

Pupil Premium Interim Review September 2023



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.	Disadvantaged children, who are also SEND, make expected levels of progress and attainment by the end of KS2 A greater proportion of disadvantaged pupils achieve the higher standard in reading at the end of KS2 All pupils develop a love of reading as they develop through school
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.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • 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.	Sustained high attendance from 2023/24 demonstrated by: • 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.

Review of impact

(Nb. Data collection points are November, March and July).

The school held a review of provision for disadvantaged pupils as part of the 'Making the Difference' project in conjunction with Learn Sheffield and the Huntington Research School in January 2022. The review was led by Becky Webb, CEO of Five Rivers MAT and National Leader of Education.

Key findings were that:

1. The Headteacher and Assistant Headteacher are very clear in their expectation that all children, irrespective of background or the challenges they face, are able to achieve good outcomes if they receive consistent delivery of high-quality teaching. They referenced the research that informed the strategies that have been implemented over the last couple of years and had a clear rationale for investing in the developments that they prioritised in the development plans.
2. All members of the team shared the vision of the senior leaders and spoke constructively about the developments that are making the greatest impact on the most vulnerable learners.

The school had a full, Section 5, OFSTED inspection in March 2022. The report stated that:

- Leaders and staff have high expectations of all pupils. Parents and carers are overwhelmingly positive about the school. They appreciate the good personal and academic skills their children are developing from early years onward.
- This is a highly inclusive school. Staff have high aspirations for pupils with special educational needs and/or disabilities (SEND). The needs of pupils with SEND are quickly identified. Teachers adapt resources so that pupils can follow the same curriculum as their peers. The
- Leaders have made sure that the curriculum is well planned in most subjects. They have ensured that teachers teach the right things in the right order. As a result, pupils achieve well and remember much of what they have been taught.

Aim / intended outcomes	Strategy/ chosen approach	Outcome/Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	As a result of our engagement with the 'Making the Difference' project in conjunction with Learn Sheffield and Huntington Research School we participated in a whole school review led by Becky Webb (CEO and NLE, Five Rivers MAT). As a result of this we will receive funding for the rest of the project to work on the implementation of additional strategies to continue to develop oracy and vocabulary.	Spring 2022 Findings from the recent whole school review were that: 1. Leaders have identified that the children need to receive additional support for language and literacy and speaking and listening. This is referred to in both the self-evaluation and the PP statement. As mentioned, P4C has been introduced and NELI has been introduced for the youngest children however there could be greater clarity about the wider whole school strategies. Sentence starters, word mats Communicate in Print (CIP) and key visuals were evident in lessons and available for children to access. These scaffolds are significant to improving language and literacy so deserve to be mentioned within the documents. 2. A discussion about furthering the oracy, language and literacy strategy was useful in clarifying next steps and possibilities to increase expertise in the area. Leaders were certain that further development of teacher's knowledge and increased consistent teaching would particularly support the disadvantaged children but also support all children. The team had observed that the focus on language development and the greater use of scaffolds had improved the children's resilience, reduced stress and frustration and increased independence. Leaders were committed to building on the improvements with a belief that it would meet the identified needs of the children. The full report is attached and work on this project is ongoing. Summer 2022 The project proposal to continue to develop this has been accepted by the Huntington Research School and funding of £1000 has been granted. This will continue through 22/23. Spring 2023

		We have implemented Talk for Writing in all year groups with the expectation that 3 units are delivered each year using the Talk for Writing framework. Planning include explicit tier 2 and tier 3 vocabulary. For each curriculum subject we have started to include language structures and sentence stems in planning. This is currently most evident in DT, Art, PHSE and Music. Children understand the purpose of the reactivation and vocabulary activities. They can confidently recall sticky knowledge from prior learning, articulating their understanding using key subject vocabulary.
	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. In 2021-22 we will employ two academic mentors through this scheme and our own staff to deliver 1:1 and small group tuition This strategy is relevant to several of the aims and intended outcomes – it has not been copied again against each aim.	We now have two Academic Mentors in place (one from September 21 and the other from January 22). We have also employed our experienced Y6 teacher for an extra day a week as part of the National Tutoring Programme. The Academic Mentors support in class, deliver small group phonics and maths sessions in addition to 1:1 and small group reading and tuition. The Tutor works 1:1 and with small groups predominantly with Y6 children. In Y6 5 children regularly attend additional reading sessions from 8am with the academic mentor. 9 children have taken part in these sessions which have enabled them to encounter the taught texts earlier and be more familiar with them when they come across them in class. Due to the impact of staff absences because of illness and isolation due to the pandemic there have been numerous occasions where the staff have had to be redeployed to cover elsewhere. Summer 2022 The majority of tutoring through the NTP programme was focussed on Y6. Y6 SATs results were around or above national in Reading, Writing, Maths and SPaG. 53% of PP children achieved the expected standard in Reading, Writing and Maths compared with 43% nationally. The teacher employed as a tutor for a day a week will continue in the role in 22/23.

		The academic mentors worked across school delivering pre and post teach interventions. This had a positive impact on attainment. The breakfast clubs improved punctuality, well-being and outcomes in reading for a number of pupils (43% of Y6 pupils achieved the Greater Depth standard in Reading). One academic mentor deliver a daily maths session to a small group of KS2 children working significantly outside of year group expectations. This has a positive impact on their progress. The DFE subsidy has been reduced from 95% to 60% in 22/23 and tutoring and recovery funding has been allocated differently. Unfortunately, due to budgetary constraints, we cannot afford to employ both in 22/23. One academic mentor will be employed. She will continue to deliver tutoring before school and targeted interventions throughout the day. Spring 2023 One academic mentor is employed this year. She runs additional tutoring sessions during Breakfast Club and supports predominantly in Y6. She also delivers a daily SEND maths group and phonics intervention in KS2.
	Roll out of P4C across school, specifically to develop communication and language skills	P4C has been rolled out across school. Training has been undertaken from SACRE for 3 members of staff and disseminated during PDMs. All classes are now carrying out a minimum of 2 P4C sessions each half term either side of the RE day. This enables concepts to be revisited and explored more deeply. Training has now been delivered, the subject leader will be carrying out the first monitoring and evaluation in March 2022. End of Year Update – Monitoring has shown that the initial impact has seen children in classes where P4C has been taught well and consistently being more able to use given sentence stems to communicate their thoughts and challenge those of others appropriately.

		The focus for 22/23 is to ensure that this is now being delivered consistently and with fidelity in all classes across school. The subject leader will be supporting teaching in planning and delivery where provision has not been as strong.
Improved reading attainment among disadvantaged pupils.	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.	Foundation stage data shows that 78% of children are at or above the expected standard for this point in the year. Additional booster groups and 1:1 speed sound practise is implemented daily to ensure that those children who are not on track, make accelerated progress. Year One data shows that 70% of children are currently on track to pass the National Phonics Screening. There are no children who are not on the SEND register that are not on track to pass the phonics screening. 84% of Year Two children have passed their phonics screening test to date. A target of 88% has been set for the end of Y2. The Reading lead, CA takes a group 3 days each week and has started to use the two days release time to monitor and coach the phonics practitioners. A weekly phase meeting is used to review practise and discuss the children's progress in each group. Half termly phonics conferences are used to regroup children based on their assessments and move practitioners to suit the needs of the children. KS2 phonics is delivered 3x weekly. Children accessing phonics in KS2 have reading material linked to their phonic phase as home reading. Children identified as struggling or falling behind are assessed more regularly and given extra support to make accelerated progress All of the children in KS2 phonics have made accelerated progress. The children in the Academic Mentor's group have moved at least 3 book bands since September. 33% of them have left their phonics group and moved back into whole class reading sessions. End of 2022 Update - Phonics teaching is a strength. The OFSTED reports states that, <i>'Reading is at the heart of the school's curriculum. It is taught well. Pupils enjoy reading because staff are highly skilled in planning interesting phonics lessons. Pupils have access to online books provided by the school to read at home. There is extra support for those who might be falling behind. Reading is prioritised in all subjects. For example, pupils</i>

		<i>enjoy reading Greek myths, 'Vlad and the Great Fire of London' and 'The diary of Anne Frank' to support what they are being taught in history.'</i> 59% of children in Y1 passed the phonics screening check, 84% of children in Y2 passed the cumulative. Four children in Y2 did not pass the check and will continue to receive explicit daily phonics sessions in KS2. Reading scores in Y6 SATs were very positive. 78% of all children achieved the Expected Standard (74% nationally) with 73% of PP children (62% nationally). Furthermore, 43% achieved Greater Depth (28% nationally) with 20% of PP children (17% nationally). End of 2023 Y1 Phonics • 16 out of 23 children achieved a score of 32+. This is 70%. • 8 out of 12 children entitled to Pupil Premium achieved a score of 32+. This is 67%. • 17 children had been at Wisewood since the Autumn term of FS2. 15 of these achieved a score of 32+. This is 88%. • 6 children have been new to Wisewood since the Autumn term of FS2. 1 of these achieved a score of 32+. This is 17%. • Case studies are available for the 7 children who did not achieve a score 32+. Y2 Phonics • 19 out of 24 children achieved a score of 32+. This is 79%. • 11 out of 14 children entitled to Pupil Premium achieved a score of 32+. This is 79%. • 3 of the 5 children who did not achieve a score of 32+ have identified special needs and are on the SEND register. They will continue to receive phonics provision in Y3. • The remaining 2 children who did not achieve a score of 32+ arrived in England in April and June 2023 from Iran and Nigeria respectively. Both had very limited English. We are not aware of any special education needs and anticipate they will make accelerated progress as they continue to receive high quality phonics teaching.
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		Case studies are available for the 5 children who did not achieve a score of 32+. Y6 Progress Y6 Progress was 3.2 (top 9% of schools). Attainment at EX+ was 77% (4% above national) with 30% at GDS (no national comparison yet).
Improved maths attainment for disadvantaged pupils at the end of KS2.	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 training from the maths hub has included training on the 5 big ideas: representation and structure, mathematical thinking, coherence, variation, and fluency. All of these aspects have been looked at deeply, with practical resources and support. The documentation including examples of STEM sentences, and the prioritisation curriculum documents are now used weekly by teachers. As a school we are working hard to ensure that all lessons are coherent and the children progress through small steps that lead to a deeper understanding. We support the children to explain their thinking with STEM sentences that are a basis to explain more challenging work. We have been looking at the importance of varied representations and the most important structure to support a clear understanding. CSP had worked with Y1, Y2 and is currently working with Y4. Improvement in coherence and children's understanding has already been seen in the lessons of Y1 and 2. MF has visited school on several occasions to advise and monitor improvement. His reports are attached. End of Year Update – Y6 maths SATs scores are at National. 70% reached the expected standard compared with 71% nationally with 60% of PP children compared with 56%. 22% of children achieved Greater Depth (22% nationally) with 20% of PP (12% nationally).

		CSP is enrolled on the NCETM PD Lead Development and Accreditation programme for 2022/23. We are continuing to work alongside the South Yorkshire maths Hub in the 'sustaining' phase and attended the launch event for this year on 23/9. Our tutoring spend also supported participation in an EEF sponsored trial of the First Class at Number Maths programme for 8 children in Y2. This is reported on below. This was an intensive 12 week programme of 30 lessons which took place over the summer term covering 5 areas – identification of numbers, oral counting, value/computation, object counting, language. Pre and post assessments showed an average increase in age equivalence of 14.25 months. Feedback from the children, tutor and class teacher has been very positive and we will continue with this in 22/23. Renewed focus on times tables has been successful – mid year data positive across KS2
	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.	The number sense programme is used to ensure that children in KS1 start KS2 with derived number fact fluency in addition and subtraction. Before the programme began, there were a significant number of Wisewood children who used fingers to add and subtract. This hindered their journey as mathematicians in KS2 and the progress that they could make learning times tables. Since the programme began the first cohort including Years 3/4s and 5s have finished the programme. The impact has been that children in main maths lesson can instantly apply their knowledge with place value to column addition and subtraction. They can apply it to doubling, halving, adding through 10... It has freed their short-term memory to learn the more complex maths (place value...). Assessments took place last week and nearly all children remained in the same group and had passed their stage. In KS1 children in Y1 and 2 are applying their methods in class and evidence from lesson observations has shown children not having to use fingers to add and subtract. End of Year Update – Before school arithmetic and times table boosters impacted greater fluency for disadvantaged pupils

		Number sense interventions ensured the quick recall of additive facts for many children who were behind in KS2. This also supported greater understanding during main class teaching and accelerated progress across the maths curriculum. Following the success of number sense, we are now working to embed the programme across KS1 – Autumn of Y3. We will be attending FS training for number sense and are now piloting a new approach to teaching times tables by rote. The program is ensuring that all children learn all key additive and multiplicative facts by the end of Y4. In addition, we have introduced Key Instant Recall Facts (KIRFS). Based on the NC, we have created a bespoke overview of facts that our children will learn by heart each half term. Teachers will teach each fact for 6 weeks, linking to homework and provide interventions for those that need it.
	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. In 2021-22 we will employ two academic mentors through this scheme and our own staff to deliver 1:1 and small group tuition	From March 2022 we will be participating in an EEF funded trial of the 'Numbers Count' First Class at Number programme from Edge Hill University for children in Y2. This will be run by one of the academic mentors. Training is due to begin w/c 8/3/22 and the first sessions with children will start immediately. The trial will be completed by July 2022. End of Year Update – Our tutoring spend also supported participation in an EEF sponsored trial of the First Class at Number Maths programme for 8 children in Y2. This is reported on below. This was an intensive 12 week programme of 30 lessons which took place over the summer term covering 5 areas – identification of numbers, oral counting, value/computation, object counting, language. Pre and post assessments showed an average increase in age equivalence of 14.25 months. Feedback from the children, tutor and class teacher has been very positive and we will continue with this in 22/23. Following trial we've implemented this in the Autumn term of year 2 for a group of identified children. Exit data shows strong progress in terms of maths age. However, this is based on Sandwell assessments and not directly related to the post 2014 national curriculum

To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	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.	School have attended the launch event in December and a PDM has been held and others planned to continue to develop physical activity. Pre and post assessments in PE are now in place and a range of external partners have been engaged to deliver sessions to expose our children to a range of opportunities. These include rugby, cricket, dance etc. After school clubs are back up and running offering opportunities to all. Football club runs each Thursday and we have recently launched a dance club for KS1 which is oversubscribed. Sports leaders have been trained and have started delivering sessions. The profile of physical activity has increased and Sports Leaders give awards in Merit Assembly each week. LTS are being trained to deliver sessions during dinner time. For example, children engage in dance club each week run by a LTS. They also supervise games of cricket and basketball. All classes are accessing at least 3 outdoor education days with 'Beyond the Four Walls'. Feedback from staff and children has been positive. End of Year Update – 'Beyond the Four Walls' trips have been renewed for 22/23, the focus has remained on outdoor learning but with a focus on practical geographical skills. The PE Leader is engaging with support from Arches, our Sports Partnership, and the newly instigated TSAT PE subject group to increase the number of opportunities to engage in sport and represent school in competitions. This has seen an increase in participation across the board as more opportunities are available to all pupils following lock down restrictions. Qualitative data from student voice, student and parent surveys and teacher observations will be obtained throughout 2022/23.
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	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 • Access to subsidised trips • Access to free breakfast club • SATs breakfasts for Y6 pupils	All classes are accessing at least 3 outdoor education days with 'Beyond the Four Walls' Y6 children targeted for tutoring and free breakfast from 8am each day. 9 Y6 children have accessed this, 5 of whom attend every day. End of Year Update Breakfast Club has increased in popularity. Some Y6 children are attending morning tutoring sessions. This is having a positive impact on their learning and enabling them to access the Y6 curriculum successfully. The number of extra-curricular trips has increased significantly following COVID restrictions. The Y6 trip was moved to a weekend to halve the costs and all children who wanted to attend were able to regardless of cost. In addition to the 'Beyond the Four Walls' trips children have participated in a KS1 Dance Festival, the Brownlee Triathlon, a visit to Gulliver's Kingdom and Hillsborough College and athletics, gardening, cross-country and recorder clubs have taken place. Choir has already restarted for 22/23 and KS2 will be performing as part of the Sheffield Music Hub Christmas Festival at the Octagon in December 2022. The number of cultural opportunities has increased. All KS2 attended a performance by the Halle Orchestra in the Summer term at Sheffield City Hall. All KS2 children will see a performance by Michael Rosen at the Lyceum in Autumn 2022. Feedback on the outdoor education days was positive and these will continue in 22/23 with a focus on practical geographical skills.
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	Support families with out of school learning opportunities including access to technology – for families isolating remotely, in order to reduce the impact of Covid19 • 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	Homework policy has been revised and simplified. Physical resources provided as required to families. Changes in COVID guidance has meant that whole classes have not had to isolate. Systems are in place in the event that pupils or classes are required to isolate or work at home.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged 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	Attendance policy and procedures have been updated. All families are contacted on first day, prompt referrals are made to the EWO and clear procedures are in place. However COVID and increased absences through isolation, other illness and increased anxiety has had a detrimental impact on attendance. Attendance for the year to date (3rd March 2022) is 93.0%. Attendance for this term is 93.1%. The Sheffield average is 92%. End of Year Update - Revised attendance policies and procedures are in place and being followed. School are engaging with the TSAT Attendance group which will see streamlined documentation and reports being developed for use across the Trust. Attendance at the end of 21/22 was 93%. There were changes over the year in how COVID cases were to be recorded. It is now being recorded as any other illness would be and no sessions are cancelled. Term time holidays are not authorised and fines are being re-issued by the local authority. Families are being referred as appropriate.