

Pupil premium strategy statement

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

Detail	Data
School name	Wyke Regis C of E Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	29% (103 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Wanda Roberts
Pupil premium lead	Sara Ellis
Governor / Trustee lead	Dave Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138535
Recovery premium funding allocation this academic year	£11300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£149835

Part A: Pupil premium strategy plan

Statement of intent

At Wyke Regis C of E Junior School our intention is that disadvantaged pupils leave our school well equipped for the next stage of their school career. We want them to achieve at least in line with their peers and to have high aspirations for their futures. We want them to be in school regularly so that they can receive the support and encouragement they need as well as learning strategies to help them to control their emotions. We want to support parents in creating nurturing homes where the children are able to thrive and where education is valued.

Our strategy works towards this by highlighting specific barriers and challenges to learning which many of our disadvantaged children and families face. It targets groups of children with carefully considered interventions based on thorough analysis of their needs. We will evaluate our provision on a regular basis and will make adjustments as necessary.

Our key principles are raising attainment, securing good progress, improving attendance and behaviour as well as supporting families to create better futures.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills, including reading are low on entry to the Federation
2	Reading, writing and maths attainment for disadvantaged pupils is lower than for non-disadvantaged
3	Attendance
4	Complex emotional and behavioural needs
5	Family circumstances – multi agency involvement

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.

Intended outcome	Success criteria
<p><i>Children’s language and communication needs will be addressed and appropriate and effective intervention will be put in place.</i></p>	<ul style="list-style-type: none"> • Focus on children’s language skills – teachers to model standard English at all times – Quality First Teaching • Guided Reading used effectively to support children’s grasp of vocabulary • Reading support put in place as required, including specific phonics interventions. • Fast Track phonics in Year 3 and 4 and Fresh Start in Years 5 and 6 • Children’s oracy will improve which will impact on their attainment, confidence, ability to read and access the curriculum. • Children will leave KS2 being able to read fluently
<p><i>Increased % of disadvantaged pupils reaching the expected standards in reading, writing and maths</i></p>	<ul style="list-style-type: none"> • Children who are not making the expected progress are identified and adaptations are made to teaching to ensure their needs are met • Focus on Quality First Teaching based on accurate formative and summative assessment with gaps analysis • If necessary, effective interventions are planned and reviewed regularly for impact • The percentage of disadvantaged pupils reaching the expected standard will increase to be in line with national expectations.
<p><i>Attendance of disadvantaged pupils will improve – attendance will be at least 97% and the number of persistent absentees will reduce</i></p>	<ul style="list-style-type: none"> • Children at risk of not attending school regularly will be identified • Strategies will be put in place to improve attendance such as phone calls from AHT, door knocks • The County attendance process will be used if other measures are unsuccessful • Attendance of disadvantaged pupils will improve and will be in line with non-disadvantaged pupils

<p><i>Reduction in fixed term exclusions for disadvantaged pupils</i></p>	<ul style="list-style-type: none"> • Children at risk of exclusion are identified and appropriate and effective support is put into place • Positive relationships policy is used effectively by all adults in the school • Staff will foster positive relationships with families to ensure support is in place from home. • Due to improved support, fewer disadvantaged pupils will receive fixed term exclusions
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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: £48300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The National College subscription for CPD</i>	EEF concluded that <i>'teaching is the most important lever schools have to improve outcomes for their pupils'</i>	1, 2 and 4
<i>Additional support staff in every year group</i>	Small group tuition (EEF toolkit) – Moderate impact for low cost +4 months progress Teaching Assistant Interventions (EEF toolkit) – Moderate impact for moderate cost + 4 months progress	1 and 2
<i>Revised Feedback Policy and CPD for staff</i>	EEF Teacher Feedback to Improve Pupil Learning (<i>'design a school feedback policy that prioritises and exemplifies the principles of effective feedback'</i>)	1 and 2
<i>Whole School Circle Time Training</i>	Social and Emotional Learning – moderate impact, moderate cost +4 months progress Teaching SEL strategies explicitly – EEF "Improving Social and Emotional Learning in Primary Schools" guide	4

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

Budgeted cost: £ 43078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Teaching (whole class and interventions)</i>	Phonics teaching (EEF Toolkit) – high impact, low cost +5 months' progress	1 and 2
<i>Third Space Learning (maths 1:1 tutoring)</i>	One to One tutoring (EEF Toolkit) – high impact for moderate cost +5 months' progress	2
<i>Precision Teaching (small group work)</i>	Small group tuition (EEF toolkit) – Moderate impact for low cost +4 months' progress Adopting evidence based interventions has been highlighted in EEF “Making Best Use of Teaching Assistants” summary	1 and 2
<i>Resilience Building</i>	Social and Emotional Learning – moderate impact, moderate cost +4 months' progress Teaching SEL strategies explicitly – EEF “Improving Social and Emotional Learning in Primary Schools” guide Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months' progress	4 and 5
<i>Targeted ELSA support</i>	Metacognition and Self-Regulation (EEF Toolkit) – very high impact for very low cost +7 months' progress	4 and 5

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

Budgeted cost: £58110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted ELSA support</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months' progress	4 and 5
<i>MHST Support</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months' progress	4 and 5
<i>Attendance monitoring (identifying families at risk and offer breakfast club if appropriate)</i>	Maslow's Hierarchy of Needs; Marc Rowland – The Pupil Premium; EEF – using the Pupil Premium	3
<i>Reduced rate for residential visit</i>	As above	5
<i>Full time lead TA (pastoral support)</i>	Social and Emotional Learning – moderate impact, moderate cost +4 months' progress Teaching SEL strategies explicitly – EEF “Improving Social and Emotional Learning in Primary Schools” guide	4 and 5

Total budgeted cost: £ 149488

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.

Year Group	Cohort % + progress			% Progress of PP		
	R	W	M	R	W	M
Year 3	82%	74%	76%	79%	58%	58%
Year 4	83%	85%	76%	83%	91%	82%
Year 5	90%	93%	87%	93%	93%	90%
Year 6	92%	87%	79%	96%	86%	78%

In Years 4, 5 and 6, the progress of pupil premium children was broadly in line with the cohort progress or slightly higher. Year 3 progress was impacted by the high proportion of pupil premium children who are also SEN. This is being addressed through targeted support now they are in Year 4.

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

Programme	Provider
1:1 Maths Intervention	Third Space Learning

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service premium applies to 6 children across the school. The funding was spent on ELSA support as required as well as small group intervention to ensure children were making at least expected progress.
What was the impact of that spending on service pupil premium eligible pupils?	5 out of the 6 children are working at GDS or ARE across all subjects. 1 child is working at WTS in reading and writing. Attendance is 98% for this group of children with 4 out of 6 having 100% attendance.