

John Wilkinson Primary School: Pupil Premium

This plan outlines how our school will spend the Pupil Premium allocation for 2020-2021.

Pupil premium was introduced to address inequality. It is allocated to schools to allow them to support pupils who have been registered for free school meals at any point in the last six years. It is also allocated to children who have been in the looked after system as they too may need additional support to help them achieve their potential.

School are free to spend the Pupil Premium money as they see fit. Our approach is to provide children with rich learning opportunities, memorable experiences and an opportunity to work in a small group to address any gaps in their learning or to provide additional challenge. We create a supportive and calm environment for learning and try to enhance opportunities for children so that they can overcome any barriers they may have.

We have used research to help us decide which approaches and interventions will be most successful and have used feedback from OFSTED findings to help us make the best decisions possible.

	Pupil Premium Strategy 20/21
School Name	John Wilkinson Primary school and Nursery
Pupils on role	213
Proportion of disadvantaged children	13% IDSR
Pupil Premium allocation this academic year	£32,000 ANTICIPATED
Academic year or years covering statement	November 2020 - November 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	J Carter
Pupil premium lead	J Carter
Governor lead	I Mansfield
	Disadvantaged pupil progress scores for the last academic year
	No national results are available for 2020
	Our Targeted Areas
<p>In order to improve progress and outcomes for Pupil Premium Pupils we need to continue close the gaps between this group of children and other children at our school and national non-pupil premium children. We have made progress towards this in recent years.</p> <p>Desired outcomes to diminish the difference between Pupil Premium funded pupils and Other pupils</p> <p>Aims :</p> <p>Identify key barriers for individual children and provide support</p> <p>Accelerate pupil attainment and progress.</p> <p>Continue to ensure pupils have equal access to life enhancing experiences and provide opportunities for the children to experience new and exciting things through enrichment activities.</p> <p>Provide high quality learning support in an environment that enables children to talk about what they are finding hard and then work towards improvement.</p>	

Continued support for families and pupils with social, emotional and health needs through individual support - emotional resilience
 Pupils with low attendance/ high Persistence Absentee levels are supported and challenged
 Continue to boost pupils who are at risk of falling behind in Reading, Writing and Maths
 Continue to develop reading, phonics, vocabulary, and Speech and Language in EYFS & KS1
 Continue to improve reading opportunities and develop interest
 To make learning interesting and fun by providing learning rich contexts.

Current Barriers: In school

For some children-Reading opportunities, Enabling access to residential activities, Healthy choices ,Enrichment access ,Engagement and self-esteem, Attendance and punctuality, Emotional and social needs, School readiness ,Delayed language and vocabulary.

Current Barriers: External

Supported reading opportunities
 Access to enrichment activities
 Attendance and punctuality- review shows PPP attendance is an area for improvement.
 Language and communication skills in EYFS and Key stage 1
 Parents feeling that they are not confident to attend school meetings when issues for development are discussed.
 School readiness
 Wellness in families and accessing support.

Pupil Premium Allocation 2020 21				Budget £32,000 <small>Costs exceed budget</small>		Target date
	Pupil premium pupils will benefit from:	Target	Expected Impact	Cost	References	
Teaching priorities for the current academic year				Quality first teaching L1		
Quality first teaching L1	Access to rich reading experiences through quality first teaching. Additional TA support for reading to adults, access to reading texts and challenges.	Achieve NA progress scores in reading (0) or above.	Effective teaching and learning for PPP resulting in age appropriate attainment and	£3000	Pupil voice activity re reading for PPP children	November 2021

		Read for enjoyment and engage in discovering new texts , authors etc.	progress in reading or for SEND pupils improved outcomes SS. Use school data to evidence improvement in attainment and progress.			
Quality first teaching L1	<p>Improved delivery of maths: through extending CPD for all teachers in maths. Engagement with the maths hub, visits to other schools, materials including NCETM.</p> <p>Self-study and accessing planning materials for implementation.</p>	Achieve NA progress scores in maths (0) or above.	Effective teaching and learning for PPP resulting in improved progress. Use school data to evidence improvement in attainment and progress.	£3000	References: The Sutton trust Oxford school improvement - The pupil premium Closing the gap: how systems leaders and schools can work together OFSTED	November 2021
Quality first teaching L1	<p>Continue with quality first teaching using Jane Considine - the write stuff. Purchase planning for all staff to utilise. Access further training and ensure delivery through the curriculum. PPP children supported with structuring ideas, with vocabulary choices and editing- feedback. This ensures we are "Closing vocabulary gaps".</p>	Achieve NA progress scores in writing (0) or above. Read for enjoyment and engage in discovering new texts , authors etc.	Effective teaching and learning for PPP resulting in improved progress. Editing will show considered choices, access to language and development of vocabulary choices.	£2000	References:	November 2021

	<p>Adapted planning Covid 19 - Access to remote learning for all children or school access for vulnerable children and key worker children.</p> <p>Remove barriers and provide support where possible. Maintain close contact and provide materials and support for learning. Wellbeing. Reintegration.</p>	<p>Maximise engagement with learning for all children - at home or at school.</p>	<p>Provide PPP children remote learning, computers, data packages, lunches /food boxes/vouchers.</p>	<p>£5000</p>	<p>As above</p>	<p>November 2021</p>
	<p>PSHE sessions have been organised to aid transition back into the classroom. Staff training to occur.</p> <p>Reset, Recover, Rebuild Psycho-social research has identified five key principles that support recovery following a disaster or serious incident. These will be key in supporting children to readjust to a new normal, and to help re-balance their wellbeing. All opportunities to maintain these factors should be prioritised. A sense of safety. A sense of calm. It is important that a range of emotions are normalised and they are given support to help them manage their emotions and return to a state of calm. Self-belief and belonging (self and collective efficacy). Children need to feel they have some control over what is</p>			<p>£3000</p>	<p>Barry Carpenter NHS England</p>	

	<p>happening to them, and a belief in their own abilities to deal with various situations. They need to feel they belong to a group that is likely to experience positive outcomes.</p> <p>Social connectedness. A feeling of belonging; having a social network who can support them within the educational setting. Promoting hope. Whilst things may feel difficult at the moment, it is important that adults, children and young people feel things will get better and work out in future. They need to be provided with reassurance, and understand that in the long term they will feel positive again.</p>					
Targeted academic support for the current academic year				Classroom support L2 Pupil premium pupils will benefit from:		
Classroom support L 2	<p>Improved classroom intervention through targeted support.</p> <p>Support TA time to ensure all classes have capacity for targeted support. This will allow children to accelerate their progress and allow swift response when gaps in learning are identified. Additional demands on the school budget resulted in decreased TA and we have used PPP monies to support the ratios in each class and provide additional support for PPP children and post LAC children.</p>	<p>Improved opportunities for supported reading. Daily reading support for PP children. Targeted intervention for pre learning or close the gap learning.</p>	<p>PP children have regular reading support PP have opportunities to close the gap immediately or pre learning opportunities so to succeed and have high self-esteem. Additional classroom support</p>	£15,500	<p>References: The Sutton trust Oxford school improvement - The pupil premium Closing the gap: how systems leaders and schools can work together OFSTED</p>	November 2021

			for improved adult pupil ratios. Improved self-esteem and resilience.		<i>Research - Metacognition and self-regulation strategies (learning to learn) Teaching approaches which encourage learners to plan, monitor and evaluate their learning are effective see above</i>	
				Learning support L 3	Pupil premium pupils will benefit from:	

Learning support L 3	<p>Booster classes for Year 6 led by the class teacher, HLTA and TA. Teacher for class to provide high quality experience. <i>Research: Tuition</i> <i>Allocation of space and time. Timetabling.</i> <i>Research :Feedback</i> <i>Research show that effective feedback has a high impact upon progress</i> <i>Feedback should be specific, accurate and clear. See above</i> <i>Research - Metacognition and self-regulation strategies (learning to learn)</i> <i>Teaching approaches which encourage learners to plan, monitor and evaluate their learning are effective see above</i></p>	<p>Improve outcomes at the end of Key stage 2 for secondary school readiness.</p> <p>Progress and attainment will improve.</p>	<p>Analysis of booster groups will occur to demonstrate progress.</p> <p>Records on coverage and progress are kept to show impact.</p>	<p>PPG monies PPG monies</p> <p>£4,000</p>	<p>References: The Sutton trust Oxford school improvement - The pupil premium Closing the gap: how systems leaders and schools can work together OFSTED</p>	
Wider strategies for the current academic year				Other opportunities and equal access		
	Pastoral support for children					
Breakfast club	We will use PPG to provide : Attendance support for pupils & families - led by Headteacher, EWO. Include access to breakfast club	Provide breakfast places free to improve	Improve attendance and lateness data	£1000	References: The Sutton trust	November 2021

	<p>Free access to breakfast club for pupils identified -Provision and resources <i>Research: Social and emotional learning/Values based education</i> <i>SEAL approaches had a significant impact upon pupils attitudes to learning</i> <i>Attendance and lateness can be improved through access to breakfast club provision</i></p>	punctuality and attendance	<p>analysis for PPP groups to meet NA</p> <p>Follow up low attendance for improvement - using individual circumstances of each pupil.</p>		<p>Oxford school improvement - The pupil premium Closing the gap: how systems leaders and schools can work together OFSTED</p>	
Outdoor adventure learning /visits	<p><i>We will use PPG to provide : Access to the Arthog residential - 2x in this financial year and provision of Arthog sweatshirts. Access to all school visits</i></p> <p><i>As Arthog was cancelled due to covid redirect funding to provide Year 6 with a package of "experience" days to ensure they feel that they are ending their primary education and moving towards secondary school.</i></p>		Pupil feedback	£3,000	<p>References: The Sutton trust Oxford school improvement - The pupil premium</p>	November 2021
Cycling for all	<p>Provide opportunities for pupils to learn to ride or to complete cycling proficiency. This year PPP will complete "Learn to ride" sessions, including bike hire too improve equal access to life skills for PP children. We also purchased bikes to ensure children have access to these.</p>	Provide equal opportunities.	Monitoring number of children achieving aim.	£700		November 2020

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring there is sufficient time to develop teaching and learning.	Use of p d days to develop skills in key areas. Additional release and joint peer development.
Teaching	Ensuring TA are trained and have time to share best practice	Meetings led by HLTA or new deputy on appointment
Targeted support	Ensure TA have sufficient time to support children in PP group	Teachers to be briefed on role and requirement for TA to work with the teacher to provide additional support - pre learning - gap s filled before the next lessons.
Wider strategies	Engaging children in holiday club and encouraging parents to use the facility offered.	Work with children to plan holiday club activities. Improved access for others to encourage greater take up Advertising.

Last Year's aims and outcomes	
Aims	Impact
<p>Improved delivery of maths through additional specialist teacher support in maths</p> <p>A teacher will work with pupil premium children to ensure high quality provision, which meets the needs of the individual children. (SP)</p>	<p><u>Desired outcomes/Impact</u></p> <p>The programme for maths was well planned with specialist support from a teacher /consultant. Maths progress by the end of KST2 was above NA at 1.28. Data is available for each year group but as some cohorts have few PP children we have not published these so children's results cannot be</p>

	<p>identified. All children made gains in terms of their knowledge, understanding and confidence.</p>
<p>Whole school enrichment A reason to talk - providing children with indoor and outdoor learning, visits, visitors- we call this curric+. The focus will include multi-cultural educational experiences and, this year, enrichment through music and the arts.</p>	<p><u>Desired outcomes/Impact</u> Children had a range of experiences through visitors to school. They also visited a range of interesting places, which were linked with themes or topics. All children benefited from these experiences as it widened their understanding of the world. It also increased enjoyment and engagement in education and gave context to learning about the world. For PPP children it facilitated access to wider experiences that are enriching and motivational.</p>
<p>Improved classroom intervention through targeted support.</p> <p>Increased levels of TA support to ensure support for targeted PPP.</p> <p>This will allow children to accelerate their progress and allow swift response when gaps in learning are identified. Additional demands on the school budget resulted in decreased TA and we have used PPP monies to support the ratios in each class and provide additional support for PPP children and post LAC children.</p>	<p><u>Desired outcomes/Impact</u> Each class had a TA allocated, which ensured additional support was given on a daily basis. Higher adult pupil ratios were facilitated and allowed prompt response to PPP children requiring support in lessons. Specific programmes were implemented where necessary. Dedicated intervention, which was highly focussed and based upon precision teaching approaches were included for some pupils. The vast majority of PPP children are at expected by the end of key stage 2. Expected phonics - 1 pupil only. In Year 2 PPP - 2 pupils only</p>

<p>Booster classes for Year 6 led by the class teacher and TA.</p> <p>Teacher for class to provide high quality IT experience.</p> <p><i>Research: Tuition</i></p> <p><i>Allocation of space and time. Timetabling.</i></p> <p><i>Research :Feedback</i></p> <p><i>Research show that effective feedback has a high impact upon progress</i></p> <p><i>Feedback should be specific, accurate and clear. See above</i></p> <p><i>Research - Metacognition and self- regulation strategies (learning to learn)</i></p> <p><i>Teaching approaches which encourage learners to plan, monitor and evaluate their learning are effective see above</i></p>	<p><u>Desired outcomes/Impact</u></p> <p>See above- Key stage 2 results - Reading, writing and maths progress are well above the NA. Attainment is generally above that of National non-disadvantaged children, which is very positive.</p>
<p>We will use PPG to provide :</p> <p>Free access to breakfast club for pupils identified - Provision and resources £1000</p>	<p><u>Desired outcomes/Impact</u></p> <p>Pupil premium children had access to breakfast club providing a nutritious breakfast and nurturing environment to start the morning. It has positive impact upon some</p>

<p><i>Research: Social and emotional learning/Values based education</i></p> <p><i>SEAL approaches had a significant impact upon pupils attitudes to learning</i></p> <p><i>Attendance and lateness can be improved through access to breakfast club provision</i></p>	<p>pupil's attendance and rates of lateness. PPP still remains a focus group for attendance.</p>
<p>We will use PPG to provide :</p> <p>Access to the Arthog residential - 2x in this financial year and provision of Arthog sweatshirts. Access to all school visits</p> <p><i>Research: Outdoor active Learning</i></p> <p><i>A wide range of adventure activities are linked to increased academic achievement</i></p> <p><i>SEAL and values based education is highly valued. Self-confidence and motivation is improved through participation of events beyond the school- aspiration is increased.</i></p>	<p><u>Desired outcomes/Impact</u></p> <p>All pupil premium children participated in the residential and benefited from the wide range of experiences that were offered. All children had Arthog sweatshirts. The pupils enjoyed the experience and said that it had helped to prepare them for the next stage of their education. It also helped them to develop skills such as cooperation and perseverance. It helped children to build confidence and enabled inclusion.</p>
<p>Provide opportunities for pupils to learn to ride or to complete cycling proficiency. This year PPP will complete "Learn to ride "sessions, including bike hire too improve equal access to life skills for PP children. We also purchased bikes to ensure children have access to these.</p>	<p><u>Desired outcomes/Impact</u></p> <p>As all PP could ride a bike by the end of the year. All PP children enjoyed riding at breaks and dinner times.</p>

Targeted reading intervention for PPP children who do not have chronological ages matching or exceeding reading ages or whose progress needs to be further extended.

Desired outcomes/Impact

A group of children were targeted for additional reading. These children enjoyed reading with an adult and benefited from the skills gained and the opportunity to discuss texts, answer questions and share books they enjoy. The impact on reading ages was positive and all children developed their confidence and language skills.

Evidence shows that 17 children out of 24 were at expected or above. Most other children made gains in reading ages.