

#Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Wheelers Lane Primary School				
Academic Year	2020/21	Total PP budget	Actual:£239270 Actual spend:	Date of most recent PP Review	July 16
Total number of pupils	618	Number of pupils eligible for PP	192	Date for next internal review of this strategy	July 21

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% Foundation pupils achieving expected or above GLD	Due to the pandemic, statutory assessment was not required for external submission	
% Pupils achieved phonic screening pass rate		
% Pupils achieved expected in reading KS1		
% Pupils achieved expected in writing KS1		
% Pupils achieved expected in maths KS1,		
% Pupils achieved expected in reading KS2		
% Pupils achieved expected in writing KS2		
% Pupils achieved expected in maths KS2		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Use and understanding of language in the core curriculum and the application of skills in these areas. An increase in the number of children working well below age related expectations on entry to school. An increased gap in the skills for all core subjects due to limited learning during lockdown. There is likely to be a negative impact on concentration and learning behaviours as a result of

B.	There is likely to be decreased levels of positive behaviour and social skills and an increase in well-being and emotional/mental health	
C.	Self-esteem and self-worth leading to low aspirations.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited experiences, anxieties and illnesses around the virus and redundancies due to lockdown. Attendance and punctuality issues.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>SIP priority 1: standards</p> <p>The gap between children in receipt of pupil premium and those not nationally will reduce on the previous year.</p> <p>All children to make expected or better progress from their starting points in reading, writing and maths.</p>	<p>All children to complete baseline assessments in Autumn 2020 to show starting points.</p> <p>Children will be assessed and tracked from this point. Teaching and learning to build on the skills from this point.</p>
B.	Improved attendance for disadvantaged children.	Attendance records show improved attendance for individuals and whole school from September 2020 and measures in
C.	Improved self-esteem, and well-being leading to improved behaviour, positive attitudes to learning and raised aspirations.	Pupil voice, parent conversations, outside agency reports, behaviour logs, class teacher reports and observations to show a reduction in incidents, improvement in engagement, positive attitudes and raised aspirations

5. Planned expenditure	
Academic year	2020/21
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?			
Pupils make expected or better progress in reading, writing and maths.	Assessment data in place and shared with new class teacher, updated Sept 20 Appropriate planning in place to address next steps in learning Appropriate feedback and marking given to pupils to lead to next steps in learning-encouraging goal setting and self/peer assessment Evaluation of learning environment to aid learning Develop independent learning Additional teacher in R Additional teachers in KS1 to support PP with reading, writing and maths TAs in YR1 classes to ensure instant feedback. MF in YR1 PP group RC YR2 PP REC (covered maternity leave in RT from March) Additional teacher across 5 and 6	Research by NFER and EEF shows improving feedback to pupils is a successful strategy, high impact for low cost EEF: some individualised instruction can have moderate impact for low cost, developing meta-cognition and self-regulation has a high impact for very low cost Research showed positive impact in other primary schools eg Greenfield School who won a primary award for PP.	Observations Book scrutiny and feedback Pupil progress meetings Data tracking by JR (PP lead), ES (SENCO), HH, JH Performance management targets and review.	JR HH JH SLT ULT PP MF RC MS SB	Ju ne 20 21	R	Wr	M
					R	Summ er Attainm	Summ er Attain	Sum mer Attain
					YR 1	15/24	18/24	15/24 63%
					YR 2	9/28	15/28	13/28 46%
					YR 3	9/24 27%	18/24 75%	18/24 75%
					YR 4	24/34	29/34	25/34 73%
					YR 5	23/40	24/40	23/40 57%
					YR 6	26/29 89%	26/29 89%	20/29 69%

In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They identify & support those who are falling behind and intervene quickly.	Assessment used to inform planning. Marking and feedback to inform planning. Personal targets in books. Teachers will analyse data to identify gaps and put in place plans to address individual and group needs.	Ofsted school inspection handbook	Observations Planning scrutiny Book scrutiny Pupil progress mtgs Interviews with children	JR SLT HH JH	After Spring lockdown, children were baselined so that we could assess the gaps after lockdown and bubble closures. Staff then ensured that these gaps were addressed in planning and the delivery of lessons. Interventions delivered by 4 th teachers and TAs are tailored to the gaps that were shown in the baseline assessments.
Total budgeted cost					£14016
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?
Pupils to make expected or better progress in reading	Small intervention groups developing reading skills: fluency and comprehension (YRs R,1,2,5,6)	EEF shows a focus on reading comprehension intervention has a moderate impact and small group work has a moderate impact	Phase leaders/ULT and interventions manager organise groups using assessments Training and support is provided for those delivering the interventions. R/YR1/YR2 led by a teacher	ES MF JR HH JH OW SS JC	Half termly MS (Y5) noticed that lack of language understanding in Y5 children had a negative impact on reading age related texts. Reading has therefore been made a priority upon return from lockdown so that children
Pupils make expected or better progress in writing skills	Small intervention groups to improve basic writing skills and groups for higher order skills	EEF shows small group intervention has a moderate impact	Phase leaders/ULT and interventions manager organise groups using assessments YR R led by a teacher YR1 led by teacher	ES MF JR JH HH SS	Half-termly SB (Y6) daily writing group was kept fluid so that we could respond to the children's needs. Specific children benefited from a smaller group and had gained

Pupils make expected or better progress in maths	1:1 and small group intervention: Catch Up Maths Rapid Maths and Numbers Count interventions YRs 2-6	EEF shows small group intervention has a moderate impact and WLPS data shows positive impact	SENCO and interventions manager organise groups using assessments Training and support is provided for TAs YR1 led by a teacher YR2 led by a teacher YR5 led by teacher	ES MF JR JC SS OW JH HH	Half-termly MS (Y5) although children struggled during remote learning (lockdown and several bubble closures), they did have improved arithmetic scores from March to May 2021 based on small intervention groups and
Total budgeted cost					£181,606

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?

<p>Targeted pupils to improve behaviour and develop positive relationships, improved self-esteem, confidence and emotional wellbeing</p>	<p>Long term plans in place for individuals 1:1 mentoring Small group work School mentor CI-play therapist SS-forest classroom Increased PSHE teaching and learning in all year groups in response to Covid. Support from SLT</p>	<p>EEF shows behaviour interventions have moderate impact for moderate cost based on extensive evidence NFER research shows employing designated staff to offer pastoral support and supporting children with emotional and behavioural needs are successful strategies. WLPS shows positive impact reduction of risk of exclusion</p>	<p>Long term plan put in place at strategy meeting with outside agencies Small groups and 1:1 support organised by DHT and BeCo using school tracking data, school evidence and liaison with parents and outside agencies</p>	<p>DHT AHT</p>	<p>4-6 pupils received intensive play therapy-to reduce the risk of exclusion and/or improve engagement at school. To be reviewed September.</p> <p>32 children have participated in forest classroom activities to improve wellbeing and develop positive relationships. Teachers have commented on improved communication in the classroom and parents feel it encourages children to be more enthusiastic about school.</p> <p>There has been an increase in the number of children showing signs of anxiety since March 21-the appointment of two learning mentors led to more children receiving mentoring and having their needs met. They have worked with over 70 children since March. There has been positive feedback from children and parents.</p>
<p>Targeted pupils to improve their resilience, confidence and physical and social skills. This will impact on their academic progress, wellbeing attendance and attainment.</p>	<p>Junior Award Scheme</p>	<p>JASS has been developed by the Duke of Edinburgh Award scheme and is recommended by Birmingham's outdoor education service. The children in Year 5 will benefit from additional outdoor experiences and challenges including team building skills and leadership skills</p>	<p>JASS will be delivered weekly by the instructor, 3 terms work will be planned. It will be supported by Year 6 and Year 5 staff-these year groups have an additional teacher</p>	<p>JR YR 6 team YR5 team</p>	<p>½ day weekly The 26 PP children in Year 6 to complete award Autumn 2020 40PP pupils in Year 5 to start Spring 2021</p> <p>Year 6 children completed the JASS award scheme at the end of the Autumn term. Year 5 children started post March lockdown and will continue this into Y6 Autumn term so that the award can be</p>

<p>Pupils to have a positive attitude to school and to experience learning through outdoors. Increased opportunities and experiences for disadvantaged children</p>	<p>Small group interventions at school School day trips Visitors to school Residential trips Themed weeks-Autumn</p>	<p>EEF shows outdoor adventures have a moderate impact for moderate cost limited evidence+3months Feedback from children, parents and staff at WLPS show a positive response to increased opportunities and experience</p>	<p>Experiences organised by DHT, SLT, ULT using school data and curriculum planning</p>	<p>SLT ULT JR</p>	<p>Experiences to be planned following DfE guidance in regards to social distancing/transport etc COVID guidelines have made booking visits and visitors in more difficult. Autumn Adventure week</p>
<p>To increase opportunities for learning at home through additional reading materials</p>	<p>Wheeler's Wallets to support reading for pleasure and curriculum topics Support videos online for parents and children</p>	<p>WLPS vision SIP –reading for pleasure</p>	<p>YR groups inform PP leads of book titles, PP leads order and deliver to children. JR and TAs support delivery too.</p>	<p>JR JH HH</p>	<p>Termly Wheeler's Wallets packs have been created for each term. Even during lockdown children</p>
<p>To ensure that learning can continue at home in the event of children isolating or a bubble closure.</p>	<p>Phone contact Delivery/post of English, Maths and Topic resources that are being taught in school. Reading books Follow up phone contact.</p>	<p>Recognised impact of lockdown on children from disadvantaged backgrounds. Not all children have access to IT equipment/internet at home therefore other resources need to be made available.</p>	<p>Phase leaders and PP leads to liaise and monitor Office to support with admin.</p>	<p>JR JH HH Phase leaders</p>	<p>As necessary-ongoing. During lockdown as well as the online support for all children, those in receipt of PPG were invited to collect work, books, writing resources and food from school. Regular contact was made between PP Leads/Phase Leaders and disadvantaged families throughout lockdown and bubble closures, including phone calls and home visits. Laptop and broadband provisions have been in place for those families who do not have appropriate resources at home.</p>
<p>To improve attendance for targeted pupils</p>	<p>Employment of education social worker Contact with families to discuss anxieties on returning to school. Home school links</p>	<p>NFER recommends a quick response to non -attendance</p>	<p>Attendance policy Key members of staff work together daily. Fortnightly virtual visits from ESW</p>	<p>OW JR PJ</p>	<p>Half termly Daily PP children below 90% are provided with the following interventions:</p>

To build on home-school relationships.	Blended Learning- follow on from remote learning from Summer 20-monitor and increase access- intervention groups led by teachers	To develop parental understanding of the strategies that are used in school and to build positive relationships between parents and school. Research shows that parental engagement has a positive effect on	PP Leads to monitor blended learning and support staff with home-school communications.	JH HH JR	Half termly During lockdown as well as the online support for all children, those in receipt of PPG were invited to collect work, books, writing resources and food from
Pupils in full uniform, PE kits ensure access to whole curriculum	Uniform vouchers	Feedback from parents and staff show pupils and parents benefit from this support	Monitor take up of vouchers July observations	JR AB	End of school year Vouchers were spent at Clive
KS 2 pupils have access to fruit Bagels N-YR6	Fruit bought for KS2 Bagels offered daily to all children	Feedback from staff and parents shows children benefit from this support	observations	HH JR PJ Phase Class teachers	Termly Bagels and fruit were offered to all children across school. Bagels and cereal were offered to families during Jan-March
Total budgeted cost					£29258