



## Wallisdean Junior School Pupil Premium Strategy Statement 2020/2021

### Rationale

This strategy has been introduced in Summer 2020 due to COVID-19. The support and reintegration of disadvantaged and other vulnerable pupils before the 2020/21 academic year is paramount. The strategy remains to be centred on a tiered support; academic progress is key as are wider strategies to support emotional well-being. This strategy will also outline how the Catch-Up Premium will be used to support all pupils, particularly disadvantaged, SEND and vulnerable pupils to make substantial progress. There is the ambition to ensure all pupils are back on track to either achieve ARE (Reading, Writing, Maths combined) or to be working at Greater Depth this academic year.

### School Vision

Through collaborative working this federation will provide a coherent and challenging educational experience that enables all children to realise and reach their true potential.

The learning community will encourage children to make positive contributions to the school and wider community by providing challenges, expecting a high standard of behaviour, respect and responsibility from all its stakeholders.

Our aim is to support our children through high expectations to develop their skills in all areas of their curriculum, so that they are well prepared for senior school and the future fast-pace of the 'world of work'.

### Pupil Premium Funding

#### Pupil Premium Funding 2020/21

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and where appropriate, to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/2021

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

#### Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)
- Schools will receive £310 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium.

### **COVID-19 Catch-Up Premium**

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, and our curriculum remains broad and ambitious. Where needed, remote education is high quality and safe and aligns as closely as possible with in-school provision. There is prioritisation within subjects of the most important components for progression. Our recovery curriculum has been planned for the autumn term. Curriculum planning is informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There is a coherent plan for returning to a normal curriculum by the end of the summer term.

### **Pupil Premium Strategic Principles**

#### **Our building blocks for tackling educational disadvantage:**

##### **Whole-school ethos of attainment for all**

There is a culture of high expectations for pupils, staff, parents and governors.  
 There is a belief that all (including disadvantaged) pupils are capable of overcoming their personal barriers to succeed.  
 Disadvantaged pupils and their families are held in high regard; relationships are key to develop cultural capital.  
 Leaders, teachers and other adults understand their role within the school's strategy to drive an inspiring and engaging and relevant curriculum.

##### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning through our 6 Strands, Learning Power Words approach.  
 The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.  
 Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.  
 Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.  
 Development of new Mental Health and Wellbeing Strategy team.

##### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make good progress.  
 Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.  
 Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.  
 Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

### Meeting individual learning needs

There is a strong understanding of the barriers to learning, how these barriers present in school and a drive to ensure that disadvantaged children receive high quality teaching, responsive feedback and on-going assessment to ensure strong progress.

Pupil progress meetings are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition arrangements for disadvantaged pupils are carefully planned and implemented (KS1 to KS2, within KS2, KS2 to KS3).

### Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and across key stages of the federation.

### Clear, responsive leadership

A Strategy Group, which includes EHT, DHT, AHT, SENCo and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

### Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pastoral support is strong for disadvantaged pupils, through the Mental Health and Wellbeing Team.

### Pupil Premium Strategy Group

Team member	Role
Executive Headteacher	To distribute pupil premium funding, to ensure that Pupil premium children are at the centre of learning at Wallisdean Junior School, to lead the pupil premium strategy group half termly. Strategic monitoring of processes and procedures, and progress of PP children cohort specific.
Deputy Headteacher	
Inclusion Leader (SENCo)	To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children.
Assistant Headteacher	
Maths and English Leader	
Governor	To hold the pupil premium lead to account over the distribution of funds for pupil premium children. To review the impact of PP funding by being actively involved in the PP strategy group.
Review Dates for academic year:	September 2020, then at the end of each half term throughout the year, alongside data drop points.

Current Profile 2020- 2021							
Year	2020-2021	Number of Pupils eligible for PP		Breakdown of PP Pupils			
NoR Date of Statement	227 July 2020	Total PP budget		£101,595	FSM/Ever 6	Service	LAC/Post LAC
		Catch up Premium £80 per child		Tranche 1 £46.67 per pupil £4,540 Tranche 2 £46.67 per pupil £5,760.72 Tranche 3 £33.33 per pupil £7,199.28 Total: £17,500 for the academic year 2020-2021	67	12	1

Cohort Profile of Disadvantaged Pupils in Key Stage 2 2019 /20 (Does not include Service pupils) This section may not be published on website if individual pupils could be identified.																		
Year Group	Cohort	Number and % of disadvantaged pupils eligible for PP		Number and % from service families		Number and % of pupils on SEN register		Number and % of pupils disadvantaged and SEN		Lower Attaining Pupils from KS1			Middle Attaining Pupils from KS1			Higher Attaining Pupils from KS1		
		Number	%	Number	%	Number	%	Number	%	R	W	M	R	W	M	R	W	M
3	49	19	39%	2	4%	6	12%	2	4%	1	4	2	6	9	11	11	5	5
4	60	15	25%	5	8%	8	13%	3	5%	3	4	2	7	10	11	5	1	2
5	54	18	33%	1	2%	7	13%	2	4%	2	2	2	7	11	7	8	4	8
6	55	15	27%	4	7%	7	13%	4	7%	2	5	4	10	8	9	3	2	2
All year groups	218	67	31%	12	6%	28	13%	11	5%									

## Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

### External barriers that may affect some disadvantaged pupils

Turbulence affects some pupils who have had multiple school moves  
Additional emotional support for some Services children is needed  
Deprivation adversely affects the emotional well-being of some pupils  
Poor attendance adversely affects the progress of some pupils and their attitudes to learning  
Some children require additional emotional support, particularly in starting the day  
For some children basic needs are not always met at home, including hygiene and medical needs  
Some disadvantaged children do not come to school with suitable clothing (uniform, PE kit)  
Turbulent family situations can impact on some children's physical and emotional wellbeing

### Barriers for learning that make some disadvantaged less successful in their learning in school

Many disadvantaged children enter school with poorer communication, language, vocabulary and literacy skills. A strong emphasis is needed on development of vocabulary, including technical subject-specific vocabulary.  
Consistency in teaching and learning has strengthened, the focus on PP children this year has had a positive impact on results, but this needs to continue.  
Some of our disadvantaged pupils need support to develop positive learning behaviours and good mental health and wellbeing.  
Disadvantaged children can often be more tired and find it harder to concentrate  
Some disadvantaged pupils have not attended school during Covid-19 March to July 2020. Weekly English, Maths and topic work was provided for pupils to access from home.

## Summary allocation of funding

A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium.

### Teaching and Learning

Funded item / initiative	Action	Expenditure
High-quality teaching for all <ul style="list-style-type: none"> <li>- School improvement priorities</li> <li>- Recovery curriculum</li> </ul> Ensuring disadvantaged pupils access succeed and wherever possible excel across the wider curriculum	DHT & LT monitoring time for PP children Recovery Curriculum – training and planning	£3,983.00
Effective diagnostic assessment <ul style="list-style-type: none"> <li>- Progress reviews / forensic analysis of learning gaps</li> </ul> Responsive use of formative and summative assessment for curriculum design and setting EOY target	DHT PP monitoring Comprehension/vocabulary development HIAS support analysis of learning gaps English & Maths SEN assessment tools	£1,992.00 £1100.00 £ 241.00
Clarity and consistency on pedagogical approaches (Explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies)	Intervention/communication and language support Release time for: DHT work with SENCo, English & Maths Leaders	Included above
Supporting remote learning <ul style="list-style-type: none"> <li>- IT platforms</li> <li>- Effective relationships / feedback</li> </ul> Quality assurance	Purple Mash TT Rockstars Education City White Rose Maths Book Bug Club	£ 667.00 £ 95.00 £1,300.00 £ 99.00 £ 488.00(CUP)
Focussed professional development	Disadvantaged children – HIAS support, SEN advisors, LLP  SENCo time to support disadvantaged SEN	£ 368.00 (CUP)  £10,656.00

### Targeted Academic Support

Funded item / initiative	Action	Expenditure
High quality one to one and small group tuition (Teachers, HLTA, LSA)  Planning for pupils with SEND	Y6 booster sessions Targeted support and resources Dedicated teacher employed to teach small groups Pupil Progress meetings – DH & Senco with each year team teachers 1:1 and small group interventions/1:1 and small group Wave 2 Catch Up (HLTA/LSA) Morning tutorials for identified pupils LSA deployed based on profile of need and data of year groups Y3 Phonics and reading support Speech and Language Links, other interventions from provision maps	£ 1,162.00 £ 9,384.00 (CUP) £ 7,668.00 (CUP) £133,254.00

<b>Wider support strategies (Emotional, social and behavioural support &amp; Enrichment)</b>		
<b>Funded item / initiative</b>	<b>Action</b>	<b>Expenditure</b>
Supporting pupils' social, emotional and behavioural needs <ul style="list-style-type: none"> <li>- Adaptations to PSHE curriculum</li> <li>- Individual / group interventions supporting emotional well-being and mental health</li> <li>- Positive behaviour strategies</li> </ul>	Improvements in attendance – half termly Attendance & Safeguarding meeting (EHT, DHT, Admin Officer) Lunchtime art club, reflection room daily – 2 x LSA Mental Health and Wellbeing Team resources, meeting and working with children. (EHT, Senco, MHW Lead) ELSA support De-escalation strategies and Team Teach training	£ 214.00  £1,096.00 £3,568.00  £1,000.00 £ 760.00
Communication with and supporting parents <ul style="list-style-type: none"> <li>- Maximising attendance and reducing persistent absences</li> <li>- Partnerships in learning</li> </ul>	MHW Lead contact with parents (budgeted above) Free uniform/ shoes for disadvantaged pupils, including those from SDAS refuge Emotional wellbeing and support phone calls and meetings with parents (including during Covid19) (budgeted above)	£ 200.00
Enrichment <ul style="list-style-type: none"> <li>- Access to clubs, residentials, sign posting</li> <li>- Opportunities to enhance cultural capital</li> </ul>	Support for disadvantaged in after school clubs, club resources Support for visits/events Visitors to classes to enrich curriculum for PP children/Cultural Capital Events	£250.00 £500.00 £1,000.00
<b>Service Families</b>	ELSA support (budgeted above) LSA support – Pre-teaching and Wave 2 in English and maths (budgeted above) Mini Military Club	£0 £0 £500.00
<b>PP funding received</b>		<b>£101,595.00</b>
<b>Total Expenditure</b>		<b>£180,507.00</b>
<b>Service Premium</b>		<b>£3,410.00</b>

<b>School Improvement Plan priorities for disadvantaged pupils 2020-2021 (Extracts from SDP)</b>		
<b>Area of Focus</b>	<b>Expected Impact</b>	<b>Actions</b>
Recovery Curriculum	Identify gaps from the previous year's learning, whilst at the same time ensuring the current year group expectations are provided.	Ensuring that children's mental health, well-being and social/emotional needs are identified and met Flexible and adaptive assessment and teaching Continuing Professional Development (CPD) training for all staff to prepare for and deliver the Recovery Curriculum Provision for blended learning, where children receive appropriate work during any periods of self-isolation or local lockdown. Monitoring by LT
Rapidly improve standards and progress in KS2 in reading, writing and maths.  Ensure that children are able to develop their talk, fluency, reasoning and problem solving in maths. Develop children's fluency and stamina in reading. Improve children's application of spelling rules and vocabulary in writing.	Teachers confidently match provision with needs for vulnerable children in all areas of the curriculum.  Children are able to develop and use mathematical vocabulary and regularly have opportunities to talk mathematically.	Staff training Maths and English Leader to attend Core Provision Maths and English Leaders to work with HIAS  Staff training – Maximise opportunities for disadvantaged pupils to engage in talk for learning which empowers them to reason and solve problems.
Wider curriculum provides knowledge and cultural capital opportunities to meet the needs of each cohort.	Children able to access learning journeys across all subject areas. The curriculum helps them to make connections between their learning and their own lives and aspirations.	School to ensure the development of knowledge and skills deepens the learning and that children can apply these to relevant situations. Review and adapt curriculum
Pupil premium strategy document shared with stakeholders	Clear actions that will feed into Pupil Progress meetings half-termly.	Share with stakeholders. PP Strategy Meeting half-termly to assess impact and lead into Pupil Progress meetings.
Reduce absences for disadvantaged pupils	Higher rates of attendance for disadvantaged children.	Half termly Attendance & Safeguarding meeting with EHT, DHT, DSLs
Embed role of Parent Support Worker across the Federation	Parents have a person to contact support/to signpost them to other agencies. School can provide bespoke support to meet the needs of individual families. Support provided for TAF, EHH referrals and follow ups.	Continue to provide support through groups, 1:1 sessions and referrals. Explore other courses to support our families.



### Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to the COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

#### KS2 to KS3 transition information

More disadvantaged children were likely to meet Age Related Expectations than in previous years. Overall, the reading, writing and maths combined measure was likely to have met the target of at least 65% (for PP non-SEN).

### Attainment April 2020 for KS2 (Spring 2 Data) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

Percentage working within Year 6 expectations in April 2020.	PP Outcomes %	Non-PP Outcomes %	Gap	PP Non-SEN %
Reading, Writing & Mathematics combined	33	60	-27	67
Reading	56	74	-18	100
Writing	50	86	-36	100
Mathematics	44	80	-36	67

2020/2021 Continue with focus on RWM combined and maths fluency

### The impact of the funding allocations and improvements outlined in the PP strategy 2019/20 academic year for disadvantaged pupils

#### Covid-19 response March – July 2020

Vulnerable pupils and those open to social care, were actively encouraged to attend school during the pandemic. There was an increase in the number of vulnerable pupils attending school during this time. Risk assessments were undertaken for identified pupils. Details of interventions, support and concerns were recorded. Actions were taken to ensure these children were safe and to enable them to access learning.

For disadvantaged pupils with an EHCP, reasonable endeavours were made to deliver provision in the context of Covid-19. This included personalised learning packages where it has been parental choice to keep the child at home or where the Risk Assessment indicates that home learning is in the best interests of the child. Pupils that were in school received the planned provision.

For other disadvantaged pupils, home learning was provided and reviewed. Class teachers monitored and kept in contact with families. The DHT, Senco and Mental Health Lead made regular contact with more vulnerable families to support emotional well-being. Weekly food parcels were provided to families in receipt of FSM.

## Teaching and Learning (Pre-Covid19)

Actions have led to stronger distributed leadership, including the Maths and English leaders and has featured more focussed and frequent reviews. The DHT has supported and monitored targeted groups of disadvantaged children, which has sharpened practice, for example teachers developing strategies for children to self-assess and move their own learning on, and more effective feedback. Summative data analysis and pupil progress reviews evidence that targeted children have made accelerated progress through strengthened teaching, a more consistent pedagogical approach and use of assessment for learning. Teachers carefully plan for children's next steps, setting SMART targets for individual children.

Spring 2 data would indicate that more Year 6 children would have achieved age-related expectations in reading, writing and maths combined, had they completed their SATS. These teacher assessments were evidence-based using pupil conferencing, work scrutiny, moderation and diagnostic assessments.

Differences between the achievement of disadvantaged children and their peers are diminishing, although more disadvantaged children need to be challenged to reach greater depth.

There are more opportunities for pupils to use the CPA approach in mathematics to develop conceptual understanding and a stronger emphasis on fluency and problem solving. Pupils are being given more opportunities to reason and articulate their thinking. Vocabulary is explained and visible on working walls. There is more evidence of coherent learning journeys allowing children to have a sequence of lessons to develop their mathematical understanding. Variation of task offers higher levels of challenge at the beginning and during lessons. Children are more independent at self-checking work and moving their own learning on.

In English, comprehension skills are being explicitly taught with rich text drivers used to engage and challenge all pupils. The use of high quality texts, working walls and a high focus on building children's vocabulary is enabling the vocabulary gap to be reduced further. Grammar, punctuation and spelling are integrated into writing journeys that have purposeful contexts and outcomes, which are shared with the children.

There is strong evidence that disadvantaged children and those with SEN are accessing and succeeding in learning journeys across the wider curriculum.

### Targeted Academic Support has included:

Year 6 booster sessions and after school booster club for individuals and groups of children

Year 5 targeted support

Year 3 phonics and reading

ELS and other interventions – see provision maps

LSA deployment based on need and data analysis

These were regularly reviewed to ensure they had a positive impact on disadvantaged and other children.

## **Emotional, social and behavioural support**

Strategies to improve attendance and reduce persistent absence continue to be rigorous and largely effective. The exclusion trend continues to reduce, due to the emotional and behavioural support systems in place. The Six Strands approach is supporting children to regulate their own behaviour more effectively and engage fully in their learning. Targeted teacher support for individuals and groups of children enabled the more vulnerable to be more engaged and motivated. This has led to the development of our current Mental Health and Wellbeing Strategy Group. Governors have seen the evidence of this during learning walks and child conferencing.

## **Enrichment:**

Enrichment is helping to develop our children's cultural capital, providing them with a wide range of life experiences including theatre trips, educational visitors and special days. In 2020, all children benefited from a Science day, including a workshop with a scientist and it is these experiences which are expanding the children's cultural capital. Pupil Voice ensures that weekly Golden Time sessions provide children with opportunities to pursue their interests.

Our programme of after school clubs are designed to develop children's cultural capital and support the creative arts. Regular opportunities for Pupil Voice have ensured that the range of clubs allow children to follow their own interests. Most of our disadvantaged children access after school clubs; including football, choir, dance, ukelele. Subsidised and free places are offered to vulnerable children to ensure their access to these.

## **The impact of service premium for 2019/20 academic year**

All children regularly attended the weekly Mini-Military club until school closure. This is offered across the Federation to allow families to attend together.

Additional ELSA individual and group sessions have benefited the children.

Access to Wave 2 and Pre-teaching sessions have supported children to be more confident learners.

Across the school, the proportion of service children achieving ARE+ has been on an upward trajectory.

During lockdown, families received wellbeing calls from teachers.