

Pupil premium strategy statement



This statement details our school's use of pupil premium 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	ROBERT WILKINNSON PRIMARY ACADEMY
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Gail Brown
Pupil premium lead	Donna Bedford
Governor / Trustee lead	Ian Davidson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,280
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	£111,280

Part A: Pupil premium strategy plan

Statement of intent

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.
- It is our intention to use the National Tutoring Programme to effectively address gaps for those children whose academic learning was worst affected by Covid.
- We recognise that not all barriers to learning are academic and appreciate the mental and health and well being needs of our pupils.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates have a significant impact on learning outcomes. Assessment analysis shows our PA children have gaps in their learning. Children have not embedded the firm foundations on which to build strong knowledge.
2	Parents and teachers report issues with children's wellbeing and emotional states. This can have an impact on attendance and the children's ability to learn once in school. Children lack the ability to express their feelings through our normal class routines.
3	New phonics arrangements through Little Wandle need further engagement from home in order to embed them.
4	Assessment data shows that the writing attainment is not in line with other subject areas. Stamina and spelling punctuation and grammar are the areas for development, these have suffered as a result of school closures.
5	Engagement with reading at home is an issue for some children. This means that they are not accessing high quality texts which extend their vocabulary, builds knowledge and promotes imaginative responses.

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
Attendance tracking shows that the % of PA children has reduced.	PA plans have been delivered. Tracking takes place every half term A structured approach to dealing with those children whose attendance falls below 90% CPOMS audit shows the actions taken to improve attendance of PA children
Children referred to the WEB team for support, report that they are settled in class and are able to discuss their emotions and know some strategies to use to support themselves.	Plans are in place to support children on the WEB team caseload. Pre and post intervention/support questionnaires show impact of work. Focused support from School WEB team to give teachers support and guidance and support individual pupils where necessary Children are able to access the nest in each classroom. CPOMS records show actions arising from interventions and parental engagement.
The % of children meeting the phonics check has improved. Year 2 children who did not meet the standard at Year 1 do so in Year 2. Less children require the Keep up sessions delivered in school.	Parent phonic sessions held in school are well attended. Parents are accessing the Little Wandle support materials and children report that parents are supporting them. The Year 2 sessions have been delivered by training staff and there is a measurable impact.
The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.	Data tracking will show that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths. Intervention records show that children have successfully completed their learning and pre and post tests show impact. Book looks show that there is an improvement in the quality and quantity of children's writing.
Attitudes towards reading in Upper KS 2 has improved with children able to talk confidently about what they have read.	The library is well attended with children borrowing a greater number of books. Children are able to recommend good reads to their friends.

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 Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP meetings to conduct gap analysis and identify individuals of small groups who require interventions including the use of Shine	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress. Recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. In our case MARK and Shine will provide the analysis and teaching sequence that can be followed by our skilled staff. This will cut down on the amount of time spent on the organisation and allow the time allocated to have the most impact.	4,5
CPD for Little Wandle Keep up sessions and Year 2 programme	Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	3,4
CDP for identified staff to undertake the NTP training	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress. It is important that the correct staff are identified and trained to ensure effective high quality delivery for maximum impact.	3,4,5

Targeted academic support

Budgeted cost: £48,000

This includes £4,968 to provide the top up for tutoring, schools 40% contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle keep up and Year 2 programme delivered by school team. This will require an investment in resources.	Most studies of phonics are of intensive support in small groups and one to one with the aim of supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. There are	3

	currently 8 children who did not meet the standard at Year 1 in Year 2.	
Writing feedback sessions for focus group	There are positive impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. Supporting the editing of the children's own writing will be the focus	4
Book Talk, comprehension skill development and reading promotion with target upper KS2 group. This will also involve an investment in high quality texts.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Building a positive attitude to the reading alongside this will support motivation and engagement.	5
Identify staff to deliver small group support for maths and reading .	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Shine provides a diagnosis following the tests and delivers a specific intervention As suggested in the EEF the staff will have time with teachers so that they are well supported and trained in the delivery of the interventions which is likely to increase impact.	3,4,5

Wider strategies

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and notices. Monitor attendance of disadvantaged pupils as a group.	Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.	1,2,3,4,5
Weekly WEB team meetings to address and review	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in	2,3

<p>caseload and develop strategies for children who are referred.</p> <p>Interventions are timetabled for a set period of time. Pre and post intervention assessments are made so impact can be measured.</p> <p>Support is provided for teachers by WEB team for supporting larger cohort issues or how to adjust teaching strategies for children.</p> <p>Resources are provided and signposted for parents and staff.</p> <p>WEB team provide CPD for staff on restorative practice, emotional check ins and well being strategies.</p> <p>Accredited Drawing and Talking staff to support identified children with a piece of direct work</p>	<p>academic outcomes over the course of an academic year according to EEF research. They further identified that this finding, however, has very low security, so it is important that as a school we should monitor the quality and impact of this. With our highly trained staff we feel this is a strong strategy to adopt.</p> <p>These sessions do however have a proven impact on the learning behaviour of the children involved and their peers as there is a reduction in the periods of low (and sometimes high) levels of disruption.</p>	
<p>Children are able to attend after school activities and visits paid for by the grant.</p>	<p>Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	2

Total budgeted cost: £ 111,000

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 2021 to 2022 academic year.

Although not formally reported, our school data and statutory outcomes for 2021-2022 were broadly in line with those pre Covid and the 2019 performance data. Through our standardised testing arrangements for reading and maths we are able to confirm that this year there was an improvement in the scaled score of children who are eligible for pupil premium across Years 1-6. In addition, comparisons between PP children and all children showed a narrowed gap between the scaled scores.

School attendance improved last year as a result of the graduated approach. Attendance for the year from Reception to Year 6 was 95.7% which was above the national average. The school Persistent Absentee rate was 10% which is significantly below the FFT National of 23%.

WEB team caseloads were significant in number. The team worked hard with the children and the outcomes were positive. Home school relationships improved as a result. Our observations show that the children who have received support are now more settled in class. In some cases this has also improved attendance. Encouraging the younger children to engage was more of a challenge, which is why the Drawing and Talking project was identified for the current year.