted support identifies the correct children for this and is based on effective knowledge and use of GAP analysis. Ensure all PP children have access to additional learning opportunities.
Wider Support	Engaging families that are the hardest to reach	Work closely across the Trust schools to share good practice and strategies

Area	Systems to monitor the implementation of this strategy
Teaching Support	Book scrutiny Data and PPM Triangulation of the quality of teaching Use of Seesaw at home
Targeted Support	PPM Provision map Intervention records Pupil voice High Five Disadvantaged review meetings Academic mentor support National tutoring programme support Third space learning tutoring

Wider Support	Attendance data
	Behaviour data
	SIP day