

Wilden Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Wilden Primary School
Pupils in school	47
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	17,485
Academic year or years covered by statement	2021-2022
Publish date	December 2021
Review date	March 2022
Statement authorised by	L.Pointon
Pupil premium lead	L. Pointon and L. Byrne
Governor lead	L.Knight

Disadvantaged pupil progress scores for 2018/2019

Measure	Score
Reading	-6.4
Writing	-8.7
Maths	-5

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at the end of KS2.	100% Reading 50% Writing 100% Maths 50% Combined (included in above figures)
Achieving high standard at KS2	0% Reading 0% Writing 0% Maths
Measure	Activity
Priority 1	<u>To improve writing attainment for all pupils and achieve GD for some pupils</u> Development of a new whole school curriculum New texts built on new curriculum

	<p>Increase writing opportunities developed by WOW days: EEF report that a memorable experience, like a day at the zoo, and then using a structured approach to writing about it increased pupils' progress by an extra nine months of schooling on average.</p>
Priority 2	<p><u>Increase the availability and range of Social and Emotional Learning</u></p> <p>Implementing whole school Growth Mind set and access to a play therapist</p> <p>Intervention strategies focussing on the Anxiety Gremlin and other supports as suggested by our link Educational Psychologist. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>Behavioural support; increased training on the use of conflict resolution for all staff; implement a whole school behaviour strategy that is adhered to consistently as the EEF state that "Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours."</p>
Barriers to learning these priorities address	<p>Engagement of pupils in writing and topic based work that promotes writing.</p> <p>56% of children eligible for PP have anxiety and emotional barriers that are hindering their progress. There is also a risk that their emotions may put them in increased danger of making little progress in their next stage of their education.</p> <p>Behaviour for 27% of pupils eligible for PP need further support managing anger and low level disruption</p>
Projected spending	<p>PiXL cost at 24% of whole cost: £480</p> <p>Cost of family support worker: £950</p> <p>TA supported interventions for 9 children: £13,105</p> <p>Play therapist for 2 children: £360</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	36% to achieve GD 27% to achieve Expected	July 2022
Progress in Writing	18% to achieve GD 27% to achieve Expected	July 2022
Progress in Mathematics	27% to achieve GD 27% to achieve Expected	July 2022
Phonics	N/A	July 2022
Other	Click or tap here to enter text.	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p><u>To improve standards of writing, reading and maths and close the attainment gap due to Covid</u></p> <p>Development of a whole school curriculum that is text based.</p> <p>Purchase of books to extend knowledge and exposure to high quality vocabulary that is aligned with the whole school curriculum</p> <p>Use of PiXL therapies</p> <p>Small group interventions in areas of need for pre teaching and over learning</p> <p>Ensure all relevant staff are trained in Sounds write</p> <p>Working memory and retention</p> <p>Consistent phonics teaching which leads into spelling</p>
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	<p>Some teachers are not trained in sounds write</p> <p>A proportion of disadvantaged pupils have specific difficulties in writing and require dyslexia training</p>
Projected spending	15,435

Wider strategies for current academic year

Measure	Activity
Priority 1	Sharing a part-time education welfare officer with partner school to support families with acute needs
Priority 2	Ensuring all children have access to extra curricular activities, school uniform and resources to ensure no child is at a disadvantage
Barriers to learning these priorities address	Social and emotional issues, ensuring parental engagement, reduced concerns over attendance and 'fitting in'.
Projected spending	Contribution to school trips and uniform: £2850

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>What high quality teaching looks like in practice</p> <p>Interventions introduced in a timely manner and led by trained professionals</p> <p>Daily teaching of phonics with invention groups for targeted pupils</p>	<p>Termly quality assurance, book scrutinies and DEMP meetings</p> <p>Observations and learning walks</p> <p>CPD via National college and in house professionals</p>
Targeted support	Time for small group interventions	Funded time
Wider strategies	Engagement with families to provide additional activities to promote homework, extra-curricular activities and working with the family support worker	Regular contact and close liaison, teachers and FSW to be accessible at the school gates

Review: last year's aims and outcomes

Aim	Outcome
The gap with PP children meeting ARE is closed through timely and effective intervention	Out of all children in receipt of Pupil Premium, 30% are working at Expected or above.

	<p>46% have made expected or above progress in all areas of need.</p> <p>23% have made expected progress in some of their areas of need.</p> <p>0% have made no progress in any are of need.</p> <p>Staff reported that all PPM's have had an impact on their next steps and that it is a positive experience that benefits the chn</p>
100% reach GLD (in current academic year)	Staff have had S&L training and are confidently using strategies in class to support. 1 chn with PP is making progress in all areas of development but he is not at expected.
To positively impact on attainment Y1-6 through focussing on developing long-term memory.	As Section 1; all chn have made progress. Further suggestions will be implemented in September to continue with this progress
To ensure PP children have access to breakfast, after school clubs and summer clubs.	54% of chn regularly attend wrap around care. 7% attend additional sessions during a Friday school closure to support socialisation and S&L. This child has since been discharged from S&L Therapy and is showing progress in reading and writing.
All PP pupils have the correct uniform and PE kit and are able to take part in full PE lessons and extra -curricular activities.	All chn are dressed appropriately, they particularly enjoy wearing their PE Kits all day
Support families in need and increase engagement of families in school	<p>46% of children accessed these services with 39% discharged by the end of the year.</p> <p>100% of chn have priority access to this service, parents are aware but not needed as much.</p> <p>During lockdown, additional Zoom support helped many families</p>