



## **Wolverham Primary and Nursery School**

### **Pupil Premium Strategy Statement 2020-2021**

At Wolverham, we want all our pupils to be inspired and love learning, to be confident in who they are and to leave us with the skills and knowledge to take on the next step of their school journey. We are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and so achieve their full potential. We believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Schools are able to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. They are, however, held accountable for how they have used the additional funding to support pupils from low income families. Schools are required to publish a Pupil Premium Strategy to ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the when the strategy will be reviewed. information regarding how the allocation was spent for the previous year and its impact on eligible and other pupils must also be evident.

Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

1. Summary information					
School	Wolverham Primary and Nursery School				
Academic Year	2020-21	Total PP budget	£138,500 (£1345 per ch)	Date of most recent PP Policy Review	Sept 20
Total number of pupils		Number of pupils eligible for PP	100	Date for next PP review of this strategy	July 2021
Cohort Information:					
Characteristic	Number in Group		Percentage of Group		
Boys	58		58%		
Girls	42		42%		
SEN Support	27		27%		
EHCP	4		4%		
EAL	0				

2. Current attainment (Spring 2020- Teacher assessment due to COVID-19 school closures and partial closures)			
Key Stage 2	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (at Wolverham)</i>	<i>National averages (all pupils)</i>
% on track achieving in ARE or above in reading, writing and maths			
% on track for ARE or above in reading and average scaled score	60%	93%	
% on track ARE or above in maths and average scaled score	47%	81%	
% on track ARE or above in writing and average scaled score	73%	93%	

Key Stage 1	<i>Pupils eligible for PP 2019 y2: 10 pupils 30%</i>	<i>Pupils not eligible for PP (at 30 pupils)</i>	<i>Pupils not eligible for PP (national – not yet published)</i>
% on track ARE or above in reading	58%	79%	
% on track ARE or above in maths	50%	63%	
% on track ARE or above in writing	50%	68%	

<b>Foundation Stage</b>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (at Wolverham)</i>	<i>Pupils not eligible for PP (national – not yet published)</i>
<b>% achieving GLD</b>	0	3%	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

	A significant number of children in y4, eligible for pupil premium, did not achieve the expected standard in reading at the end of KS1
	A large proportion of children enter pre-school and early years with less developed communication and interaction skills
	Some children eligible for pupil premium attain lower in English and Maths, including those who should be working at greater depth
	Children eligible for pupil premium had lower attainment than other children in year 6 at the end of KS2 in all subjects
	Children eligible for pupil premium had lower attainment than other children in year 2 at the end of KS1 in all subjects
	Many children eligible for pupil premium are also SEND

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

	Persistent absence or poor punctuality for some pupils
	Financial assistance required for extracurricular activities (including residential trips), provision of breakfast and before school care and school equipment (including uniform and PE kit)
	Some home learning environments lack support for pupils' communication and literacy skills

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	All pupils will have equal access to activities within school (including after school clubs) and have their social, emotional and mental health needs met.	All pupil premium children attend residential trips (aside from those with additional needs for whom it has already been identified as difficult to attend). A wide variety of extra-curricular clubs will be organised and attendance tracked and encouraged. Pupils will be able to attend a breakfast club and have a healthy start to their school day.
	In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school	For progress of all pupils who are eligible for pupil premium to be in line with others (using school's assessment tracking) within school and nationally.

	Pupils' literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
	Improving reading and writing levels for disadvantaged pupils in KS2, especially those who are higher attainers, and pupils currently in year 4 due to lower than expected end of key stage 1 attainment	Reading and writing levels for KS2 disadvantaged pupils to be in line with other pupils nationally. Pupils eligible for pp, who are higher attainers, are identified and supported.
	To continue to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school: improved attendance and punctuality of disadvantaged children.	PP attendance figures to be at least in line with others in school and the current national average. The percentage of pupil premium pupils who are persistently absent (7.32%) reduces to be at least in line with national figures.
	All disadvantaged pupils will be able to access the curriculum confidently and will have high self-esteem to enable them to learn well. All parents/carers to have support and guidance at all times.	All pupils will have access to support and guidance from the Learning Mentors or other adults in school to reduce any barriers to their learning and they will learn well. Parents/carers will have regular support and be able to access support parenting courses to help them provide positive parenting.
	SEND pupils in receipt of Pupil Premium funding make progress in line with their ability.	SEND pupils in receipt of Pupil Premium funding make progress in line with their ability. SENDCo time to liaise with PP lead to oversee progress and well-being of PP pupils with additional needs.

Planned expenditure							
Academic year	2020-21						
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
A significant number of children in y4, eligible for pupil premium, did not achieve the expected standard in reading at the end of KS1							
Desired outcome	Chosen action / approach You may have more than one action/approach for each desired outcome.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure	Evaluation/Review
<p><b>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school</b></p> <p><b>Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher achieving</b></p>	<p>Analysis of data at the beginning of the year (also to include the new starters) Identify individual and groups of pupils</p> <p>CPD audit of staff needs</p> <p>Increased intervention and teacher support within the classroom to focus on identified areas</p> <p>Accelerated Reader programme implemented from Year 2 onwards to encourage comprehension development</p> <p>Whole Class Reading develops reading comprehension skills through a mastery approach</p> <p>Focused targeted Teaching Assistant</p>	<p><b>Additional teacher expertise in Key Stage 1 will enable PP children to make rapid and sustained progress</b></p> <p><i>The EEF toolkit states that phonic approaches have been consistently effective in supporting younger readers to master the basics of reading. It has an average impact of four months' progress. Older children at Wolverham, particularly those who have joined during KS2, have gaps in their phonic knowledge. As such teachers incorporate daily spelling to improve both reading and writing. CPD to support the teaching of spelling and additional small group work was accessed by</i></p>	<p>Termly analysis of data with a focus on those who are PP</p> <p>Termly pupil progress meetings with an increased focus with staff/teachers on those who are PP</p> <p>Half termly reporting back to PP lead and Governors</p> <p>Assessment grids demonstrate spelling and vocabulary focus</p>	<p>Jenni Ogden Vicki Hughes</p>	<p>Termly</p>	<p>Teaching Assistant support equivalent to 30 hours per week</p> <p>£27,740 (with on costs)</p>	

	support for pupils working towards the expected level	<p><b>all teaching staff last year.</b></p> <p><i>EEF research also evidences that small group tuition adds value to a child's education. Having highly competent additional teachers and teaching assistants to deliver such sessions will impact positively.</i></p>					
<p><b>To accelerate the progress of PP children in y4 with a particular focus on reading</b></p>	<p>Analysis of data at the beginning of the year to identify individual and groups of pupils for supported reading</p> <p>Target intervention in reading in y4 cohort</p> <p>New reading materials and Accelerated Reader programme purchased</p>	<p><i>EEF research evidences that small group tuition adds value to a child's education. Having highly competent additional teachers and teaching assistants to deliver such sessions will impact positively.</i></p> <p><i>Although at a high cost, small group learning with individualised feedback has been proven to have up to 8 months'p impact on pupils' progress and attainment</i></p> <p><b>Highly skilled teaching assistants will follow a new reading intervention – On Track Reading – to work with small groups within the year group. Small group intervention is proven to have a positive impact on progress, with progress being higher when written</b></p>	<p>Analysis of data within the reading intervention</p> <p>Analysis of data within Accelerated Reader programme</p> <p>Progress of children through reading books and bandings</p> <p>Discussions with children about reading and enjoyment</p>	<p>English team</p> <p>Sarah Walker – SENDCo</p> <p>Vicki Hughes</p>	<p>Half termly monitoring by SLT with more frequent, informal monitoring by SW (SENDCo)</p>	<p>Accelerated Reader programme</p> <p>£170 per month (£2040)</p>	

		<p><i>programmes are followed.</i></p> <p><b>Pupils from Y3-Y6 will access Accelerated Reader programme at least x3 weekly</b></p> <p><i>EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</i></p>					
<b>Total budgeted cost</b>					£29, 780		
<b>A large proportion of children enter pre-school and early years with less developed communication and interaction skills</b>							
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>		
<b>Improve speaking, listening and understanding skills for pupils eligible for PP in Reception class.</b>	<p>Analysis of data at the beginning of the year (using baseline) to identify children who are a priority for either speech therapist input or small group support</p> <p>Increased intervention and teacher support within the classroom to focus on identified areas.</p>	<p><i>Early years and pre-school interventions have been proven to have a positive impact, delivering an average of around five additional months' progress (EEF). The approach appears to be particularly beneficial for children from low income families.</i></p>	<p>Termly analysis of data using initial baseline as a comparison</p> <p>Termly pupil progress meetings</p> <p>Half termly reporting back to PP lead and Governors</p>	Vicki Hughes	Half termly monitoring by English Subject Leader	Speech therapist to work in school on a part time basis, supporting individuals and small groups of pupils. £10,474	

	<p>Full time member of staff deployed to focus on delivering high quality speech and language interventions. Part-time speech therapist to work in school to support. Additional Welcomm sessions and training accessed by all pre-school staff.</p>	<p><i>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings. All staff will be trained in Welcomm and work alongside the speech therapist within the Foundation Stage to ensure practise is the best it can be.</i></p> <p>Intervention will take place within the classroom environment.</p>				<p>Full time member of staff deployed to focus on delivering high quality speech and language interventions across EYFS and KS1. £24, 365</p>	
<p><b>Improve communication and language skills for pupils eligible for PP in Reception and nursery classes.</b></p>	<p>Early speech and language intervention to narrow vocabulary gap on entry to school Language and communication in small groups/1:1 basis throughout Foundation Stage using Welcomm and Narrative Therapy All teachers access high quality oracy</p>	<p>High number of pupils enter Nursery and Reception with lower than average baseline in communication, language and literacy</p> <p><i>EEF early years' toolkit identifies a high impact for a low cost of intervention in the early years linked to language</i></p>	<p>Intervention will be overseen by SENDCO and additional adult employed to deliver speech therapy in school Tracking will be completed using individual interventions and concerns raised with SENDCO.</p>	Vicki Hughes	Termly	<p>Additional TA in class mornings only £13,870</p>	



	professional development	<i>Nationally recognised PP word gap (30 million by age 4) Analysis of KS2 reading papers showed pupils found explaining the meaning of words in context challenging</i>					
<b>Some children eligible for pupil premium attain lower in English and Maths, including those who should be working at greater depth</b>							
<b>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school</b>	Small group after school booster groups with year 2 and 6 pupils during spring term (focus on gaps in learning and reasoning/problem solving).	<i>Although at a high cost, small group learning with individualised feedback has been proven to have up to 8 months impact on pupils' progress and attainment</i>	Progress to be monitored and tracked using school's tracking system (Insight)	Vicki Hughes	Termly	Small Group Teaching Assistant support equivalent to 30 hours per week	
<b>Improving reading and writing levels for disadvantaged pupils in KS2 especially those who are higher achieving</b>	Mastery learning approach to be employed across school with children in upper KS2 taking responsibility for own learning and progress	<i>The EEF states that feedback should be specific, accurate and clear. Feedback policy has been rewritten.</i>  There is high mobility within our school with many children entering during key stage 2 (usually about 20% of a cohort) so pupils can enter with gaps in basic skills and knowledge which is best addressed in a small group  <i>Mastery learning is seen to have up to 5 months impact on attainment based on research by the EEF. This is even more</i>				HLTA deployed to support Year 1 cohort (targeted support) £ 19, 625.57	

		<p><i>effective when the pupils work collaboratively.</i></p> <p><i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</i></p>					
<b>Total budgeted cost</b>					£68, 334		
<b>Attendance for disadvantaged pupils is not yet in line with national standards</b>							
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>		
<p><b>Improved attendance and punctuality</b></p> <p><b>To diminish the difference in sessions missed for disadvantaged pupils</b></p> <p><b>To increase parental responsibility in getting their children to school on time and every day</b></p> <p><b>To increase outcomes for teaching and learning for disadvantaged pupils by them being in school</b></p>	<p>To set individual targets for each identified pupil</p> <p>Analysis of attendance and punctuality</p> <p>Meet with Parents and EWO of families identified</p> <p>Evaluate action plan against priorities</p> <p>Analyse attendance over time (including morning club attendance) to identify PP pupils and evaluate improvements</p> <p>Meet and greet support for vulnerable pupils</p>	<p>Improved attendance for PP children will increase their exposure to high quality first teaching, helping them to make greater progress.</p> <p>Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>As many as 1.8 million school age children in the UK are at risk of hunger in</p>	<p>Termly analysis of attendance data</p> <p>Monthly attendance meetings with SLT</p> <p>Reporting to attendance governor half termly and inclusion within the HT report to Governors on a termly basis</p>	Pippa Walker	Termly	<p>Learning Mentor time £7135</p> <p>Breakfast provided for all pupils £5819.36 (staffing)</p> <p>£90.00 per month</p> <p>£3600</p>	

	Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons Outdoor Learning	the morning. A hungry pupil cannot concentrate.					
<b>Some home learning environments lack support for pupils' communication and literacy skills</b>							
<p><b>Removing/reducing barriers to learning</b></p> <p><b>Learning Mentor to overcome and manage social and emotional barriers.</b></p> <p><b>The curriculum to be fully accessed and disruption/distractions in lessons to be limited because of the use of self-help strategies and increased self-esteem of learners.</b></p> <p><b>To provide guidance and support to parents/carers through targeted courses and meetings with Learning Mentors to develop further positive parenting</b></p> <p><b>To support the delivery of outdoor education provision for pupils to consolidate</b></p>	<p>Identify and timetable vulnerable pupils and make fluid as required</p> <p>To set targets for individuals relating to their area of need e.g. self esteem</p> <p>Meet regularly with pupils and families to discuss strategies</p> <p>Evaluate family support and positive parenting workshops success and proving regular and targeted courses</p> <p>Evaluate and assess impact of self-help strategies</p> <p>Evaluate with class teachers about engagement and access to the curriculum</p> <p>Learning mentors to be accessible on the playground for all pupils to discuss concerns</p>	<p>A large number of pupils have barriers to learning that impact on their self-esteem and self-belief. Emotional wellbeing is key to supporting pupils learning. Working with the Learning Mentors on a regular basis has reduced the time spent out of class and prepared the pupils better for learning. This time has also proven invaluable for information sharing during CIN, TAF and CP meetings.</p> <p>There is a large number of families open to outside agencies and accessing support. Time is spent supporting and guiding families.</p>	<p>Monthly meetings with SLT to discuss vulnerable pupils or pupils accessing support</p> <p>Setting and analysis of targets with pupils to help them achieve success</p> <p>Discussion with teaching staff to analyse impact of intervention support</p> <p>Report to Governors on impact of support and identification of pupils receiving external support</p>	Becky Collier/Pippa Walker	Termly	<p>Learning Mentor £17, 244.53</p> <p>Magic Parenting Course £100.00</p> <p>Healthbox cookery classes for targeted families £1969.98</p> <p>Forest School accredited teacher employed to deliver outdoor learning x 1 day per week £190.24 x 40 £7609.60</p> <p>Head into the Wild, Forest School</p>	

<p><b>understanding and application of basic skills in a wider environment and to enhance pupils' engagement in education</b></p>	<p>Provision for classes and vulnerable pupils to use outdoor spaces - forest school space and courtyard area to support their transition back to the curriculum.</p>					<p>Leader sessions x1 afternoon weekly during Autumn1, Spring and Summer terms £4500</p>	
<p><b>Financial assistance required for extracurricular activities (including residential trips), provision of breakfast and before school care and school equipment (including uniform and PE kit)</b></p>							
<p><b>All pupils will have equal access to activities within school (including after school clubs) and have their social, emotional and mental health needs met.</b></p> <p><b>All children to be able to have the same opportunity to build their independent skills away from home and have new experiences.</b></p>	<p>Provide all pupil premium pupils with the opportunity for a highly subsidised residential visit and evaluate the impact of this with self-esteem and analysis of progress</p> <p>Provide all pupil premium pupils with free trips and uniform/PE kit to ensure they have access to same as those who are not pp</p> <p>All pupils to have access to a range of extra-curricular sports and clubs</p>	<p>To ensure all children are able to participate in learning experiences, and not be restricted by family income. PP children are allowed the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes, such as self-confidence. <i>On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</i></p>	<p>Analysis of uptake of pupils</p> <p>Evaluation of pupils prior and after the residential</p> <p>Discussion with teachers and SLT</p> <p>Report to Governors</p>	<p>Full time member of staff deployed to focus on delivering high quality speech and language interventions.</p>	<p>Termly</p>	<p>Residential trips £3282</p> <p><b>Uniform</b></p> <p>Passion for Learning nurture club £1900</p> <p><b>Trips/Visitors in school</b></p>	

<b>Total budgeted cost</b>					53,160.47		
<b>Other expenditure includes:</b>  Analysis of pupil progress, achievement, attendance, inhibiting factors and needs undertaken through half termly Pupil Progress Meeting and class provision maps. Data is tracked and monitored on a termly basis and following specific interventions. <b>VH 1 afternoon per week for data analysis/reports. 3 days per term liaison with SENDCo. Half a day per term for network group.</b>							