

Wirksworth Juniors Pupil Premium Strategy and Impact Statement 2020-2021



Summary Information					
School	Wirksworth Juniors				
Academic Year	2020-2021	Total PP budget	£33,625	Date of most recent external PP review/internal review	Jan 2019/ Nov 2020
Total number of pupils	138	Number of eligible PP	25	Date of next internal review	November 2020 March 2021 July 2021

Current attainment(July 2019)		
	Pupils eligible for PP	Non-Pupil premiums
% achieving expected + standard in reading, writing and maths.	59%	73%
% achieving expected + standard in reading	71%	78%
% achieving expected + standard in writing.	65%	83%
% achieving expected + standard in maths.	65%	83%

Wirksworth Juniors Pupil Premium Impact Statement 2019-2020

Review of expenditure for previous academic year 2019-2020 (Total £27,100).

Due to COVID 19 not all pupils were in school so data and evidence is based on March 2020 review.

6a. Quality of teaching for all				
Desired outcomes	Chosen action/approach	Estimated impact	Lesson learnt	Cost
A. SEND pupils have access to support which enables them to meet IEP targets and make good progress compared to non-pupil premium pupils	Smart targets on IEPs Work with other agencies- SSEN, Ed Pys, MAT workers	SEND pupils have access to support which enables them to meet IEP targets. SEND pupil premium made good progress compared to non-pupil premium SEND pupils.	Ensure new learning is secure, by book trawls by the SEND coordinator.	£2354
B. Y5/6 pupil premiums are moving on quickly in their writing to make good progress.	Smaller class sizes, extra teacher employed to give first quality teaching Staff training on sequencing lessons. Higher expectations of writing outcomes for pupils. Pupils given 1:1 support to address misconceptions or edit work when needed.	March 2020 results showed pupil premiums identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in writing. Editing work enables pupils to independently improve and learn from their mistakes.	Sequencing of lessons has had an impact on lessons. Clear defined success criteria for lessons enables successes. Training staff has helped staff sequence lessons- Next steps: Talk for Writing to sequence lessons using cold writing.	£1205
C. The gap between pp and others in every class begins to diminish in maths. Targets met from KS1.	Pre and post teaching by the class teacher and small group interventions given by the teacher whilst teaching assistants teaches the class.	The gap between pp and others in every class is diminishing in maths. Maths Targets met for each year group. Pupil premium pupils have the basic maths skills and interventions are having an impact on attainment in class.	Mastery maths is effective at moving pupils on and will continue next year. Pupils are performing better in reasoning questions. Next steps: Training new staff to ensure consistency of approach.	£1345
D. The gap between pp and others in every class begins to diminish in reading.	Whole class teaching focussing on specific areas of reading to be taught Training from county advisor on teaching reading areas.	Higher expectations of reading has results in more reading for pupil premiums. A love of reading has been established.	Training has ensured teachers are teaching all areas of reading. Next steps: More moderation of reading outcomes through pupil premium journey discussions.	£900 training
Total cost				£5799

6b. Targeted support				
Desired outcomes	Chosen action/approach	Estimated impact	Lesson learnt	Cost
c. The gap between pp and others in every class begins to diminish in maths. Targets met from KS1.	'Success@arithmetic' and 'First class in number' to be run as interventions.	Very little in classroom.	Intervention groups are not impacting on work in lessons. Next steps: Pupils are taught by trained teachers and support given after misconception is encountered- after post test	£4588
D. The gap between pp and others in every class begins to diminish in reading. Phonics tests show pupils now know more sounds.	Extra phonics sessions taught in group size of 3 pupils. TAs used. Training from county advisor on teaching phonics and monitoring of this intervention.	The gap between pp and others in every class begins to diminish in reading. Phonics tests show pupils now know more sounds.	Next steps: Phonics lessons need to be observed to ensure teaching is of a high standard. Testing every 6 weeks to move pupils off if needed.	£4956

Total cost £9544

6c. Other approaches

Desired outcomes	Chosen action/approach	Estimated impact	Lesson learnt	Cost
H. Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Breakfast club.	Attendance has been improving since 2018. Pupil premiums have been attending breakfast club before COVID 19, however this is not encouraging children to be punctual.	Breakfast club is not improving pupils attending school on time. Due to COVID 19 this is on hold.	£7172
I. Improved self-esteem and resilience	Nurture support is provided at lunchtime to support pupils with behaviour, emotional and social issues. This is a supportive provision which is used when pupils need support at dinnertime.	Boxhall profiles show positive impact on pupils' emotional and social wellbeing.	Next steps: To have clear entry and exit points.	£4588

Total cost £11,760

Additional detail information which you have used to support the sections above.

- During the summer term 2020- pupil premium money has been used to support children through COVID 19 shutdown, by purchasing wifi dongles, laptops, providing resources at home such as: pencils, paper, reading books etc.
- Extra home visits have been made, offering ICT training, pastoral, emotional and financial support given where necessary.

Barriers for future attainment (PP eligible)

In school barriers to learning

A	54% of pupil premiums have SEND issues in reading, writing, or maths.
B	Very few pupils achieve greater depth in reading, writing and maths at the end of KS1 and KS2
C	Current year 6 cohort are not meeting expectations in reading, writing and maths

External barriers to learning

D	75% of pupil premiums did not attend school during COVID 19 shutdown
E	10% of pupils have behaviour problems
F	Attendance is lower in PP than non PP and the persistent absence is higher than non-pupil premiums
G	Lack of life experiences
H	58 % Pupils are on the ACEs scale
I	Pupils don't have access to laptops and parents to support them with logging on

4. Desired outcomes and how they will be measured

Success criteria

A	<p>Pupil premium pupils with SEND issues will make more than expected progress across the year; receiving individual bespoke support that is needed.</p> <p><i>SEND pupils are maintaining new learning and building on it in lessons.</i></p>	<ul style="list-style-type: none"> • Pupils with SEND needs are meeting all the IEP targets set and making rapid progress. • IEP targets can be evidenced in books and lessons. (Monitored by the SENDCO) • Pupils books show learning has been embedded and built upon.
B	<p>Teachers have high expectations of pupil premiums and they are achieving greater depth</p> <p><i>Evidence in books, progress in barriers to learning and data collection three times a year.</i></p>	<ul style="list-style-type: none"> • Pupil premiums are making more than expected progress and reducing the gap with non-pupil premiums. (progress more than +3 across the year) • Greater Depth targets are met: • <i>Maths GTS Targets set are: year 3 = 0% year 4= 20% year 5=0% year 6= 20%</i> • <i>Writing GTS Targets set are: year 3 =0% year 4= 30% year 5= 0% year 6= 40%</i> • <i>Reading GTS Targets set are: year 3 =0% year 4= 30% year 5= 0% year 6= 40%</i> • Some pupils' books demonstrate opportunities for greater depth questioning and mastery. • Progress is seen in pupil premium journey discussions held three times a year.
C	<p>Year 6 pupil premiums are meeting target expectations in reading, writing and maths.</p> <p><i>Books show pupils' are learning in lessons and this built upon.</i></p>	<ul style="list-style-type: none"> • Year 6 pupils are making more than expected progress of 3 steps over the year and achieved % targets set. • <i>Expected in reading = 100%</i> • <i>Expected in writing = 80%</i> • <i>Expected in maths = 80%</i> • <i>Expected- combined = 80%.</i> • Hot writing shows improvement from cold writes. • Post maths tests show improvements on pre maths tests, and follow up work on areas where there is still misconceptions. • Standardised scores in reading are increasing throughout the year. • Pupils are reading regularly in school and home.
D	<p>Pupils are happy in school and have been supported with emotional barriers.</p>	<ul style="list-style-type: none"> • Pupil premiums with emotional needs from COVID 19 have been supported for their wellbeing. • Boxhall profiles show interventions are having positive outcomes.

	<i>This will be measured by attendance at school and positive progress in Boxhall Profiles from nurture.</i>	<ul style="list-style-type: none"> • Bespoke catch-up programs/nurture have been designed to support their emotional needs.
E	Support is available for when pupils need opportunities to talk about problems that arise. <i>Timetable of support offered.</i>	<ul style="list-style-type: none"> • Pupils know strategies they can use to support them when they are feeling angry, worried or upset. • Nurture support enables time for pupils to deal with incidences as well as reflect on actions taken.
F	Attendance for pupil premium has increased and is in-line with national. Pupil premium who have persistent absences are supported to improve attendance so it is line with national. <i>Attendance figures- support offered</i>	<ul style="list-style-type: none"> • Persistent absences are reduced and pupil are attending school. • For those with poor attendance, the school has evidence of support offered to support families.
G	Opportunities and subsidies are provided to enhance life experiences <i>Payment for school trips.</i>	<ul style="list-style-type: none"> • Pupils given opportunities to attend school trips, and activities.
H	Pupils who have experienced adverse childhood experiences given opportunities to be supported to improve their resilience. <i>Bespoke programs written to support individual needs measured by positive impacts in behaviour, well-being and Boxhall profiles</i>	<ul style="list-style-type: none"> • Pupils have strategies to build resilience and coping to help work though problems so they can move on quickly and positively. • Boxhall profiles show positive outcomes from support/interventions given.
I	Pupil premiums will have access to laptops for homework or remote learning. <i>Positive engagement in home learning</i>	<ul style="list-style-type: none"> • Pupil premiums accessing digital learning and completing homework on time. • Parents know how to support pupils with accessing home learning and homework. • School can evidence support offered to families in helping them with remote learning.

Planned expenditure 2020 to 2021

Quality of teaching for all – improving classroom pedagogy					
Desired Outcomes	Chosen actions and approaches.	Rationale for actions. (Intent)	How will you ensure it is implemented well?	Staff leading	When will you review implementation?
<p>A)</p> <p>Pupil premium pupils with SEND issues will make more than expected progress across the year; receiving individual bespoke support that is needed.</p>	<p>SEND pupils will be given precision teaching support for barriers to learning.</p> <p>Teaching assistants/teachers checking learning and using scaffolded questions to develop learning.</p> <p>Reading conferences: Time for pupils to discuss their learning with the teacher 1:1 and know the next steps and how they can work on these.</p> <p>Leadership time for SENDCO to monitor support.</p> <p>Family support worker and Educational Psychologist support when needed.</p> <p>Phonics catch up groups led by trained teachers</p>	<p>EEF shows TAs work more effectively when given detailed programs to support learning such as precision teaching. (precision teaching)</p> <p>Teaching assistants will not be seating next to pupils to avoid pupil becoming over reliant on teaching assistant.</p> <p>Clear entry and exit points for intervention which can be evidenced in books.</p>	<p>Reviews and discussions with staff on progress towards IEPs.</p> <p>Checking evidence in pupils' books to the IEPs written and reviewed by the SENDCO.</p> <p>Checking IEPs written and sharing with parents.</p> <p>Observations of reading conferences by the SENDCO, to discuss how these can be improved.</p> <p>Observations of precision teaching to ensure learning is occurring.</p> <p>Phonics led by trained teachers.</p>	<p>Helen Taylor – SENDCO will lead.</p> <p>Teachers will write individual Education Plans.</p> <p>Kirsty Meehan – English lead</p>	<p>IEP review dates:</p> <ul style="list-style-type: none"> • 18.9.20 • 11.12.20 • 1.4.21 • 9.7.20 <p>Pupil premium report for governors:</p> <ul style="list-style-type: none"> • 1.12.2020 • 9.2.2020 • 27.4.20 • 13.7.20 <p>Phonics scores collected every 6 weeks.</p>
<p>B)</p> <p>Teachers have high expectations of pupil premiums and they are achieving greater depth</p> <p>Evidence in books, progress in barriers to learning and data collection three times a year.</p>	<p>Pupil premium learning journeys held three times a year for pupil premiums to discuss barriers and new learning which can be seen across the year.</p> <p>Small class sizes across the school to enable more targeted support and to stretch pupils</p> <p>Whole class mastery lessons in reading, writing and maths.</p>	<p>Pupil premium journeys will enable leaders to hold teachers to account for the outcomes of pupils.</p> <p>Discussions with pupils and staff will enable actions to create on how to move forward. EEF shows that discussing learning paths/metacognition of learning enables pupils to make quicker progress.</p>	<p>Monitoring the outcomes in books and data collection points.</p> <p>Senior leaders monitoring progress.</p>	<p>Kirsty Meehan in reading and writing</p> <p>Sharon Hytch in maths.</p> <p>Isabel Webb for pupil premium progress journeys.</p>	<p>Pupil premium progress meetings.</p> <ul style="list-style-type: none"> • 21.9.20 • 11.1.20 • 19.4.20 <p>Phonics results collected every 6 weeks.</p> <p>SLT meetings in autumn, spring and summer after data collections to discuss</p>

	TA support enables teacher to work with pupils on misconceptions, after a hot write, reading conference or post maths test. Small group interventions from senior teachers in reading, writing and maths. Leadership time to monitor interventions.	Mastery learning for all ensures there is no ceiling to learning and pupils can achieve higher expectations. EEF says quality first teaching is the best support for all pupils, therefore small classes ensures the pupils get access to more teaching time.			provision offered.
C) Year 6 pupil premiums are meeting target expectations in reading, writing and maths. Books show pupils' are learning in lessons and this built upon.	Pupil premium plans written to target the support to pupils' barriers to learning and next steps. Year 6 small group interventions from senior teachers in reading, writing and maths on barriers in the learning.	Pupil premium plans ensure support is given to barriers to learning, written with the pupils.	Book trawls Intervention reports Senior leaders are leading and monitoring interventions	Kirsty Meehan in reading and writing Sharon Hytch in maths. Isabel Webb for pupil premium progress journeys.	Reports to governors <ul style="list-style-type: none"> • 1.12.20 • 27.4.21 • 13.7.21 SLT meetings in autumn, spring and summer after data collections to discuss provision offered.
Total budgeted cost: £15320					

Targeted support					
Desired outcomes	Chosen actions and approaches	Rationale for choices. (Intent)	How will you ensure it is implemented well?	Staff leading	When will you review implementation?
C) Year 6 pupil premiums are meeting target expectations in reading, writing and maths. Books show pupils' are learning in lessons and this built upon.					
D) Pupils are happy in school and have been supported with emotional barriers.	Targeted nurture support Lunchtime nurture to provide support when incidences	To increase resilience and providing strategies when dealing with emotional upset, when in unstructured play.	SENDCO will be monitoring interventions by observations and ensuring there is a clear success criteria and evaluation	Helen Taylor – SENDCO	Ongoing throughout the year. Intervention sheets analysed by SENDCO, English and maths leads after interventions

<i>This will be measured by attendance at school and positive progress in Boxhall Profiles from nurture.</i>	arise.	.	after the structured nurture provided. Clear success criteria and book trawls.		completed.
E) Support is available for when pupils need opportunities to talk about problems that arise. <i>Timetable of support offered.</i>	Bespoke targeted nurture support, at start of the school day, and after playtimes and lunchtimes. Lunchtime nurture. Support from behaviour support. Restorative practice training for staff from behaviour support.	Bespoke support ensures incidences are resolved quickly. Using expertise to support writing behaviour plans Training for all staff ensures a common approach and consistent approach for pupils which is known to lead to successful outcomes.	Behaviour incident logs on My Concern to evaluate how they were dealt with. Behaviour plans improving behaviour. Behaviour plans with clear actions to be taken. Senior teacher monitoring outcomes	SENDco- Helen Taylor	Reports to governors <ul style="list-style-type: none"> • 1.12.20 • 27.4.21 • 13.7.21 SLT meetings in autumn, spring and summer to discuss provision offered.
F) Attendance for pupil premium has increased and is in-line with national. Pupil premium who have persistent absences are supported to improve attendance so it is line with national. <i>Attendance figures- support offered</i>	Attendance officer monitoring attendance and offering support to pupils and the whole family. School Family Support Worker, supporting family.	School support offered has been working for the past 3 years. Attendance has been improving since 2018. A collegial approach, with the family, in improving attendance is more effective at making change.	Monitoring attendance weekly and termly. Setting targets with parents and pupils. Solution focussed. Positive improvements in attendance rewarded.	Sue Spencer- Attendance Officer. Isabel Webb- Designated safeguarding lead and Headteacher.	Weekly attendance reports. End of half term reports.
H) Pupils who have experienced adverse childhood experiences given opportunities to be supported to improve their resilience. <i>Bespoke programs written to support individual needs measured by positive impacts in behaviour, well-being and Boxhall profiles</i>	Nurture support School Family Support Worker, supporting the family	School support offered has been working for the past 3 years. Attendance has been improving since 2018. A collegial approach, with the family, in improving attendance is more effective at making change	Intervention have clear success criteria and entry and exit points. Notes kept on support offered through My Concern	SENDCO – Helen Taylor Isabel Webb- Designated safeguarding lead and Headteacher.	Ongoing throughout the year. Intervention sheets analysed by SENDco after interventions completed. Support offered EHA and through core group meetings.
Total budgeted cost: £13,940					

Other approaches					
Desired outcomes	Chosen actions and approaches	Rationale for choices. (Intent)	How will you ensure it is implemented well?	Staff leading	When will you review implementation?
G) Opportunities and subsidies are provided to enhance life experiences Payment for school trips.	Paying for trips, residential, adventurous activities such as sailing. After school activities which will support learning in school. Paying for music lessons.	To improve life experiences for pupils and engaging them in school life and learning, so money is not a barrier to improve life experiences.	Ensure all pupils can attend trips, and the cost is not a barrier to them attending-teacher to speak 1:1 with the families.	Isabel Webb- Pupil premium lead	Ongoing when necessary.
I) Pupil premiums will have access to laptops for homework or remote learning. Positive engagement in home learning	Checking which pupil premiums who needs digital devices to access home learning. Training given on how to use the devices by teacher.	Disadvantaged pupils have not been able to access learning because they do not have access to digital devices.	Teachers monitoring the remote learning and homework being handed in.	Isabel Webb- Pupil premium lead	After bubble closures and lockdowns when they occur.
Total budgeted cost: £4,000					