



Wyken Croft
Primary School

Pupil premium strategy statement. 2021 - 2022

1. Summary information					
School	Wyken Croft Primary School				
Academic Year	2021/22	Total PP budget	£226,500	Date of most recent PP Review	-----
Total number of pupils	822	Number of pupils eligible for PP	147	Date for next internal review of this strategy	July 2022

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths KS 2 end outcomes	66 % (TA 06/20) Non PP - 74%	
Average progress in reading	70% made expected plus progress	
Average progress in writing	56% made expected plus progress	
Average progress in maths	64% made expected plus progress	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Combined scores for PP children across the school are lower at 39% across the school at ARE

B.	Core skills are lower for PP children in the following areas: Yr 2 – average 33% difference between PP and Non PP at ARE – reading and writing Yr 3 – average 35% difference between PP and Non PP at Are – reading ; writing and maths Yr 4 – average 17% difference between PP and Non PP at ARE – reading and writing Yr 5 – average 18% difference between PP and Non PP at ARE – writing Yr 6 – average 30% difference between PP and Non PP at ARE – reading ; writing and maths	
C.	56% of PP children have increased behaviour / emotional needs that affect attitudes to learning.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance is slightly lower within school for majority of PP children. More significant differences can be seen in Yr 2 (93.6%) and in % of PP children who are classed as persistent absentees	
E.	Access to wider life experiences	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Number of PP children who have met the standard on ARE across all three core subjects rises Tr knowledge of PP children within their class is detailed and gaps are carefully analysed and closed	Pupils eligible for PP combined attainment rises. Measured in each year group by teacher assessments and successful moderation practices established across the phase and network schools. Also measured by outcomes at the end of Year 2 and Year 6. PP deep dive – March 22
B.	Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2. Higher rates of progress for PP children in Reading across the school in general but accelerated in identified years above	Pupils eligible for PP make as much or better progress than 'other' pupils across the school in writing. Measured in each year group by teacher assessments and successful moderation practices established across the phase and network schools. Also measured by outcomes at the end of Year 2 and Year 6. Pupils eligible for PP make as much or better progress than 'other' pupils across the school in Reading. Measured in each year group by teacher assessments and successful moderation practices established across the phase and network schools. Also measured by outcomes at the end of Year 2 and Year 6.
C.	Multi target / multi approach Pastoral plan – effective provision of intervention and support plans A reduced number of behaviour incidences and exclusions for PP children. Behaviour for learning in some PP children allows for accelerated progress	Pupil voice and parental survey and behaviour records shows PP children make progress through interventions which then translates into accelerated progress in R W and M .Reduction in stages and exclusions for PP children. Behaviour for learning in PP children is considered 'good' or better

D.	Attendance for PP children in all years but particularly Yr 2 and Yr 6 is in line with Non PP children. A decreasing number of PP children are classed as persistently absent.	PP attendance in Yr 2 and Yr 6 rises to be in line with Non PP and with PP in other year groups. Rates of persistent absence decrease in PP children.
E.	School offers a variety of enrichment activities to all PP children. PP children attend trips and clubs in line with Non PP children	PP children take up of clubs is high and in line with Non PP children PP children are assisted to access opportunities from a range of subjects and interests – reflected in the contextual support register

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Numbers of PP children at combined ARE rise in line with Non PP	<p>.High quality first teaching for all - re examined after the COVID 19 period of teaching .</p> <p>Examine and develop a more structured feedback approach to marking and next steps which emphasises high quality conversations to move learning on.</p> <p>1x day a term for PP structured conversations</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>(High impact , Low Cost - +8)</p>	<p>Year leaders will track PP pupils more carefully across their year group at planning and assessment sessions</p> <p>PP meetings will be focussed on individuals and also on groups including PP children to look at trends and identify gaps in progress in preparation for PP meetings.</p>	HT / DHT (KW)	Each term at PP meetings using internal data and book scrutiny.
A. Numbers of PP children at combined ARE rise in line with Non PP	<p>All PP children who need a digital device to be offered a yearly loan as part of the school's Digital Strategy</p>	<p>Some children do not have access to digital devices and were loaned them during remote learning periods. Much good practice still remains in the use of remote learning and constant access to their 'own' device would remove a barrier to progress</p>	<p>Digital Strategy - careful use of the 5 yr ICT rolling programme and available grants and funding</p>	AD/ CP	Termly.

A. Gaps in Yr PP and Non PP children are closed through appropriate provision in Yr 1.	Adopt a more fluid EYFS style provision with access to outdoor learning for children in Yr 1	Yr 1 children have lost a significant amount of teaching over the previous two years which are key for them in terms of learning through play and developing the necessary PSED skills to equip them for more formal, independent learning	Time for AHT in both phases to meet Resources provided to make the transition curriculum work.	AA/ AD	Termly
B 1 Higher rates of progress in Reading for PP children across the school.	Staff to know who their target children are (PP children) and ensure provision for them is identified. Further DC Pro training to ensure that formative assessment is timely and supportive Use of BRP and AR for targeted PP children within the school day PP children as a group more carefully tracked in PP meetings and discussed at planning	All staff to have a greater understanding of whole school data and where their children fit in the bigger picture. Staff understand that PP children as a group need to have specific targets to improve outcomes and progress across the school.	Staff CPD delivered. Data and Assessment team alongside SLT will lead the discussions and identify any gaps in knowledge. .	Assessment team / SLT and DHT	Each term at PP meetings using internal data and book scrutiny. End of the year outcomes AR/ BRP data shows increased engagement and accelerated progress for PP children
B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.	CPD and delivery of a revised 'writing journey' ensuring that themes are relevant / engaging and supported by high quality texts. Writing provision to be considered in terms of Boys/ PP interest and value	Staff to be confident to deliver aspirational teaching of writing with a clear journey. Themes will be reviewed and interesting	Quality CPD delivered with enhanced PPA support in target year groups Pupil Voice	CT	Each term at PP meetings using internal data and book scrutiny. End of the year outcomes Writing Deep Dive - December
Total budgeted cost					£78,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.</p>	<p>Teacher led PP writing groups in Years 1,- 6</p> <p>Spring Term</p>	<p>Ensure that PP children are known and receive focussed advice to be able to move their writing on.</p>	<p>English / Literacy team will deliver staff training.</p> <p>End of Year outcomes and pupil progress meetings will be evaluative.</p>	<p>AHT CT</p>	<p>Each term at PP meetings using internal data and book scrutiny and pupil voice.</p> <p>End of the year outcomes</p>
<p>B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.</p>	<p>Interventions to support writing for individuals and small groups – focus on GD writing for those higher or possibly higher attaining writers. Vocabulary work and rich texts will be essential to this success alongside high expectations and lots of opportunities to write at length.</p>	<p>OFSTED recommend: 'Further raise teachers' expectations about pupils' writing to enable a higher proportion of pupils, including disadvantaged pupils, to reach greater depth in writing.'</p>	<p>MA G and T co-ordinators to facilitate a reading and writing PP MA gand T group.</p> <p>End of Year outcomes and pupil progress meetings will be evaluative.</p>	<p>KW / VB/ RS</p>	<p>Ongoing monitoring</p> <p>Each term at PP meetings using internal data and book scrutiny.</p> <p>End of the year</p>
<p>C. There is a reported increase in the attitudes to learning for identified PP children.</p>	<p>Pastoral team to identify in consultation with Class teachers and year group leaders those PP children who would benefit from a SEML based intervention such as Thrive, Time for You, Boomerang etc.</p> <p>Identify and train 3 more Thrive practioners</p>	<p>The ability to self-regulate and be ready for learning is seen as the 3rd most effective way to increase progress adding on average 8 months (Sutton Trust)</p>	<p>SLT will monitor the behaviour for learning of children across the school.</p> <p>Provision mapping for Pastoral interventions shows that interventions provided have been effective and have impacted on learning behaviours.</p>	<p>DHT and SLT</p>	<p>Ongoing monitoring on an individual basis</p> <p>Reduction in exclusions and lower stage rate in PP children</p>

	and Mental Health First Aiders to impact on the growing range of needs that then present as barriers to learning				
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Total budgeted cost					££99,000
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Appointment of a further Learning Mentor to focus on delivering attendance groups an coaching and mentoring for those children with low rates of attendance / to monitor pupils and follow up quickly on absences. First day response provision. Collection of children where necessary. Travel to alternative provision provided where appropriate. Free access to breakfast club and after	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. OFSTED Inspection 2019 "continue the good work already under way to improve attendance further and reduce persistent absence."	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	DHT / HT/ Pastoral team .	Each half term through attendance analysis.

	<p>school club where appropriate. Publication of attendance rates and raising awareness amongst parents and staff. Regular attendance meetings with parents and attendance officer. Clear procedures to follow. Leaflets for parents. Fining parents where appropriate according to school policy. Access to COVID 19 tests and follow up calls to ensure children aren't self-isolating for longer than necessary.</p>				
D. Access to wider life experiences	<p>Through detailed knowledge of each PP children - skills/ strength and talents and participation rates in opportunities such as trips and residentials</p>	<p>Children need access to a variety of experiences for many reasons - engagement , enthusiasm , vocab and self esteem. Improvements in reading and writing are supported by the development of a rich and varied vocab - access to a wider range of experiences can support this.</p>	Contextual register to be kept	KW and Pastoral team	
Total budgeted cost					£60,000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.