



# Pupil premium strategy statement: Wyke Regis C of E Junior School

1. Summary information					
School	Wyke Regis C of E Junior School				
Academic Year	2019/2020	Total PP budget	£137280	Date of most recent PP Review	Nov 19
Total number of pupils	354	Number of pupils eligible for PP	104	Date for next internal review of this strategy	July 2020

2. Current attainment		
Attainment for Year 6: 2018 - 2019	Pupils eligible for PP (25 pupils)	Pupils not eligible for PP (national)
% achieving expected standard or above in reading, writing and maths	Awaiting validated data	Awaiting validated data
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Progress of disadvantaged pupils from KS1 to KS2
B.	High proportion of SEN pupils within the disadvantaged pupils (42 pupils – 43% of disadvantaged. 21% of non disadvantaged are also SEN)
C.	Progress and attainment in reading
D.	Complex behavioural and emotional needs of specific pupils is having a detrimental effect on their academic progress
E.	Knowledge of phonics and phonic strategies in lower KS2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
F.	Attendance
G.	Parental support and engagement

<b>H.</b>	Access to enrichment activities such as school trips, residential visits, breakfast club, music lessons and after school clubs	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Progress of disadvantaged pupils from KS1 to KS2 will be at least in line with progress of non - disadvantaged pupils.	Disadvantaged pupils will at least expected progress from KS1 to KS2.
<b>B.</b>	Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions.	Progress of SEN disadvantaged pupils will be accelerated. Any gap between SEN disadvantaged pupils and SEN non disadvantaged pupils will be diminishing.
<b>C.</b>	Children will become more engaged in their reading will make better progress.	Disadvantaged pupils will enjoy reading. Outcomes will be improved. Accelerated progress will be made.
<b>D.</b>	Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively.	There will be a reduction in the number of fixed term exclusions. School will be a positive experience Children will be happier in school and this will result in a positive impact on their progress and attainment.
<b>E.</b>	Reading and spelling of children in Lower KS2 will improve as a result of improving the children's understanding of phonics.	Children will make good progress in their reading and writing (including spelling). Children will be able to apply phonics strategies to their reading and writing independently and with increasing success.
<b>F.</b>	The attendance of PP children will improve.	Reduction in the number of persistent absentees among pupils eligible for FSM. Reduction in the number of warning letters and/or referrals to attendance panels for PP group of children. Improved attendance for targeted disadvantaged pupils.
<b>G.</b>	Parents will understand how they can support their children better at school. Early help strategies will be offered to families such as DFM and the Family Partnership Zone.	Increased attendance at parent consultations. Increased opportunities for parents to learn how their children are taught e.g. maths and English workshops, parent information sessions', class assemblies, purchasing revision guides for Year 6 pupils etc.
<b>H.</b>	Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.	More disadvantaged pupils will participate in after school clubs as well as attending Carey Camp in Year 3, Hooke Court in Year 4, Sailing in Year 5 and PGL in Year 6.

## 5. Planned expenditure

Academic year

2019/2020

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?
<b>A - Progress of disadvantaged pupils from KS1 to KS2 will be at least in line with the progress of non-disadvantaged pupils.</b>	Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). SLT to complete data analysis termly to look for gaps in either progress or attainment and interventions to address these. Teachers to attend pupil progress meetings with SLT to discuss potential barriers to learning and to obtain support in overcoming these.	By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team.  <b><u>Ofsted Pupil Premium report into effective strategies</u></b> - “class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress” “discussions about pupils eligible for the Pupil Premium in performance management meetings”	SLT discuss the progress of disadvantaged pupils with teachers during pupil progress meetings and during Performance Management Meetings.  This information is also shared with MLT and governors.  Disadvantaged pupils are highlighted on PAGES and CAGS showing current and prior attainment and progress	SLT	Half termly/termly following teacher assessments.
<b>A - Progress of disadvantaged pupils from KS1 to KS2 will be at least in line with the progress of non-disadvantaged pupils</b>	Mastery approach to mathematics will be implemented across the Federation. Specific focus on ensuring that disadvantaged pupils with high and middle prior attainment are targeted for intervention if required to ensure that they achieve GDS or ARE at the end of KS2.	The mastery approach to learning ensures that children are taught in longer blocks and have more opportunities to acquire deeper knowledge and understanding and to apply this to a wider variety of contexts. Increased focus on specific mathematical vocabulary and reasoning will improve conceptual understanding.  <b><u>EEF Toolkit - +5 months additional progress through using a mastery approach</u></b>	More able, and potential more able disadvantaged mathematicians will be identified and tracked in each class to ensure that they are making required progress. Pupils who achieved ARE at KS1 be targeted to ensure they reach ARE at KS2. Year leaders, subject leaders and SLT will conduct book looks regularly to check that high levels of challenge are evident. Entry and exit data will be collected to ensure that any specific intervention has the required impact.	SLT MLT CC	Ongoing

<p><b>A - Progress of disadvantaged pupils from KS1 to KS2 will be at least in line with the progress of non-disadvantaged</b></p>	<p>PP Champion keeps a detailed and up to date provision map of all the support offered to disadvantaged pupils in each class. Teachers complete this termly and discussions are held between PP champion and year leaders regarding impact of intervention. PP champion challenges teachers where progress is less than expected.</p>	<p>Ofsted guidance states that ensuring “that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils” was an effective strategy.</p>	<p>Case studies for individuals. Report to governors. Part of FDP which is reviewed regularly by SLT Pupil progress meetings Groups set up on DC Pro to track disadvantaged pupils in reading, writing and maths. PP champion to monitor progress using formative and summative assessment information.</p>	<p>SE SLT Governors</p>	<p>Ongoing – analysis completed after every data point.</p>
<p><b>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b></p>	<p>PP champion and SENCO to work collaboratively to ensure that high quality interventions are in place for pupils who are both SEN and disadvantaged. Teachers complete Intervention Analysis Grid which uses precise entry and exit data to analyse impact of interventions and next course of action.</p>	<p>Ofsted guidance states that ensuring “that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils” was an effective strategy.</p>	<p>Data analysis will show which interventions have had the most impact and those that have not. Interventions will be adjusted accordingly. Advice and/or support from other professionals/agencies will need to be considered alongside this provision.</p>	<p>SE and AB</p>	<p>Ongoing</p>
<p><b>C - Children will become more engaged in their reading and will make better progress</b></p>	<p>Accelerated Reader to be implemented across KS2. Diagnostic reports used to see which children are not regularly passing the quizzes (85%+). Reading at home closely monitored and children not reading regularly will be targeted for 1:1 reading by an adult. Children will be supported with choosing appropriate, engaging texts relative to their ability.</p>	<p>Feedback has been identified as one of the most cost effective strategies in raising attainment. Teachers and other adults will analyse diagnostic reports and Star Reading assessments regularly and will feed back to the pupils on what they need to do to improve their reading.  <b><u>EEF Research – suggested up to +8 months additional progress by providing effective feedback to pupils</u></b></p>	<p>Class teachers will continually monitor and assess reading using a variety of strategies. Class teachers to monitor levels of reading at home and work with parents to improve engagement. Subject leader to evaluate impact of Accelerated Reader. SLT to monitor and evaluate summative assessments. DC Pro to be used to analyse Star Reading assessments and Testbase assessments to check that disadvantaged children are on track.</p>	<p>SLT MLT AC</p>	<p>Ongoing</p>

<p><b>D – Improvement in learning behaviour and ability to self-regulate</b></p>	<p>ELSA and ELMS to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours. ELSA support to be available for families at TAC meetings, CP Conferences and CiN meetings. Use of Trauma Informed School approaches to support most vulnerable pupils.</p>	<p>Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate.</p> <p><b><u>EEF Toolkit – Social and Emotional Learning +4 months additional progress</u></b></p>	<p>Pre and post intervention questionnaires are completed to assess impact and need for ongoing support.</p> <p>Where appropriate, Motional Tool to be used to analyse impact of intervention.</p>	<p>SE, DK, SB, AB, ER, LC</p>	<p>Ongoing – children move in and out of intervention depending on the need.</p>
<p><b>F – The attendance of disadvantaged pupils improves</b></p>	<p>Whole school initiatives launched to improved attendance of all children. Attendance analysis completed monthly and disadvantaged pupils reported separately. AHT to target specific children whose attendance was a concern last year and who are disadvantaged. Work alongside ELSA to offer support to children where there is an emotional link to attendance such as anxiety. Teachers receive a class list showing attendance alongside progress for the previous academic year so that issues with attendance can be addressed as early as possible. CFPZ used to back up the attendance process through TAC meetings and/or ‘door knocks</p>	<p>If children are not in school, then it is difficult to ensure that they make adequate, or accelerated progress in order to diminish the attainment gap.</p> <p>Ofsted guidance – “provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil’s learning”</p> <p><b><u>EEF Toolkit – Social and Emotional Learning +4 months additional progress</u></b></p>	<p>AHT to analyse attendance data on a monthly basis. To report to SLT on a half termly basis and to report findings to governors.</p> <p>Impact will be evaluated by seeing improvement in attendance percentage of disadvantaged pupils.</p>	<p>SE SB LC</p>	<p>Ongoing</p>

<p><b>G – Parents will understand how they can support their children with their learning</b></p>	<p>Purchase of IT Software and subscriptions to support children’s home learning.</p> <p>If children are unable to access a computer or tablet at home, opportunities are provided at lunchtime or after school.</p>	<p>Motivation and engagement are high when using digital technology to support learning. Online learning platforms can be used easily to set homework tasks for consolidation and to extend learning.</p> <p><b><u>EEF Toolkit – Digital Technology = +4 months additional progress.</u></b></p>	<p>Access to Mathletics and TT Rockstars can be monitored easily. Use of Lexia is targeted towards disadvantaged children who need additional support. Children gain certificates in Lexia and Mathletics to motivate and enthuse them.</p>	<p>KS/CC/SLT</p>	<p>Summer 2020</p>
<p><b>G – Parents will understand how they can support their children with their learning</b></p>	<p>Accelerated Reader workshop for Y3 parents to find out about the new approach. Home Connect to be rolled out to parents which enables them to track their child’s progress online.</p> <p>Increased parent consultations throughout the year (3 times) to keep parents fully updated of their children progress. Non-attendees followed up.</p> <p>Information evenings for year 6 parents relating to SATS. Revision guides purchased for Reading, GPS and Maths.</p>	<p>As children move further up the school, often parental engagement reduces as parents are often unsure of how best to support their child’s learning. Methods change and with the increased expectations on children, it is sometimes difficult for parents to know what the best thing to do is.</p> <p><b><u>EEF Toolkit – Parental involvement +3 months additional progress.</u></b></p>	<p>Attendance records to be kept for these events and evaluations completed.</p> <p>Parent surveys to be completed by governors at Parents Evening.</p> <p>Reading records monitored by class teachers.</p>	<p>Class teachers AC/CC MLT SLT</p>	<p>Summer 2020</p>
<p><b>H – Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school</b></p>	<p>Reduction in cost of residential school trips – Carey Camp in Year 3, Hooke Court in Year 4 and PGL in Year 6.</p> <p>All day trips and activities are also subsidised wherever possible.</p>	<p>Outdoor learning and residential trips are known to have a positive impact on children’s wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities.</p> <p><b><u>EEF – Outdoor Adventure Learning+4 months additional progress</u></b></p>	<p>Instalment plans will be set up for all trips to enable parents to budget and spread the cost of the trips.</p> <p>Disadvantaged pupils will be actively encouraged to attend these trips.</p>	<p>SLT and SBM.</p>	<p>Ongoing</p>

<p><b>H – Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school</b></p>	<p>Wide range of after school clubs offered to all pupils. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.</p>	<p>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation.</p> <p><b><u>EEF – Sports Participation +2 months additional progress</u></b></p>	<p>PE Subject leader keeps records of children attending sports clubs. Attendance of PP children at all other clubs is monitored.</p>	<p>CD/JH SLT</p>	<p>Summer 2020</p>
<p><b>H – Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school</b></p>	<p>Music lessons will be funded by the Pupil Premium to allow disadvantaged children to have the opportunity to learn a musical instrument.</p>	<p><b><u>EEF Toolkit – Arts Participation = +2 months additional progress</u></b></p>	<p>Engagement will be monitored by specific music teachers and music subject leader. Children will be asked their opinions (pupil voice) about their lessons.</p>	<p>BT/HD/SLT</p>	<p>Summer 2020</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A - Progress of disadvantaged pupils from KS1 to KS2 – maths</b>	Third Space Learning (1:1) tuition	Children are sometimes reluctant to ask for clarification in a whole class environment. Maths language and discussion can be limited.  <b><u>EEF toolkit – 5+ months additional progress on average for 1:1 tuition as an intervention</u></b>	Disadvantaged pupils who achieved WTS and/or ARE at KS1 and who are not on track to reach ARE in KS2 to be identified. AHT and year 6 teachers will monitor progress after Third Space sessions and will track assessment progress and in practice tests.	SE CC/AC	May 2020
<b>A - Progress of disadvantaged pupils from KS1 – KS2 - maths</b>	Success @ Arithmetic in Years 5 and 6	Success @ Arithmetic has been identified as a very successful intervention for improving understanding of Number Sense.  <b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b>	Disadvantaged pupils who are working at WTS will be identified for this intervention. Progress will be measured using Sandwell Test, AfL and mid-year tests and then analysed for impact.	CC/SE MLT	After each cycle of intervention
<b>A - Progress of disadvantaged pupils from KS1 – KS2 - reading</b>  <b>B - Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b>	Phonics interventions in Year 3 and 4 have been implemented. Data has shown that SEN children who came into year 3 with weak phonological knowledge are still finding it difficult to close the gap. There are new pupils in Year 3 who are receiving this intervention with evidence of success.  Training has been given to TAs in KS2 on how to teach phonics in a systematic way.	Children were still struggling with spelling and reading in years 3/4 due to poor phonological knowledge. It was identified as a key barrier to the children's progress.  <b><u>EEF Toolkit – phonics intervention +4 months additional progress</u></b>	Teachers will monitor the impact of the intervention. Pre and post testing will also be used.  Children should make accelerated progress in their reading.	SLT AC/VB AB SB	Termly

<p><b>A – progress from KS1 to KS2</b></p> <p><b>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b></p> <p><b>C – engagement in reading</b></p>	<p>Lexia used to support SEN and disadvantaged pupils with improving their reading and reading comprehension skills.</p>	<p>Lexia is used independently by children who are struggling with their reading and reading comprehension.</p> <p><b><u>EEF - +4 months Digital Learning and +5 months for Reading Comprehension Strategies</u></b></p>	<p>Data is kept and analysed by SEN TAs, SENCO and class teachers to monitor the impact of Lexia.</p>	<p>AB/SB Class teachers</p>	<p>Progress is monitored regularly and interventions are adjusted accordingly depending on results.</p>
<p><b>A – progress from KS1 to KS2</b></p> <p><b>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b></p> <p><b>C – engagement in reading</b></p>	<p>Words First used to support children who have not made progress using a phonics-based intervention. 1:1 work done regularly to encourage confidence and improve self esteem with reading.</p>	<p>Words First is delivered on a 1:1 basis.</p> <p><b><u>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</u></b></p>	<p>Data is passed from TA to teacher and impact can be seen in their reading.</p>	<p>Class Teachers</p>	<p>Termly teacher assessment</p>
<p><b>A - Progress of disadvantaged pupils from KS1 – KS2</b></p>	<p>Booster classes provided for Year 6 pupils in preparation for SATs. GPS, reading, ARE maths and greater depth maths and reading groups.</p>	<p>Ofsted states school have “allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects”</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Children make accelerated progress and achieve the expected standard in the Year 6 SATs</p>	<p>Year 6 teachers SLT</p>	<p>Summer 2020</p>

<p><b>A – progress from KS1 to KS2 – maths (year 3 and 4)</b></p>	<p>Maths ‘basic skills’ interventions in Year 3 and 4– children’s progress is often hindered by a lack of mathematical fluency in terms of number bonds to 10, doubles, halves and times tables. Intensive, regular support with this will have a positive impact.</p>	<p>Mathematical fluency is one of the key aims in the National Curriculum. It is very difficult for children to progress through KS2 without a secure understanding of these basic facts.</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Maths passports/assessment sheets will be used to monitor progress of children towards obtaining basic skills.</p>	<p>Class teachers SLT</p>	<p>Termly</p>
<p><b>A – progress from KS1 to KS2 – reading</b></p>	<p>Regular 1:1 reading with pupils in all year groups who are working below the expected standard or not reading regularly at home.</p>	<p>Children who find reading a challenge often need more bespoke support outside a guided reading lesson.</p> <p><b><u>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention and +5 months for Reading Comprehension Strategies.</u></b></p>	<p>Class teachers and year leader to monitor the impact of the intervention.</p> <p>Star Reading and Testbase assessments will show improvements</p>	<p>Class teachers MLT</p>	<p>Half termly teacher assessment.</p>

<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D - Improvement in learning behaviour</b>  <b>G- Parents will be supported in their child's learning</b>	Homework club (run by SLT) has been set up to support children who may be finding it difficult to complete homework at home for various reasons. Where appropriate, specific children will be encouraged by class teachers to attend.	A homework club offers children the opportunity to receive support in school to complete their home learning which they may struggle to do at home. This takes the pressure off parents and also allows children to access help in terms of ICT, their peers or additional adults. <u><b>EEF Toolkit – homework +2 months additional progress</b></u>	Registers are kept to show who attends.  Class teacher will monitor quality of homework handed in.  Any issues will be passed on to SLT.	SLT	Summer 2020
<b>D - Improvement in learning behaviour and ability to self-regulate</b>	Lunch Club runs every lunchtime to support some children who require help to self-regulate.	For various reasons, lunchtime can be quite challenging for some children. By offering an alternative, we can help to ensure that lunchtime is a positive experience and enable children to start their afternoon lessons in a more positive emotional mood.	Reduction in playground incidents at lunchtime. Children won't then need to attend behaviour review. Children able to learn in the afternoon.	SB, AB and SLT	Ongoing
<b>F – The attendance of disadvantaged pupils improves</b>  <b>G - Early help strategies will be offered to families</b>	Reduced fees for breakfast club for disadvantaged pupils. If there are attendance/punctuality issues, children will be encouraged to attend breakfast club.	Having a healthy breakfast is key to ensuring that children are ready to learn. It is also seen as a strategy to improve attendance and wellbeing.	Registers are kept showing which children are attending breakfast club. Links are made via PP champion.	SE	Termly
<b>G - Early help strategies will be offered to families</b>	Uniform vouchers offered for all disadvantaged pupils - in Autumn term and in Spring/Summer	Although there is no specific evidence that having a school uniform has a positive impact on progress, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.	Records are kept showing who has used the uniform vouchers.	SBM	Summer 2020