

Pupil Premium Strategy Statement 2021-2022

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 Primary Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	Dec 2021
Date on which it will be reviewed	November 2022
Statement authorised by	M Wilson
Pupil premium lead	E Stacey
Governor / Trustee lead	M Khambalika

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18 830
Recovery premium funding allocation this academic year	£ 2 320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21 150

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Support and intervention is based upon research, largely conducted by Education Endowment Fund (EEF).

Although there are common barriers to learning for disadvantaged children; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues, there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Wyke, we believe that supporting well-being and mental health of our children is equally as important as raising attainment so our priorities are centred around meeting the needs of the whole child. Children need high self-esteem and confidence before they are ready to learn.

Our ultimate objectives are:

- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Develop children’s self esteem and confidence in themselves to enable them to be ready to learn
- To raise expectations and aspirations of pupils and families.

We aim to do this through:

- an equitable and accessible offer for learning and development across the curriculum
- promoting and celebrating diversity, valuing all members of our school community
- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- 1-1 or small group support
- 1:1 Tutoring for identified pupils in Yr 6
- Small group tutoring across KS2
- Additional teaching and learning opportunities provided through our universal and graduated approach
- Introduction of Zones of Regulation
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations, with consideration of a child's social and emotional needs as a pre-cursor to academic progress
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- increased technology resources to support pupils access learning
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom and have opportunities to develop cultural capital.
- Wellbeing and Mental Health support through our school Emotional Literacy Support Assistant, Psychotherapist, Surrey Emotional and Wellbeing support service and the School Nurse service.
- Ensuring good attendance for identified groups or individuals through support of Trust Family Support team and Surrey Inclusion Officer

Challenges

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

Challenge number	Detail of challenge
1	Parental ability to support learning outside of school
2	Narrowing the attainment gap across Reading and Writing
3	Engagement levels of disadvantaged boys in Reading and Writing
4	Low aspiration within a core group of children
5	Access to experiences to improve Cultural Capital.

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
Progress in Reading	Achieve at least expected progress scores based on Kite Assessment Tracker Boys achieve above expected progress in reading based on Kite Assessment Tracker Improvement in enjoyment of reading measured through pupil questionnaires
Progress in Writing	Achieve at least expected progress scores based on Kite Assessment Tracker
Improved Cultural Capital	Every PP child attend at least 1 extra curricular club and school visit.

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: £ 8448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving focus on raising attainment for PP children by improved monitoring and intervention	Inclusion Leader and Achievement Lead to analyse data for PP children and drill down to identify areas of strength and developments – such as reading for FSM boys. Inclusion Leader to attend forums from Kite Academy Trust and supporting staff with creating and implementing support plans. Leadership team to coach staff with teaching and learning strategies to raise attainment and progress	2,
Experienced teacher employed to release teacher for 1:1 Learning Talks and interventions	Targeted discussion between pupil and teacher impact understanding of metacognition and support children to identify and set personal and academic targets	1 2,3,4
½ termly Personal development for LSA led by Inclusion Leader to review and update subject knowledge and interventions	EEF Effective Professional Development: High quality staff PD is essential to follow EEF principles. PD is planned and delivered both at school and MAT levels, to ensure content and need is specific to our school context.	1,2,3,4,

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

Budgeted cost: £ 3 656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in Maths and English led by experienced school teachers	EEF evidence: Indicates that tuition can be effective, delivering approximately 5 additional months progress on average. Results from studies is consistent and strong, for subjects like reading and maths.	2,3,4

	Effects on pupils from disadvantaged backgrounds tend to be particularly positive.	
Wellcomm screening and intervention in Reception and Year 1 led by trained LSA	EEF Research that examines the impact of teaching assistants deployed in everyday classroom environments where teachers and teaching assistants work together effectively, leads to increases in attainment	2,3

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

Budgeted cost: £8 912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social Skills group run by ELSA /SENCO	EEF: Interventions which target social and emotional learning seek to improve pupils' interaction with others and self management of emotion. Three broad categories of SEL interventions can be identified: <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	4
ELSA support – 6hours per week and supervision by Academy Trust	Three broad categories of SEL interventions can be identified: <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	4,5

Access to Psychotherapist 3 hrs pw	<ul style="list-style-type: none"> • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	4,5
Training for at least 2 members of staff in Surrey Key Adult program to support children with trauma recovery	<ul style="list-style-type: none"> • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	4,5
Access to Family Support worker through Academy Trust	<ul style="list-style-type: none"> • EEF Tailoring school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 	1,6
School to pay for breakfast and afterschool clubs for LAC families and identified vulnerable families.	<ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. 	1,2,5
Support to families experiencing difficulty affording trips and visits.	<ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. 	1,2,5
Academy Attendance Officer	<ul style="list-style-type: none"> • Monitoring and supporting families where children have low attendance. 	1, 4

Total budgeted cost: £ 21 016

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.

<p><i>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.</i></p> <p>Activity 1: Establish targeted interventions in Maths for disadvantaged pupils falling behind age related expectations</p> <p>School aimed to train 1 member of staff to deliver 1st Class@Number. The training was not able to be undertaken as a result of restrictions on travel and ability to release staff. As an alternative school has purchased – Power of 2 support book and which was</p>
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trialled in Yr 3. This is now used in Year 3 and 5. The aim is to secure early number skills. Full delivery of intervention not completed.

Activity 2 Continue to develop a love of reading across genres and disadvantaged pupils through high quality text and online reading.

School purchased Wellcomm screening package and training through Surrey Speech and Language service to help early identification of difficulty which could impact reading development. Impact was not measured as long periods of school absence meant intervention was not able to be carried out or reviewed.

ELKLAN – 2 members of staff trained to deliver intervention in 2021-22

Staff have reviewed curriculum offer, progression of skills to ensure topics and texts engage children, particularly boys and PP pupils. Low prior attaining PP boys progress in Reading (Autumn 2021) is slightly above expected. PP pupils, overall, are making close to expected progress in Reading. Middle and High prior attaining PP boys are not making at least expected progress.

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
Jigsaw PSHE SEL	
Wellcomm	

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?	ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Increased positive self image, greater engagement in school and learning, more confident.