

Pupil premium strategy statement

School overview

Metric	Data
School name	Wyke Primary Academy
Pupils in school	204
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£26900
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	July 2021
Statement authorised by	Headteacher and Governors
Pupil premium lead	Emma Stacey INCLUSION
Governor lead	

School Context As the number of pupils in receipt of Pupil Premium is relatively small (17 pupils out of 204 in 2020) and all of whom have very individual needs and circumstances, the School adopts a tailored and bespoke approach to the expenditure of Pupil Premium funds. Some funding is used on a one-to-one basis whilst other expenditure is planned which meets those children's needs but also has a wider benefit for other pupils. The School tracks these (and other children's) academic progress but also looks closely at other factors such as participation, attendance and parental engagement so that PP expenditure can be targeted in areas which will have the greatest impact on pupils' long term development and success.

Disadvantaged pupil progress scores for academic year (based on Spring Data 2020)

Measure	Score
Reading	+0.9
Writing	+ 0.5
Maths	-0.6

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	11%

Measure	Activity
Priority 1	Establish targeted interventions in Maths for disadvantaged pupils falling behind age related expectations
Priority 2	Continue to develop a love of reading across genres and disadvantaged pupils through high quality text and online reading.
Barriers to learning these priorities address	Research into the best intervention based on Education Endowment Found evidence and Maths Hub
Projected spending	£200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	- To ensure that teachers have effective strategies for teaching comprehension and understand the curriculum objectives and how to teach them successfully for their year group.	Dec 2020
Progress in Writing	- To build on children's resilience in extended writing -To writing working walls in classrooms	April 2021
Progress in Mathematics	- To embed Maths Mastery within Year 3 - To improve rapid recall of basic mental maths skills of the children	July 2021
Phonics	Additional teacher time allocated for Autumn Term catch up teaching	Dec 2020
Speech, Language and Communication	Training and development of Speech and Language Champions across whole school to deliver and support Wellcomm Screening, ELKLAN and Talk Boost (EY) to identify and target support at early intervention stage.	Summer 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop staff expertise in supporting Language progress through training and coaching

Identify and deliver planned interventions for early intervention for communication and language	All children screened in Reception and Year 1 to identify strengths and gaps. SALT Championa (LSA) plan and deliver guided support. Dedicated teacher for ½ term support identified pupils in Year 2 – with a focus on phonics and early Maths
Priority 2 Develop high quality resources to identify and support gaps in learning	Continued access for all pupils to virtual learning or paper based home-learning, closely targeted and monitored by class teachers 1:1 Tutoring for identified pupils in English and Maths Maths intervention to be purchased in line with PPG data and Catch-up Funding – 1 st class@number
Barriers to learning these priorities address	Access to technology at home and school. Parental engagement to support language and communication at home
Projected spending	Additional 2 days a week teacher time £8448 1:1 Tutoring £4356 1 st Class@Number training £1000 (+ 8x ½ days LSA, 2x ½ days Teacher cover for training) LSA to run SALT and Maths Intervention £3600

Wider strategies for current academic year

Measure	Activity
Priority 1 Support pupil's social and emotional development following Lockdown	Staff deliver high quality PHSE curriculum following Jigsaw to support resilience and regulation Dedicated teacher time for 1:1 meetings and pastoral support ELSA support 6 hours a week Access to qualified Psychotherapist
Priority 2 Further develop engagement and links with parents through Kite Family Support Workers	FSW host 'come and ask' informal parent support FSW host virtual parent courses Targeted support from school referral
Barriers to learning these priorities address	High numbers of children requiring ELSA support – prioritising of need. Supporting parents who are hard to engage
Projected spending	Psychotherapist - £4662 (£32 per hour) FSW - £4000 ELSA Supervision £250

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Timetabling of staff throughout the day without impacting on provision</p> <p>Impact of staff and children remaining in class bubbles for Health and Safety</p>	<p>Staff targeting support through close observation of need and intervention delivered within class provision</p> <p>Training of staff on interventions – such as LSA training – Dyslexia Friendly classrooms, supporting emotional wellbeing of children, identifying and implementing outcomes of Boxall Profile and quality first teaching through virtual meetings</p>
Targeted support	<p>Time for staff to undertake SCLN screening and plan for intervention</p> <p>Timely access to 1st class@ number training in Aut/Spring term and location for access.</p>	<p>Wellcomm package purchased and training undertaken to reduce demands on staff time for planning. Dedicated LSA to lead screening supported by Inclusion Leader</p> <p>LSA</p>
Wider strategies	<p>Clear identification of need of pupils who may require support</p> <p>Access to suitable resource/ support at the right time</p>	<p>Implement Boxall and Strengths and Difficulties Questionnaire across school</p> <p>ELSA to keep 1 session per week for ad hoc/ short term support</p> <p>Access to psychotherapist through virtual calls within school time to support confidentiality and safeguarding</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Attainment:</p> <p>To narrow the disadvantaged gap by addressing inequalities and raising the attainment of those pupil identified as PP</p>	<p>Based on Spring Data (as a result of pandemic) PPG identified pupils were performing, on average, in line with their peers. Maths is an area to be further investigated following return to school</p>
<p>Curriculum</p> <p>To ensure full access to the curriculum</p>	<p>All children identified as PPG took part in any trips, visits or extra curricular activities and were encouraged to return to school early following lockdown.</p>

<p>Wellbeing</p> <p>To ensure all children, particularly those from disadvantaged backgrounds, have access to emotional support</p> <p>To continue to develop positive links with parents and for them to be fully involved in their children's education</p>	<p>ELSA support established to 6 hours a week. Children referred by class teacher and with a focus on PPG pupils, including service and adopted pupils.</p> <p>Increased support from Kite Family Support workers, regular access to come and ask informal discussion for parental advice, access to online parenting training including sleep, behaviour and eating.</p>
<p>Inclusion</p> <p>To ensure disadvantaged pupils have increased access and participation in extra curricular activities</p> <p>To ensure key groups of children have regular and punctual attendance.</p>	<p>Currently no extra curricular clubs being run as a result of COVID</p> <p>Attendance for GRT pupils continues to be a focus across the school and HT is leading on this target.</p>