

Pupil premium strategy statement

At Robert Wilkinson Primary Academy:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise 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 of groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

Review of last year's aims and outcomes/early indicators for 2020-21

There is no whole school 2019/20 data available due to COVID-19 whole school closure and no end of year assessment data to finalise the performance of PP pupils.

However regular communication with parents during whole school closure/return to whole school opening and baselines assessments in September 2020 show certain trends for school to plan to address:

- The attainment gap between pupil premium children and non-pupil premium has potentially widened.
- Many pupil premium children need additional SEMH support.
- Children have reduced experiences outside the home.
- Key basic skills, including oracy, early reading, counting 7 number calculation and fine motor skills are below age related expectations
- Children need structure and routines embedded to support behaviour and wellbeing.
- Some pupil premium children became disengaged with remote learning at home.
- Some parents of pupil premium children struggled to support their children with remote learning.
- Early potential for increased parental support is needed to ensure children attend school regularly.

School overview

Metric	Data
School name	Robert Wilkinson Primary Academy
Pupils in school	509 (year 1 to 6)
Proportion of disadvantaged pupils	8.25% 42 pupils (year 1 to 6)
Pupil premium allocation this academic year	£64,490
Academic year or years covered by statement	2020- 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Gail Brown
Pupil premium lead	Chris Evans
Governor lead	Sarah Lord

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No Data - due to Covid 19
Writing	No Data - due to Covid 19
Maths	No Data - due to Covid 19

Disadvantaged pupil performance for last academic year in RW&M Combined

Measure	Score
Meeting expected standard at KS2	No Data - due to Covid 19
Achieving high standard at KS2	No Data - due to Covid 19

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To narrow the gap in key phonic/word recognition/fluency skills between PP pupils and Non PP pupils To narrow the progress gap between PP pupils and Non PP pupils	July 20
Progress in Writing	To narrow the gap in key vocabulary/sentence creation skills between PP pupils and Non PP pupils To narrow the progress gap between PP pupils and Non PP pupils	July 20
Progress in Mathematics	To narrow the gap in key counting/number bond and times table skills between PP pupils and Non PP pupils To narrow the progress gap between PP pupils and Non PP pupils	July 20
Phonics	Focus in Years 1,2 & 3 on PP pupils who are at risk of not meeting national expectation for phonics	July 20
Other		

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 Reading	Raise reading attainment and progress through key skill development thus fostering a love of reading for pleasure 1. Quality wave 1 use of Reading for Real principals to immerse children in the meaning and background of a book/text before developing skills (small group support where required) 2. Wave 1 focus upon phonic development/word recognition and fluency key skills to build confidence 3. Targeted intervention/ pre teach/phonic/ fluency support for those who are off track to reach expected 4. High quality reading material purchased to stimulate interest 5. On-line reading intervention for KS2 pupils as necessary

Priority 2 Writing	Raise Writing attainment and progress through key skill development and foster a love of writing 1. Regular vocabulary development and sentence rehearsal to develop key skills to be able to write creatively 2. Quality wave 1 teaching with improved cross curricular writing opportunities linked to 1st hand experience whenever possible 3. A focus upon developing GD opportunities where appropriate 4. Targeted intervention/ pre teach/talk for writing/phonic support/ extension for those who are off track personal target in every year group across school
Priority 3 Maths	Raise Maths attainment and progress through key skill development and foster a love of number and number learning 1. Wave 1 focus upon counting/number bonds and times tables and skills to build confidence 2. Targeted intervention/ pre teach/number practice support/ extension for those who are off track personal target in every year group across school
Barriers to learning these priorities address	Extended periods of time at home due to illness/Covid disruption An increased interest and stamina for reading alongside a love of reading for pleasure Regular reading opportunities at home. Remove the barrier of low phonics/ spelling/ fluency ability in stopping pupils from achieving
Projected spending	30k to support assistant teachers and additional programmes and resources to support learning 5K to ensure SLT and Middle Leaders monitor effectiveness of school systems 2k to improve reading resources linked to themes, interests and phonic appropriateness of the school

Wider strategies for current academic year

Measure	Activity
Priority 1	Social & Emotional Wellbeing To increase the range of services and experiences available to support resilience and mental health. Daily PSHE session as whole class linked to specific wellbeing needs of children (eg. resilience, stamina, anger management, respect for self and others). Focused support from School WEB team to give teachers support and guidance and support individual pupils where necessary
Priority 2	Ensure school behaviour systems, check in systems and restorative practices are promoted consistently and rigorously implemented in a positive way across school to support pupils wellbeing
Priority 3	Dedicated time for Attendance lead and WEB team support to work with families of PPG pupils to monitor and improve attendance concerns and where necessary improve punctuality.
Priority 4	A clear plan is in place and implemented for remote learning for those children needing to self isolate to ensure there is little lost learning time.

	<p>Monitoring of remote learning and frequent contact with children and families ensure children have the best chance to make good progress.</p> <p>Monitor whether IT equipment is a barrier to home learning and seek to support wherever possible using school or external support systems</p>
Priority 5	To promote equality and opportunity of life experience for pupils across the whole school through ignition days/ celebrations/ educational visits (when possible), Use of IT support and hands on opportunities and shared experiences
Barriers to learning these priorities address	<p>Enable pupils to feel happy, safe and secure in an environment where they feel they have the resilience to try their best and learn from mistakes thus applying it to all areas of their life.</p> <p>Enable those with reduced life experience to develop vocabulary and to be able to contribute to whole class learning.</p> <p>Build confidence in themselves and their relationships with others</p>
Projected spending	28k to support WEB development, training and resources

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>All staff know, monitor and track their PPG progress.</p> <p>Pupil progress meetings held each cycle to identify, evaluate and plan for further intervention as required.</p> <p>Time for subject leaders to monitor wave 1 teaching and progress of all pp children</p>	<p>Use of INSET days to give quality time for evaluating the needs of PPG pupils and then monitor progress through the year.</p> <p>Staff track PP pupils carefully if home learning is required</p> <p>Head of School time to be spent creating accountable systems and for tracking progress.</p> <p>Planned Subject Leader time to focus upon monitoring teaching and give supportive feedback where necessary.</p> <p>Monitoring systems created and implemented to ensure all PP pupils in EVERY year group will have the opportunity to :</p> <p>Develop, practice and rehearse key basic skills in reading, writing and mathematics in order to build confidence</p> <p>Receive deeper questioning to enhance reasoning skills and understanding of concepts</p> <p>Receive effective feedback to move learning forward</p>
Targeted support	<p>Intervention programmes planned and recorded on provision map</p> <p>Staff CPD to ensure effective 1st wave teaching and intervention programmes</p> <p>Time for subject leaders/team leaders to monitor quality of intervention</p>	<p>Ensure quality time is planned for staff to analyse data /books and pupil voice in order to plan, record and evaluate appropriate intervention for pupils who are off track.</p> <p>Ensure Staff Meeting calendar includes quality CPD focused upon.</p> <p>Planned time for intervention evaluation to be built into data analysis sessions.</p>

	programmes including delivery and impact	
Wider strategies	Ensure parents of disadvantaged pupils who are off track for the expected standard are informed, meet class teachers regularly, understand how they can support their child and have the opportunity to see their child's work at regular intervals..	Ensure a coordinated approach is taken to enable this to happen.