

John Wilkinson Primary School Pupil premium strategy statement 2021 to 2022

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	John Wilkinson Primary School and Nursery
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	14%
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	Becky Kerr, Headteacher
Pupil premium lead	Becky Kerr, Headteacher
Governor lead	Ian Mansfield, Pupil Premium link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,640
Recovery premium funding allocation this academic year	£3,624
National Tutoring Programme Funding	£2,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,099

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

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

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that attainment in spelling among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the ongoing impact of Covid-19, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Additional costs limit access to extra-curricular opportunities e.g. clubs, residential trips, music tuition, etc.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved phonics attainment among disadvantaged pupils.	Phonics screening check results indicate that more than 75% of disadvantaged pupils met the expected standard.
Improved spelling attainment for disadvantaged pupils at the end of KS2.	KS2 spelling outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • low incidences of poor behaviour and bullying • High levels of engagement and participation in enrichment activities, particularly among disadvantaged pupils

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. Budget total:£47,099.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading and maths - PIRA and PUMA.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£3000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Purchase of Little Wandle Letters and Sounds Revised; a DfE validated SSP phonics programme to secure stronger phonics teaching for all pupils. £3942</p> <p>Training programme for all staff (including nursery) to ensure fidelity to the SSP.</p> <p>£1000</p> <p>Purchase of additional reading books</p> <p>£2000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access SHaW Maths Hub resources and CPD (including Teaching for Mastery training). Release</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>

<p>time for Steph Beard, Maths Lead for coaching and mentoring activities with staff across school.</p> <p>SB leadership release £5861 (Jan 2022 to July 2022)</p>	<p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will include Educational Psychology training to support children with attachment and emotional regulation issues, Mental Health Lead training (through Future In Mind) CBT and No Worries programme. These approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£2000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost:£29,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained TAs who deliver additional reading and phonics sessions targeted at disadvantaged pupils who require further reading and phonics support.</p> <p>Bottom 20% of Y3/4 readers 3 x weekly 1:1 Rapid Reader programme</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Additional reading and phonics sessions targeted at disadvantaged pupils who</p>	1, 2, 3

<p>Bottom 20% Y5/6 readers 3 x weekly 1:1 Better Reading Support Partners Programme</p> <p>Training, dissemination, release time to monitor impact £1500</p>	<p>require further reading and phonics support.</p> <p>Reading support 1:1 Reading Comprehension Practice</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Recruitment of additional teaching assistants to support intervention programmes for recovery £27,058</p> <p>National Tutoring Programme: School-led tutoring support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistant deployment works best when used to deliver targeted interventions.</p> <p>Teaching Assistant Interventions</p>	
<p>Purchase of dyslexia screening tool Nessy Quest to improve identification of specific needs for all children in Year Two.</p> <p>£350 + £100 additional where necessary</p>		1, 3, 4

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our new whole school	Both targeted interventions and universal approaches can have positive overall effects:	4

<p>vision “Creating a culture of curiosity where children, who feel safe, happy and healthy, thrive” supporting a positive behaviour approach across school.</p> <p>£2000</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.</p> <p>This will involve training for administrative assistant with responsibility for attendance and release time for termly attendance meetings with LA Attendance Officer to develop and implement new procedures to improve attendance.</p> <p>£500</p>	<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Inclusive access to extra-curricular provision for disadvantaged children.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents we will consider whether places could be provided free of charge or subsidised for disadvantaged pupils.</p> <p>£700</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Physical activity and access to after school sports club provision</p>	5
<p>Contingency fund for acute issues.</p> <p>£2000</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 needs that have not yet been identified.</p>	All

Total budgeted cost: £48,069

Total budget for this academic year: £47,099

School funded top-up: £970

Part B: Review of outcomes in the previous academic year

Pupil premium strategy impact statement 2020 to 2021

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021, results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments.

Quality First Teaching

Teachers continued to develop their understanding of teaching maths using a mastery approach. This included the use of stem sentences, manipulatives and precise vocabulary in order to ensure that all children could access the learning and explain their understanding. Through using this approach, small steps of misunderstanding were uncovered so that precise interventions could be delivered. During lockdowns, this approach was difficult to achieve and resulted in less impact than anticipated.

According to our internal data, the majority of children maintained the same overall grading however there were learning losses and lack of coverage that has left gaps to overcome.

Teachers have used a variety of reading strategies to ensure that children develop confidence in their own ability to read as well as a wider love of reading. Targeted intervention groups and additional 1:1 reading sessions have been built in to close any gaps that have appeared with in our internal data. This has needed to be a particular focus lower down the school when children haven't securely learnt to decode. During lockdown learning, teachers used a range of texts to encourage reading, but being unable to physically change reading books has been a barrier to some learners. Interventions to support any gaps are continuing with the lowest 20% of readers being asked to read on a 1:1 basis at least 3 times a week.

Teachers are become increasingly adept at using the Jane Considine 'Sentence Stacking' approach to teaching writing. This approach specifically creates banks of words and phrases and has helped to scaffold sentence construction - proving to be highly effective at reducing the vocabulary gap. For children who are finding transcription difficult (in terms of writing and spelling) support may be need to ensure that word banks that are developed are accurate and useful.

Engagement with home learning.

During periods of lockdown, teachers provided daily feedback to the lessons that were delivered remotely. When children were not engaging, conversations were held with parents and a variety of strategies were implemented to try to facilitate continued engagement with learning: computers were loaned to families who were struggling, a data package was arranged for one parent through the DFE scheme, some children who were not engaging (and deemed as vulnerable in terms of wellbeing or learning-loss) were invited to return to school with the key worker children, weekly telephone/video call conversations with families.

Free School Dinners.

School offered food vouchers or food boxes to families of children who were eligible for free school meals when they were absent from school through lockdown. Following initial difficulties with the voucher not being valid in local supermarkets, a number of families opted for food boxes which school staff delivered as required. This was a great way of ensuring that the families had food but also enabled school to keep in regular contact with the families. If children attended school during lockdown, they took the free school meals rather than the food boxes/vouchers. The school kitchen remained open throughout the pandemic (although some staff were furloughed) to ensure that children were getting at least one nutritious hot meal daily.

PSHE Sessions

Additional PSHE sessions and a weekly 'Time for Talk' session were built in to the school curriculum to help allay fears and integrate children back into school. Transition from being at home to being in school was incredibly tiring for some children – particularly where sleep patterns and regular routines had been disturbed.

Children were given wider opportunities to talk to a trusted adult and staff engaged with a session to help them understand the psycho-social research around the 'rest, recover and rebuild' philosophy. In looking at this aspect, staff were encouraged to unpick the layers of change that children (and adults) were going through as part of the pandemic and helped people to identify and address mood changes in children quickly and sensitively.

The school looked at the 5 aspects below and ensured that any deficits in these areas were addressed. This focus on wellbeing initially took priority over lost learning – as ensuring that the children were settled and ready to learn was a vital step in the process.

- a sense of safety
- a sense of calm
- self-belief and belonging

- social connectedness
- promoting hope

All of the children were happy to return to school after the lockdown and settled quickly back into school routines. The pace of learning has needed work, as stamina and resilience seem lower than previously seen and this will remain an ongoing area for development.

The number of TAs has reduced due to a decreasing budget and this has made it more difficult to offer regular targeted interventions. Strategies to drive independence, self-help and resilience have been employed to help children engage effectively with quality-first teaching. The school is currently carrying out a recruitment drive to employ additional TAs to facilitate further 'close the gap' strategies particularly with children who are falling below their current Key Stage Standards.

Clear and specific guidance for improvement has helped pupils identify small steps needed to improve their learning and helped them to make appropriate gains. Children are encouraged to identify where they are 'stuck' rather than using the language 'I can't do it'. By breaking down a problem to identify very small steps, children of all ages are making progress and beginning to recognise their own improvements. This is essential – particularly when a child feels a long way behind their peers – to ensure that they can recognise and celebrate the progress they are making.

Internal standardised assessment have facilitated question analysis to identify gaps in knowledge and understanding. Specific strands are being built in to address the areas of weakness.

Children who had low levels of attendance were targeted for support. School offered free breakfast club places to help encourage the parents to bring the children to school early and this had a positive impact on improving punctuality. Although the attendance figures for PP children still remains below the school average, there has been areas of improvement. Continued attendance at breakfast club needs to be encouraged as some slippage has been noted.

Year 6 children were offered a range of 'enrichment activities'. They usually go on a residential but COVID prevented this. PPG money was used to support: an adventure day, a glass workshop with a visiting artist, a wet-felting workshop with a different visiting artist and 3 STEM sessions with a STEM Ambassador. All of these opportunities enabled the Year 6 children to work in different ways, and outside of their 'comfort zone,' in preparation for their move to secondary school.

All Y6 PP children completed Level 1 Cycling Proficiency course to keep them safe on the roads. School had the bikes serviced so that children who did not have a bike of their own could borrow one.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence and persistent absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, so attendance continues to be monitored in our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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 sports 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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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 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.