# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Wrekin View Primary School  |
| Number of pupils in school  | 461 |
| Proportion (%) of pupil premium eligible pupils | 27% (123 Pupils) Including Service Premium & LAC)  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 05/11/21 |
| Date on which it will be reviewed | 30/09/22 |
| Statement authorised by | A Pembleton  |
| Pupil premium lead | A Pembleton  |
| Governor / Trustee lead | D Wright  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £158,846 |
| Recovery premium funding allocation this academic year | £17,835 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year** | £ 176,681 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:** *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your strategy plan?*

At Wrekin View Primary School, we are above national averages for PPG pupils, EAL pupils and SEND pupils. We are also aware this means that some pupils are will also fall into more than one area of vulnerability. We are aware that at Wrekin View, many of our pupils lack the experiences and opportunities of the wider world and therefore one our key aims is to provide all the children with enriched opportunities and experiences so that they can gain first hand and in real life events that will help to give them the knowledge, understanding and awareness for the real world and use these experiences in their learning. The educational gaps between families of children who read books, newspapers and magazines, visit museums, art galleries, zoos, National homes and gardens, watch nightly news and talk over the dinner table, on family walks is detectable from an early age and children without this development do not do as well because new knowledge and skills have nothing to ‘stick’ to or build upon. As a result of this information, we aim to use pupil premium funding to build cultural capital and give children the opportunities to develop this foundational knowledge and aim to diminish the difference between disadvantaged and their non disadvantaged peers. The size of a pupil’s vocabulary is a significant predictor of academic attainment in later schooling and of success in life. DfE research suggests that by the age of 7 the gap in vocabulary between the top and bottom quartiles around 4000 words (Children in the top quartile know approx. 7000 words) As a result of this we place a high value on Reading and communication. We expect teachers to be ambitious in their expectations of the sounds and words that should be able to read by the end of each term. Our current use of the Pupil Premium Strategy focuses on Early reading strategies and this has been through the delivery of a robust Phonics reading scheme that has been delivered with integrity and fidelity. As a result of this, the proportion of PPG pupils who passes the Phonics Screening Check at Year 2 were higher than the Non disadvantaged pupils. As a school we set ambitious targets for PPG pupils and we strive for this group of pupils in each cohort to achieve standards at least in line with all pupils Nationally for both ARE and GDS.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
|  | Transience of pupils. of 43 in year admissions last academic year, 21 were PPG eligible (48%) |
|  | The number of pupils who are challenged by more than 1 vulnerability e.g. PPG & SEND (38%) PPG & EAL (19%)  |
|  | Vocabulary and reading ability of pupils. Pupils on entry to School have under developed speech and a poor vocabulary Nursery 1 (27% below and 20% well below)  |
|  | Attendance & Punctuality of PPG pupils in 2018/2019 PPG pupils attendance was 94.6% is higher than National(92.5% National) but lower than whole school 95.6% (96% nationally)  |
| 1.
 | Obesity and health in children. 1 in 4 Reception aged children and 1 in 3 Year 6 pupils are classed as overweight. This is in part supported by the fact that only 33% of pupils (2% drop since 2020) walk to school, compared to the National average of 51%.  |
|  | Mental Health and Emotional Well-being in pupils. Nationally this figure is 16%. In some cohorts at Wrekin View, this rises to over 30%  |
|  | Behaviour. The proportion of pupils who present some challenging behaviour is almost 40% of all pupils, which is higher than the school proportion.  |
|  | Lowest 20% in Each Cohort is much lower than National figures. Nationally EYFS GLD average points score is 23.0, at Wrekin View this score is 20.25 |
|  | The proportion of pupils achieving GDS in all year groups was lower than the FFT targets due to lower attendance of these pupils, with attainment for these groups being lower in 50% of year groups.  |
|  | PPG attendance during COVID was sig lower 91% compared to whole school 93%. |
|  | Decoding skills in reading is strong, but pupils’ comprehension is weaker. It is recognised that children are taught the skills to decode/segment and blend letter sounds, but they lack the knowledge/experiences and understanding to infer, deduce, predict and explain meaning in English when reading. For the last 3 years, the proportion of children passing the PSC by the end of Year 2 is 10% higher than children reaching ARE in Reading Comprehension.  |
|  | Pupils stamina in reading is weaker. Many pupils do not have the expected fluency rate of 100-125 words per minute. As a result, they do not finish assessments (even with additional time)  |
|  | Pupils reasoning skills in mathematics are weaker than arithmetic skills. Pupils are not able to answer multi step problems due to weak retention, recall, resilience and perseverance. Papers 2/3 scores are 10-12% lower than paper 1  |
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## 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.

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| Intended outcome | Success criteria |
| *Raise Standards of Reading at the end of Each year Group through use of quality texts and Quality first teaching.*  | Reading standards for ARE to be Broadly in line with FFT50/National indicators. **(Next 3 Years 79%, 75%, 60%)**  |
| Increase the proportion of pupils achieving GDS in Reading. High quality LRR sessions and successful inferencing being taught.  | % of pupils achieving GDS for PPG pupils to be in line with all pupils in each cohort. **(Next 3 Years 34%, 30%,13%)** |
| Use pastoral support effectively to minimise incidents of poor behaviour.  | Reduce incidents of disruptive behaviour involving PPG pupils. so that proportion of incidents in PPG pupils is no higher that **25%** |
| Staff work tirelessy on improving attendance and punctuality of vulnerable learners so that they can access the interventions and quality first teaching.  | Attendance of PPG pupils to rise significantly and to be broadly in line with whole school/National figures. **96.1%** |
| Disadvantaged pupils are using Year group appropriate words in their writing.  | Increase proportion of all pupils at ARE in writing by at least **15%** in all classes |
| Extend vocabulary for more able pupils  | Increase proportion of pupils at GDS for writing by at least **10%** in all classes  |
| Improve reasoning skills in Mathematics.  | Increase proportion of pupils achieving ARE and (GDS) in Maths so that three year average is **78% (30%)** |

## 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: £ *39,800]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Appropriate number of adults available for teaching of Phonics £9K* | Quality first of phonics programme (with fidelity) ensure that all pupils makes sustained progress on the phonics programme and identified lowest 20% receive targeted intervention.  | 3, 11, 12 |
| *Moderation of Pupils work to ensure Consistency of standards. £3k*  | Termly moderation of core subjects for All Year groups ensures consistency of practice and a quality assurance of standards  | 8, 9, 11, 12, 13 |
| *AHT time to manage, monitor and on behaviour, attendance and wellbeing. £3.1K* | Dedicated SLT time to monitor track, target and identify interventions for the pupils. Pupils who disrupt the learn perform less well than their compliant peers. Pupil mental health and emotional well-being is checked monitored and recorded.  | 4, 6 |
| *Appointment of a Volunteer Reading Lead.*  | A member of staff is responsible for recruiting, training and allocating a volunteer readers into school. Regular daily 1:1 reading is one of the most effective strategies to raise fluency and comprehension  | 8, 11, 12 |
| *Dedicate admin time for attendance Person?*  | Pupils with high attendance achieve higher standards than those with low attendance. Pupils who are happy to be in school have good attendance. | 1, 4 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *IXL Licenses*  | Pupils who are unable to attend school due to covid, or who are accessing learning away from the class can access the IXL Learning programme. Regular online learning with work pitched at the correct level.  | 8, 9, 11, 12, 13 |
| *Booster & Intervention staff directed to support identified pupils*  | Targeted academic support for children who are not making good progress.  | 8, 9, 11, 12, 13 |
| *Non class based teacher to deliver booster sessions £28K* | The small groups support allows to teacher to give quick and immediate feedback to the learner so gaps in learning can be addressed.  | 11, 12 |
| *HLTA time allocated to support underachieving children £14K)* | Targeted academic support for children who are not making good progress.  | 3, 11, 13 |
| *LSP directed time to support pupils not on target. (£18K)*  | RWI (Phonics) intervention are acutely matched to the needs of the pupils so that children are able to learn to read fluently.  | 3, 11, 12 |
| *Appropriate number of adults available for teaching of Phonics £9K* | RWI (Phonics) intervention are acutely matched to the needs of the pupils so that children are able to learn to read fluently.  | 3, 11, 12 |
| *Subscription to PiXL*  | Monitor and evaluate the impact of interventions through National comparisons.  | 2, 9, 11, 12, 13 |
| *Subscription to Education City*  | EducationCity also supports me with quick starters, plenaries or extension tasks and provides me with a wide variety of content to help with whole-class teaching. | 3, 13 |
| *IXL Licenses*  |  |  |

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

Budgeted cost: £ *[insert amount]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Mentoring Support*  |  |  |
| *Effective behaviour plans*  |  |  |
| *Targeted support for attendance*  |  |  |
| *Pastoral Support for identified pupils*  |  |  |
| *Implementation of new attendance policy*  |  |  |
| *Allocation of Mental Health Lead across school.*  |  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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.

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| *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 such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |