

Pupil premium strategy statement

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 | Wisewood Primary School |
| Number of pupils in school | 152 |
| Proportion (%) of pupil premium eligible pupils | 57% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 2022-23 2023-24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Ben Ramsden – Headteacher |
| Pupil premium lead | Ben Ramsden |
| Governor / Trustee lead | Martin Finch – Chair of IEB |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 121,050 |
| Recovery premium funding allocation this academic year | £ 13,050 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 134,100 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Wisewood Primary School make good progress and achieve well, irrespective of their background or the challenges that they face. The focus of this strategy is to support our disadvantaged pupils to achieve that goal. This includes pupils who may be classed as vulnerable due to social care involvement or being a young carer and those who are already achieving well.

This strategy will be in place for three years however it will be reviewed annually and amended to meet the changing needs of our context. During the period of this strategy plan, the key priority is the continued development of high-quality teaching with school, focussing on the areas in which the disadvantaged require the most support in order to access the next stage of education - early reading and mathematics. Overcoming these barriers is key to ensuring our pupils are able to access the broad and balanced ABC curriculum, achieving their full potential and being prepared to move onto the next stage of education at the end of Y6.

Our expectation is that all pupils, irrespective of background or the challenges they face, are able to and will become strong readers. This will enable them to read to learn and access the next stage of education, broaden horizons and be interested and interesting citizens. During the period of this strategy, we will be embedding our whole school approach to early reading, ensuring that the strategies of Read Write Inc. are consistently and effectively implemented throughout school.

We also expect all pupils to have a thorough grasp of early mathematics resulting in a deep understanding of number and number relationships, and fluency in addition and subtraction facts and multiplication and division facts.

The evidence shows that the development and consistent delivery of high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap whilst simultaneously benefitting the non-disadvantaged pupils. It is implicit in the intended outcomes detailed below, that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

This strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and Academic Mentoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

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 |
|--|---|
| 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. |

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, recruitment and retention)

Budgeted cost: £ 69,246

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils. All staff to be trained in this approach. Regular CPD and assessment opportunities. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2, 5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 1, 2, 5 |
| The enhancement of our Early Mathematics teaching through the use of the 'Number Sense' maths programme. This will result in a deep understanding of number and number relationships, and fluency in addition and subtraction facts and multiplication and division facts. | <ul style="list-style-type: none">Children benefit from moving beyond counting in ones to solve addition and subtraction facts.Systematic teaching of derived fact strategies is effective for all, including children identified as low attainers.Using a derived fact strategy approach is the best way to commit addition and subtraction facts to memory.We have an innate ability to process quantities visually. We can use this to | 1, 3, 5 |

| | | |
|---|--|----------------|
| | <p>support our learning of addition and subtraction facts.</p> <ul style="list-style-type: none"> • Developing an understanding of part whole relationships supports fluency in number facts. • Teaching derived fact strategies leads not only to fluency in number facts, but also to an understanding of number relationship. • The automatic retrieval of basic maths facts is critical to solving complex problems. <p>For further details and academic references see:</p> <p>https://numbersensemaths.com/research-principles</p> | |
| <p>Roll out of P4C across school, specifically to develop communication and language skills</p> | <p>The 2021 EEF report found no effect on reading and maths, it did find other strong positive results in key P4C areas such as respect for others' opinions, ability to express views clearly, and self-confidence. Both teachers and students in schools implementing P4C found it enjoyable and engaging, and teachers felt strongly that P4C has a positive impact on their students' social, thinking and communication skills.</p> <ul style="list-style-type: none"> • 96% of teachers felt that P4C helped pupils to respect others' opinions • 91% of teachers felt that P4C improved pupils' ability to question and reason • 93% of teachers felt that P4C improved pupils' ability to express views clearly <p>In addition, no negative impacts were found, confirming that schools can reap all the benefits of P4C – in terms of social, emotional, behavioural and well-being outcomes – without reducing reading or maths outcomes.</p> <p>https://www.sapere.org.uk/about-us/p4c-research.aspx</p> <p>Where schools were implementing P4C, teachers and pupils found it enjoyable, engaging and that it encouraged pupils to share opinions in a non-judgmental way, finding it particularly beneficial for EAL pupils, those who lacked confidence or SEN pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children-effectiveness-trial</p> | <p>1, 4, 6</p> |

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

Budgeted cost: £ 26,298

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>In 2021-22 we will employ two academic mentors through this scheme and our own staff to deliver 1:1 and small group tuition</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from our experience in 2020-21 showed that tuition delivered through our own staff was much more effective than that delivered by third parties through the NTP.</p> | 1, 2, 3, 5 |

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

Budgeted cost: £38,736

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Engagement with the Trauma Informed Schools project through Learn Sheffield. The Headteacher will undertake the 2 day SLT course and SENCO and Learning Mentor the 11 day training resulting in a Diploma.</p> <p>Practitioners be trained in ways to increase protective factors and 'safety cues' in the school culture to prevent adverse childhood experiences from becoming long-term mental, physical and societal health problems. They will support targeted intervention with individual children but also focus on changing whole school cultures to be mentally healthy for all.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>For more details on the academic evidence base for Trauma Informed Schools see here:</p> <p>https://www.traumainformedschools.co.uk/evidence-base</p> | 4, 6 |
| <p>Engagement with the 'Creating Active Schools Framework' project in collaboration with the Arches Sports Partnership and Learn Sheffield to embed physical activity throughout the school and school day to ensure that all pupils are healthy, happy and active.</p> | <p>https://www.yorkshiresport.org/wp-content/uploads/2021/03/FINAL-JUMP-Early-impact-report-Creating-Active-Schools-Framework-Sept-2020-002-2.pdf</p> | 4 |
| <p>All children will feel part of the wider school community and a sense of belonging at Wisewood Community in line with their non-disadvantaged peers</p> <ul style="list-style-type: none"> • Access to subsidised trips • Access to free breakfast club • SATs breakfasts for Y6 pupils | <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</p> | All |
| <p>Leaders to work with families to ensure that attendance of disadvantaged children stays in line with non-disadvantaged children</p> <ul style="list-style-type: none"> • Daily welfare checks for children not attending • High-five club to motivate/ improve attendance for PA's • MAST support | <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> | All |

| | | |
|--|--|------------|
| <p>Support families with out of school learning opportunities including access to technology –for families isolating remotely, in order to reduce the impact of Covid19</p> <ul style="list-style-type: none"> • 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 | <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> | <p>All</p> |
|--|--|------------|

Total budgeted cost: £ 134,279

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Review July 2021

- 2020-21 has been a positive year for our school. Staff morale remained high throughout lock-down and relationships with families have been strengthened.
- A number of our planned approaches and strategies were not implemented in full due to Covid19 restrictions and partial school closures. Resources were diverted to support acute and unplanned need arising from the pandemic.
- Staff were able to access training as outlined in the strategy in order to develop their skills in specific interventions e.g. FFT and NELI, which they were then able to use to support all pupils, so that they were to make progress in line with others
- Our remote learning offer was much improved and effective for those families who were able to access it. Staff worked extremely hard to provide two online meetings a day in addition to recorded lessons and live feedback as well as providing face to face teaching for the increasing number of vulnerable children attending at school.
- There was a significant increase in the number of children attending school during lockdown. We identified more families as vulnerable due to the wider effects of the pandemic and been successful in encouraging parents to send their children into school. Daily well-being checks and phone-calls and the provision of food parcels had a positive effect on the safety and well-being of our children.
- Seesaw was used to deliver online lesson introductions and to facilitate real time and same day marking. For the families who engaged this was successful.
- IT hardware was initially a barrier for lots of children. We utilised the DfE laptop scheme and provided hardware for over 30 families.
- Parents were surveyed on the quality of the school's remote learning provision. Feedback was positive and parents were appreciative of the provision offered by the school.
- We had very few families with parents who were classified as 'key workers' (although this increased as definitions were relaxed). We did have a significant and increasing number of families identified as vulnerable and had between 60 and 70 children regularly attending in school (40% of the total population) during the Spring lockdown. The majority of these children would not have accessed remote learning from home.

Catch-Up Funding Review

Seesaw

Our remote learning offer was much improved and effective for those families who were able to access it. Staff worked extremely hard to provide two online meetings a day in addition to recorded lessons and live feedback as well as providing face to face teaching for the increasing number of vulnerable children attending at school.

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Next Step - Seesaw will be continue to be used as an online learning platform both in school and at home.

Academic Mentors

The Academic Mentors are a very cost-effective way of recruiting well qualified members of staff and the school will use the scheme again in 2021-22. The way in which they were deployed developed over the 4-month period in which they were able to work with children in school. Case studies have been completed to show the impact on specific children.

Next Step – One Academic Mentor has been kept on for a further year and school will recruit a second. The will be utilised to provide both in class and small group tuition to provide the most effective support.

3rd Space Learning

This was the least effective of our interventions. Whilst progress in maths was evident and specific gaps in knowledge were filled it was not as effective as input in English via tutors and academic mentors. Not all children accessed during the free Breakfast Clubs and most children reported that they preferred direct interaction with staff that they knew. This will inform our approach in 2021-22.

Next Step - We will not be using this online platform and will, instead, look to employ our own par-time teaching staff to work additional hours.

National Tutoring Programme

By far the most effective tuition was where we used our own staff to deliver small group interventions. This has informed how we have chosen to spend the Recovery Premium in 2021-22.

All children eligible for Pupil Premium in KS2 received 15 hours of reading tutoring. This small group reading tuition focussed on vocabulary, retrieval, inference and prediction. Reading assessments in Y4/5 (where the 1:1 tuition is taking place) showed that significant progress was made both from the start of the year and from the start of tuition. The most progress was seen by children who were also accessing support from academic mentors. This will inform our approach in 2021-22. Case studies have been made to illustrate this.

3 pupils with significant SEND in KS2 received small group tuition from a member of teaching staff. They have made significant progress.

Starting Points:

- Green Read Write Inc books – Book 1
- Children could blend CVC words but had no fluency
- Very few common exception words by sight (less than 10)
- No recognition of Set 2 Read Write Inc sounds out of context (e.g. show them the sound 'ee' and they could not recognise or read within a word).

End Point:

- Almost finished purple Read Write Inc books. (LH is ready to move on to pink)
- 'A' - 73/100 high frequency words.
- 'B' – 61/100 high frequency words.
- 'C' – 67/100 high frequency words.
- 'A' can now read 9 digraphs/trigraphs from Set 2 and read words contains all of these sounds out of context.
- 'B' can now recognise 6 sounds from Set 2 and read some of them within words.
- 'C' can now recognise 5 sounds from Set 2.

Next Step – We will continue to access the National Tutoring Programme and use Recovery funding to enable us to access the 75% subsidy. However, wherever possible, we will use our own staff to deliver the tuition.

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 |
|-----------|----------|
| NELI | Elklan |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.