

Pupil Premium Strategy 2021-2024

Challenges for disadvantaged pupils – Set Autumn 2021

Challenge number	Detail of challenge
1	Typically, attainment on entry at Wisewood has been below national expectations. This has been evident in Communication and Language, Literacy, Mathematics and Physical Development.
2	Literacy and oral communication is a focus area for our most vulnerable children in order to ensure they access daily, high quality reading opportunities as well as opportunities to broaden their vocabulary.
3	Our assessments, discussions and observations show underdeveloped numeracy and early maths skills for some pupils. This is the case across school but particularly in KS2 where the lockdown periods of 2019-20 and 2020-21 have widened the gap between pupils who have a clear grasp of number and mathematical fluency and those that don't.
4	As a result of lockdown, there has been an increase in the number of issues that our pupils have and support that they require to develop good physical and mental well-being
5	Pupils have missed significant amounts of teaching over the last two years due to lockdown. This is most evident in KS2 where children have less time to catch up before moving to the next stage of education.
6	As a result of the pandemic and subsequent lockdowns there has been a significant increase in social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Strategy Aims and Outcomes – Review Autumn 2024

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none">Our observations show that pupils have a greater range of technical and subject specific vocabulary when discussing their learning with adults and visitors to school- Deep Dives, Marc Rowland, Governors, pupil interviews, school councilOracy techniques have been implemented throughout the curriculum. Choral response, talk partners, stem sentences- Teacher Research Group (TRG) internal observations, subject leaders, NCETM, Advocate HeadteacherKey vocabulary has been built into each MTP for every curriculum subject. Tier 1,2 and 3 vocabulary is identified and taught explicitly, sticky leaning and metacognition is used to embed vocabulary and languageReading fluency lessons are taught explicitly, vocabulary and oracySchool council interview potential candidates and act as Ambassadors within school for Open Evenings etc. Children also regularly present certificates of achievement in assembly

Improved reading attainment among disadvantaged pupils.	<p>Disadvantaged children, who are also SEND, make expected levels of progress and attainment by the end of KS2</p> <p>A greater proportion of disadvantaged pupils achieve the higher standard in reading at the end of KS2</p> <p>All pupils develop a love of reading as they develop through school</p>
	<ul style="list-style-type: none"> • Progress for disadvantage pupils in Reading has improved as follows: <ul style="list-style-type: none"> 2019 -4.37 2022 3.24 2023 5.56 <p>There is no progress data available for 2024. However, attainment is high with 90% achieving the expected standard.</p> • KS2 attainment in Reading for disadvantaged pupils is as follows (Ex+): <ul style="list-style-type: none"> 2019 40% 2022 73% 2023 73% 2024 90% • KS2 attainment in Reading at GD is as follows: <ul style="list-style-type: none"> 2019 0% 2022 40% 2023 20% 2024 30% (National 18%) • From our observations, children are keen to read with an adult and enjoy talking about books. • Children engage in the reading community and will all 'read aloud' commented on by the secondary teachers within the Trust (TSAT)

- All children are given the opportunity to visit the school library each week
- Year on year, fewer KS2 children require phonics intervention in KS2 and termly fluency assessments show and increased fluency rates for disadvantaged pupils

Improved maths attainment for disadvantaged pupils at the end of KS2.	Disadvantaged children make expected levels of progress and attainment by the end of KS2																						
<ul style="list-style-type: none"> • Progress data for disadvantaged pupils in Maths is as follows: <table> <tr> <td>2019</td> <td>-6.12</td> </tr> <tr> <td>2022</td> <td>1.94</td> </tr> <tr> <td>2023</td> <td>6.46</td> </tr> </table> <p>There is no progress data available for 2024. However, attainment is high with 90% achieving the expected standard.</p> <ul style="list-style-type: none"> • Attainment for disadvantaged pupils in maths is as follows (Ex+): <table> <tr> <td>2019</td> <td>30%</td> </tr> <tr> <td>2022</td> <td>60%</td> </tr> <tr> <td>2023</td> <td>80%</td> </tr> <tr> <td>2024</td> <td>90%</td> </tr> </table> • KS2 attainment in Maths at GD is as follows: <table> <tr> <td>2019</td> <td>0%</td> </tr> <tr> <td>2022</td> <td>20%</td> </tr> <tr> <td>2023</td> <td>20%</td> </tr> <tr> <td>2024</td> <td>10%</td> </tr> </table> 	2019	-6.12	2022	1.94	2023	6.46	2019	30%	2022	60%	2023	80%	2024	90%	2019	0%	2022	20%	2023	20%	2024	10%	
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<p>To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment and physical activities, particularly among disadvantaged pupils
<ul style="list-style-type: none"> • The range of clubs and uptake has increased significantly over the three year period. • The Personal Development Curriculum – this has been developed and the quality verified by external scrutiny. • Staff have undertaken Senior Mental Health training and Trauma Informed training to enhance their skills • The SLT have successfully undertaken the Positive Regard Practitioners course enhancing our ability to create and nurture an inclusive, empathetic culture through relational practice. • Peer mediators and Sports Leaders have been part of a renewed focus on playground provision. This has seen the take up of organised physical activities greatly increase whilst behaviour issues at break times have decreased over the same period. • Relationships between staff, staff and pupil and pupils are a significant strength of the school. This has regularly been commented on by external visitors and inspectors. • The number of visits, outdoor activities and sporting events that our children are able to participate in has increased greatly. The physical and mental well-being of children is supported effectively. 	

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The gap between the attendance of different groups of pupils is closed. • Whole school attendance is above the Sheffield average and is at least 97% • Strong partnerships are made with professionals in the Inclusion and Attendance Team and the Complex Inclusion and Learning Service (CILS) so that children who were previously persistent absentees are no longer.
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Attendance at the end of each academic year was as follows (Sheffield in brackets):

2024-25 to end of HT 1

All Pupils 94.1% (N/A) Disadvantaged 92.5% (N/A)

2023-24

All Pupils 93.9% (94.0%) Disadvantaged 92.4% (91.5%)

2022-23

All Pupils 92.4% (93.4%) Disadvantaged 90.5% (90.9%)

It is clear that attendance is improving across the school since the COVID pandemic.

It is increasing more quickly amongst disadvantaged pupils and has moved from 0.4% below the Sheffield average to 0.9% above at the end of the last 23/24 academic year.