

Pupil premium strategy statement – Wilnecote Junior Academy

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	Wilnecote Junior Academy
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	23% (78/337)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kelly Williams
Pupil premium lead	Gareth Hancox
Governor / Trustee lead	Adam Winstanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£10,295
School led Tutoring Funding	£3807 (over three terms)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£101,755

Part A: Pupil premium strategy plan

Statement of intent

At Wilnecote Junior Academy we want all of our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve in all subjects. This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal.

Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning.

- Our ethos is inclusivity and the curriculum reflects this, this is underpinned with a focus on developing positive emotional health and well-being for all of our children – equipping children with the emotional skills for them to access the curriculum.
- Rich CPD for staff is identified and implemented to ensure that quality first teaching is available to all children.
- Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively.
- Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- We want all staff to take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve, ensuring they are challenged in their work.

Challenges

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

Challenge number	Detail of challenge																														
1	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Data in the table below is from end of KS2 assessments 2021.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Percentage of children achieving ARE</th> <th colspan="2">Percentage of children achieving Greater Depth</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67</td> <td>82</td> <td>28</td> <td>41</td> </tr> <tr> <td>Writing</td> <td>67</td> <td>67</td> <td>17</td> <td>16</td> </tr> <tr> <td>Maths</td> <td>78</td> <td>90</td> <td>28</td> <td>54</td> </tr> <tr> <td>GPS</td> <td>61</td> <td>70</td> <td>22</td> <td>23</td> </tr> </tbody> </table>		Percentage of children achieving ARE		Percentage of children achieving Greater Depth			PP	Non PP	PP	Non PP	Reading	67	82	28	41	Writing	67	67	17	16	Maths	78	90	28	54	GPS	61	70	22	23
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2	Not all disadvantaged children have positive life experiences out of school. Financial difficulties may be encountered by some families, resulting in limited access to some learning activities (e.g. educational visits and residential stays).																														
3	Data from parent/teacher consultations and parent questionnaires indicates that not all parents from children of disadvantaged backgrounds are engaged with the school and their child's learning.																														
4	<p>Our attendance data for 2020-21 indicates that attendance from disadvantaged children is 5.5% lower than non-disadvantaged pupils. (92.22%: 97.68%)</p> <p>During the academic year 2020-21 8% of pupils were persistent absentees. Of these children, 67% were disadvantaged.</p> <p>Internal assessments and observations demonstrate that absenteeism is negatively impacting upon disadvantaged pupils' progress.</p>																														

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
<p><u>Challenge 1</u></p> <p>Improved progress and attainment in maths, reading and writing in disadvantaged pupils.</p>	<p>Ensure that all pupils achieve quality first teaching:</p> <ul style="list-style-type: none"> • CPD on school priorities. • Coaching programme – including ECT teachers and middle leaders. • There is a consistent approach to improving the learning provision.

	<ul style="list-style-type: none"> • All teachers know how to analyse class data and understand how to prioritise intervention. • All teachers know the disadvantaged children, their attainment and progress within the context of the class and the cohort. • All teachers understand the importance of progress in the context of the disadvantaged pupils. • Vulnerable groups and their needs/ outcomes are a whole school performance management target. • Leaders consistently model a 'no excuses' culture where barriers are quickly addressed. • Target setting avoids stereo-typing. • Staff demonstrate the same high expectations for all. • Children are identified, including PP children who will benefit from attending additional tutor sessions. • All adults linked to the child's learning are fully aware of their needs, targets and the planning for the following week. • Interventions are planned with realistic and achievable goals, therefore promoting progress.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 (current year three cohort) show that the % gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
Improved reading attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 (current year three cohort) show that the % gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 15%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 (current year three cohort) show that the % gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
<u>Challenge 2</u> All children are able to access the full curriculum – including learning experiences such as educational visits and residential stays.	<ul style="list-style-type: none"> • Our curriculum is fully inclusive, with all children accessing all curriculum experiences. • All disadvantaged pupils are offered music lessons at a significantly reduced rate. • Priority places at extra-curricular clubs and sports team opportunities are offered to disadvantaged pupils • The school provides funding towards visitors and educational experiences/ visits.
<u>Challenge 3</u>	<ul style="list-style-type: none"> • Regular positive contact with parents.

<p>To improve parental interaction with the school and their child's life at school (learning and development).</p>	<ul style="list-style-type: none"> • Use of social media platforms to celebrate children's learning and also to highlight experiences available to the children on a daily basis. • Ensuring parents of Pupil Premium children are able to attend parents' evening (physical/virtual) • Ensuring parents of Pupil Premium children are targeted for any parent workshops that are put on at school. • Sharing good behaviour and successes with parents through 'Marvellous Me'. • Effective staff communication throughout the year (transition to next class), regarding any difficulties surrounding Pupil Premium families, with sensitivity and GDP policy adhered to at all times. • We offer a homework club specifically for pupil premium children. • If school closures occur we will ensure parents have access of devices to communicate with school.
<p><u>Challenge 4</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no less than 10% below their peers.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD in order to increase the use of key vocabulary and application of writing skills. Support staff to develop breadth and depth of vocabulary.</p> <ul style="list-style-type: none"> • CPD on school priorities. • Coaching programme. <p>Expertise across the Trust.</p>	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1</p>
<p>Staff know and understand their pupils and their influences. Where children are not making sufficient progress from their starting points, they are swiftly identified and addressed through appropriate and targeted intervention.</p> <p>Vulnerable groups and their needs/ outcomes are a whole school performance management target (all teachers know how to analyse data and to prioritise intervention). Whole school training on use of FFT to analyse data and set targets.</p> <p>All teachers know the disadvantaged children in their class and their</p>	<p>Knowing your children well will have a positive impact on classroom behaviour and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</p>	<p>1, 3</p>

<p>attainment and progress within the context of the class and the year group.</p> <p>All teachers understand the importance of progress in the context of disadvantaged pupils.</p> <p>All adults linked to the child's learning are fully aware of their needs, targets and planning for the following week.</p> <p>Interventions are planned with realistic and achievable goals, therefore promoting progress.</p>		
<p>Transition activities are carefully planned to ensure that historic information is shared with future class teacher/support staff.</p> <p>Leadership have developed an environment where expectations are the same for all and a no excuses culture is fostered. Target setting avoids stereo-typing.</p>	<p>Positive culture permeates the setting in all areas.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</p>	<p>1, 2, 3, 4</p>
<p>Purchase of additional resources/equipment to support teaching and learning.</p>	<p>Resources that are fit for purpose benefit access to learning for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 2, 4</p>

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

Budgeted cost: **£21,000**

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>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Subscription to Third Space Maths tuition for 24 pupils during the academic year. Focus on current Y3 to close gaps and Y6 SATs program. Children receive online 1:1 tuition with a maths tutor for 1 x 50 minute session each week. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: **£25,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p> <p>Purchase of 'Marvellous Me' software to support staff and parental engagement with pupils behaviour and learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self Regulated learning (EEF)</p>	3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Strict adherence to attendance policy and support for vulnerable families through invitation to EHA.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence</p>	4
<p>Deprivation fund - eg.match-funding towards music lessons, funding of educational visits, support towards purchase of school uniform.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to additional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	1,2,3,4
<p>Part time Family Liaison Officer to support vulnerable families with attendance and acute needs.</p> <p>Training of member of Staff to be Mental Health Lead.</p> <p>Training of additional support staff in emotion coaching.</p>	<p>Children have access to support to enable them to positively develop their health and wellbeing.</p> <p>In times of need there is always someone to talk to regarding the child and their emotional wellbeing. This support is also available to parents and struggling families</p> <p>https://dera.ioe.ac.uk/12136/1/download%3Fid=156367&filena</p>	2,3,4

	me=how-to-involve-hard-to-reach-parents-full-report.pdf	
Organising parent support workshops e.g cooking on a budget, budgeting for families and supporting children with their learning	<p>Parents have access to parental support sessions (this is viewed as a whole school approach to developing good relationships – with the improvement of children’s learning as a clear and consistent goal.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2,3,4

Total budgeted cost: £101,755

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.

The priorities for Pupil Premium (Targeted academic support) 2020/2021 were:

Potential gaps arising between learners including PP due to difficulties regarding recovery of prior knowledge.

- Establish small group writing interventions for PP children who are falling behind age-related expectations in writing and maths. (TIME programme and National Tutoring Programme)
- Additional interventions aimed at high prior attaining pupils to ensure they remain on track for GD at end of KS2. Investigate intervention 1:1 tuition – maths – approx. £7,500 for year for 12 pupils.

Learning needs need to be quickly identified and addressed through regular data analysis.

- Limited vocabulary is limiting attainment in GPS and writing. Staff CPD in order to increase use of key vocabulary and application of skills. Develop breadth and depth of vocabulary (understanding and in context - See school development plan target).

Impact Review (July 2021)

1. Small group writing interventions – these have taken place both as part of the TIME funding and the National Tutoring Programme in addition to internal interventions run by support staff. Children from all year groups have been selected according to data (Pupil Progress Meetings) and provision allocated.
2. Limited Vocabulary- CPD and a focus on explicit teaching of vocabulary during reading lessons has taken place. Impact can be seen in recent lesson observation feedback. NTP funding was also used to purchase workbooks on Spelling Grammar and Punctuation activities to support all children following the National Lockdown.

The priorities for Pupil Premium (Wider strategies) 2020/2021 were:

- Full time Family Liaison Officer to support families with attendance and acute need. Two highly trained TAs to run the WAVES programme, providing an area in which to take groups, create quality support for vulnerable children.
- Promote access to extra-curricular activities – visits, educational experiences, music and sporting activities (Covid allowing – Current government advice states that schools do not engage in such activities).

Impact Review (July 2021)

1. Family Liaison officer has supported vulnerable families throughout the lockdown and beyond. This has included those entitled to FSM. Support has included delivery of vouchers and food parcels, regular telephone contact, clothing bank. Impact of this support can be seen in parental questionnaires undertaken on return to school following the National Lockdown.
TAs working within the WAVES programme have supported children during lockdown and beyond. Impact can be seen in child questionnaires.
2. Guidance has changed, however extra-curricular after school activities will recommence in September 2021.
3. Residential activity week planned for Y6 pupils in July 2021 – this did not take place due to a Year 6 bubble closure.

Externally provided programmes

Programme	Provider
Third Space Maths	Third Space Learning
TIME Provider	Fierte Trust
School led tutoring	NTP

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in

schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.