

Pupil Premium Strategy 2021-2024

Challenges for disadvantaged pupils

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
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>
Improved maths attainment for disadvantaged pupils at the end of KS2.	Disadvantaged children, who are also SEND, make expected levels of progress and attainment by the end of KS2
To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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.