

Pupil premium strategy 3 Year Plan

Summary information							
School	Whitchurch CE Junior Academy						
Academic Years covered by statement	2019-2022	Total PP budget	£107 810 2020-21	Pupil Premium Lead(s)	Sarah Cope / Sarah Walsh	Last Pupil Premium Review	20/4/19
Total number of pupils	316	Number of pupils eligible for PP	79 Ever6FSM 1 service 1 Post LAC	Governor Lead	Jason Wainwright		
Publish Date	November 2019 Reviewed November 2020	Review Date	November 2021	Local Area	IMD for Academy decile 5 (75% of pupils eligible for pupil premium live in decile 5 or above)	Next Pupil Premium Review	Academic Year 2022-23
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Disadvantaged Pupil Performance Overview for last academic year (2018-19)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	33	65
% achieving the expected standard in reading	44	73
% achieving the expected standard in writing	56	78
% achieving the expected standard in maths	74	79
Disadvantaged Pupil Progress Scores for last academic year		
Reading	- 2.3	
Writing	+ 0.50	
Maths	+ 0.60	

1. Strategy Aims for Disadvantaged Pupils	
A.	<p>Improving attainment and progress across all subjects, with a particular focus on reading / writing</p> <p>2018-19 Pupil premium attainment remains below other pupils nationally across all subjects. The greatest differentials are in reading at 29% and writing at 22%. 44% of pupil premium pupils achieved EXS+ in reading compared to 73% of other pupils nationally. Average progress of pupil premium pupils was -2.3 74% of pupil premium pupils achieved EXS+ in maths compared to 79% of other pupils nationally. Average progress of pupil premium pupils was 0.6. 56% of pupil premium pupils achieved EXS+ in writing compared to 78% of other pupils nationally. Average progress of pupil premium pupils was 0.5.</p> <p>September 2019 - March 2020 Key Stage Two data for pupil premium attainment remains below 2018-19 other pupils nationally across writing and maths. Attainment in reading is above other pupils nationally at 75%. RWM combined data is + 3% above the attainment of disadvantaged pupils nationally in 2018-19. In terms of progress, 100% of pupil premium pupils made expected progress across all subjects with 4% making accelerated progress in maths and 13% making accelerated progress across both reading and writing.</p>

B. Developing oracy, language and communication skills

2018-19

50% of pupil premium pupils who are both PP and SEN have identified SEN relating to communication and language. This language barrier continues to hinder pupil premium children as they move through the school, leading to delays throughout their school life. Of the 15 pupil premium pupils who did not meet end of key stage expectations in reading last year, 3 had identified speech, language and communication needs and one with EAL/hearing impairment. In the Y6 cohort 18/19 there were a total of 15/89 pupils who had speech, language and communication needs at the time of taking the test or historically.

September 2019 - March 2020

Due to the closure of schools, BPVS scores are not a reliable assessment of progress at March 2020. A further analysis will be completed during Summer Term 2021. 12/21 (57%) SEND pupil premium pupils have speech, language and communication needs. Of the 6 pupil premium pupils who did not meet age related expectations in reading in March 2020, 50% had needs relating to speech, language and communication.

C. Developing pupils' cultural capital / experiences and understanding of the world

2018-19

Some families are unable to access broader, enriching opportunities such as clubs, theatre etc. due to lack of disposable income / affordability. We are aware that 11 children of families eligible for pupil premium regularly receive foodbank vouchers from the academy. In addition, summer holiday lunch boxes were distributed to 6 families whose children are eligible for pupil premium. These families have no extra income for holidays or days out. Currently, 48 of our pupil premium pupils are eligible for FSM.

September 2019-March 2020

The latest IMD data suggests that 46% of pupils eligible for pupil premium live in properties with homes with education, skills and training in the top 30% of the most deprived (54% in the top 40% most deprived). This would suggest that it is important to develop aspiration through skills and experiences.

Food poverty continues to be a barrier for many of our pupil premium children. 62 of our pupil premium children were also eligible for Free school meals in 2019-20. In addition, 7 families (23 children) benefited from Food Bank vouchers and 8 families (22 children) received Christmas Food Bank vouchers. On average, the academy distributed 46 grocery pack / vouchers each week during the lockdown period.

D. Continued focus on attendance

2018-19

In 2018/19 the academy absence was 3.48% (0.38% lower than national), with PP absence of 4.1%. In 2018/19 the academy persistent absence was 8.62% (0.04% higher than national). 28 enrolments were persistently absent. 9 of these (32%) were pupil premium. 6 pupil premium received intervention from the Education Access team.

September 2019-March 2020

Overall attendance of all pupils from September 2019 to March 2020 was 96.5% with Pupil Premium pupils have a difference of -0.5% compared to non-Pupil Premium pupils. 8.7% of pupil premium pupils across the whole academy had an absence rate above 10%. at March 2020 which is below the national data for persistent absentees of 9.2%.

E Enhancing parental engagement

2018-19

Parents of 31 (50%) vulnerable PP pupils were engaged in joint working with our Parent Partners. This has included signposting parents to help from agencies such as the School Nurse, Strengthening Families, Housing, Beam, Counselling. There are 10 families of pupil premium children currently receiving Early Help, 9 who have previously received Early Help, with 3 referrals made which were declined by the families concerned.

3 families are engaged at either Child Protection or Child In Need.

Individual conversations continue to take place (including telephone conversations) to encourage higher percentage of PP parents to attend. Closer tracking in place to check PP parents attend these events.

September 2019-March 2020

Our Family Support Worker made regular contact with pupil premium families during lockdown. 11 families received targeted support via weekly welfare calls during the lockdown period. There are 8 families of pupil premium children receiving Early Help. X families are engaged at Child Protection or Child In need.

F	<p>Supporting social, emotional and mental health needs of pupils</p> <p>2018-19 <i>13% of our pupil premium children have identified SEMH needs according to our SEND register. 27 pupil premium pupils feature on CPOMs for social, emotional and mental health needs.</i></p> <p>September 2019-March 2020 <i>An increasing number of pupil premium children have identified SEMH needs according to the SEND register at 33% (7/21).</i></p>
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2. Intended aims (Intent) for Disadvantaged Pupils		Target (Impact) for Disadvantaged Pupils by 2022
A.	<p>PP pupils will make the necessary progress they need to attain well across all subjects, unless SEND related to cognition and learning.</p>	<p>By 2022:</p> <ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading (0) • Achieve national average progress scores in KS2 Writing (0) • Achieve national average progress scores in KS2 Maths (0) • The attainment gap between PP and non-PP pupils will narrow across all year groups. <p>(Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS2 outcomes, ASP/IDSR).</p>
	<p>PP pupils will make the necessary progress they need in order to diminish the difference in attainment between PP and other pupils nationally, unless SEND related to cognition and learning.</p>	

B.	Improvement in PP pupils' oracy, communication and language skills will be evident.	<ul style="list-style-type: none"> PP pupils will make progress from individual starting points through diagnostic assessment - BPVS. (Measured through diagnostic testing (BPVS), attainment and progress data for reading / writing/ maths, lesson observations, work scrutiny, pupil voice, pupil progress meetings).
C.	Readiness of PP pupils is built both inside and outside the classroom. PP pupils will benefit from experiences / trips / visitors to develop cultural capital.	<ul style="list-style-type: none"> PP pupils are provided with opportunities to build readiness, participate in experiences, visits, given responsibilities and play a prominent role in wider school life. Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend during the year. (Measured through participation in extracurricular activities, trips/ sports team members/roles in productions).
D.	Attendance of PP pupils will be in line with overall academy % of 96.5.	<ul style="list-style-type: none"> Continue to ensure attendance of PP pupils to so that it is at least in line with the national average of 3.7% Focus on persistent absence of PP pupils so that it is at least line with the national average of 9.2% (Measured through MIS attendance data, IDSR/ASP)
E.	Parents will feel engaged and empowered to support learning.	<ul style="list-style-type: none"> Regular and increased attendance at workshops and parent consultations. Identified families engage with Family Support Worker and offer of support. <p>This will have a positive impact on; Attendance (see above) / Meeting of basic needs/children's readiness for school and learning /children's emotional well-being and behaviour. (Measured through attendance at parent consultation meetings, workshops , parent voice, Early Help outcomes).</p>

F.	PP pupils will develop strategies to support their emotional health and well-being, promote resilience and manage / self-regulate their behaviour.	<ul style="list-style-type: none"> • PP pupils will demonstrate knowledge and understanding of support and consequences in respect of behavioural expectations. • Behavioural incidents will reduce. • Pupils will develop an understanding of how to recognise signs and how to support their own and others well-being. • Improved quality of relationships, behaviour and attitudes enable identified children to be ready for school and to access learning independently. <p>(Measured through learning walks, lesson observations, results of staff / pupil / parent surveys).</p>
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3. Planned expenditure	
Academic year	2020/2021
Nature of Support	
Focus on teaching priorities	53%
Focus on targeted academic support	40%
Focus on wider strategies	7%
i. Teaching Priorities	

Measure	Activity	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>To ensure consistently high quality teaching every day.</p> <p>To build capacity in senior leadership teams for mentoring, coaching, planning, monitoring and evaluation.</p> <p>To ensure quality resources are available to support teaching and learning, particularly reading / writing resources.</p>	<p>Quality professional development, training and support and staff release time will ensure teachers have the capacity, expertise and knowledge to support all pupils.</p> <p>Develop leadership capacity to drive improvements in quality of education.</p> <p>On-going review of and purchase of quality literature to engage and enthuse boys (all) to read for pleasure.</p> <p>Develop pupil voice – choice of literature.</p> <p>Organise use of library as a valuable resource.</p> <p>Ongoing review of Pathways to Write materials / additional units.</p>	<p>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct 'building blocks of success' including: <i>"High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice."</i></p> <p>The EEF Attainment Gap Report 2018 states that <i>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</i></p>	<p>CPD Provision Map.</p> <p>SLT to continue with rigorous monitoring and evaluation schedule to include; deep dives, pupil voice, learning walks, lesson observations and book scrutinies.</p> <p>Regular follow-ups from termly Pupil Progress Meetings</p> <p>Regular phase meetings to support implementation of learning.</p>	<p>ExP / HoS</p>	<p>Half termly.</p>

<p>To develop pupils' vocabulary, oral language and communication skills.</p>	<p>On-going whole school focus on vocabulary development using Word Aware approach. Activities to extend pupils expressive and receptive language relating to current topics / quality texts. Explicit strategies to extend vocabulary. Language rich environments. Ensure knowledge organisers are implemented for each subject area with vocab a key focus by 2021. Key vocabulary to be introduced at the beginning of all lessons, including Science and foundation subjects. Pre-teaching and re-teaching of vocabulary for target pupils (BPVS baseline)</p>	<p>The EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. It also states that, overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. The EEF also suggest that small group tuition has a +4 months' impact on outcomes.</p> <p>Vocabulary at aged five:</p> <ul style="list-style-type: none"> • There is a 27% gap between the lowest income quintile and the highest. • The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile. • The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile. <p>Waldfoegel and Washbrook, 2010</p>	<p>SLT / Word Aware Lead to follow up implementation and ensure consistency through learning walks. Interventions planned and targeted according to need (discussed during PPM). Monitoring of impact of targeted support. BPVS data analysis. HoS / APs to oversee knowledge organisers for each subject within phase.</p>	<p>Word Aware Lead / HoS / Ass Prin</p>	<p>Termly Learning Walk. Curriculum Materials Entry and Exit BPVS scores.</p>
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<p>To ensure that feedback is being given in a purposeful and timely manner in order to achieve maximum progress and attainment.</p>	<p>Ongoing review / consultation of marking policy.</p> <p>Routines to be established to ensure fluid teaching becomes a successful tool.</p>	<p>Effective feedback has been identified through the work of John Hattie and The Education Endowment Foundation as being the most significant factor in securing progress for pupils. (EEF toolkit +8 months).</p>	<p>SLT to carry out book scrutinies to monitor implementation and impact.</p> <p>Coaching conversations with staff.</p> <p>Teachers to identify pupils for fluid teaching – daily assessment of need.</p> <p>Individual feedback for targeted pupils daily.</p> <p>Pupil voice to seek feedback on approach.</p>	<p>HoS</p>	<p>Half Termly</p> <p>Termly - Pupil Voice</p>
Projected Spending					£59 592

ii. Targeted academic support

Intended Outcome(s)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>To provide structured interventions through one-to-one and small group intervention, including opportunities for more able pupils .</p>	<p>Embed Read, Write Inc. as both an intervention and booster. Follow on support by Reading Leader - use of materials, coaching relationship with peers. RWInc strategies / speed sounds at start of all Y3 reading lessons.</p> <p>Embed Fresh Start for UKS2.</p> <p>1:1 Reading tuition.</p> <p>Implementation of Third Space Learning Maths according to need.</p> <p>Deliver bespoke greater depth interventions focusing on cultural capital and quality literature.</p> <p>HLTA to support QFT to include access to computing / homework club. (Mathletics / TTRS/Readiwriter)</p> <p>Impact of intervention needs to be established and better communicated.</p>	<p>Provide the opportunity for targeted support, away from whole class learning where appropriate, to address gaps in learning. Research from EEF states that, on average, reading & oral language comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p>Both John Hattie and EEF state that phonics instruction has an overwhelmingly positive impact upon learning (+4 months). Ofsted report on PP 2014 suggests that the "effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support, and using teaching assistants to support pupils' learning".</p> <p>Evidence demonstrates effectiveness of approach e.g. Visible Learning by John Hattie. The Education Endowment Foundation (EEF) shows that on average, intervention by teaching assistants can have an impact of +5 months' progress for 1:1 tuition and +4 months' progress small Group tuition.</p>	<p>RWI Leader Learning Walks RWI / Fresh start Tracking.</p> <p>Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies.</p> <p>Data uploads T1, T2, T3</p> <p>Assessment data analysis (Termly).</p> <p>Termly pupil progress meetings will be held.</p> <p>Impact of intervention needs to be established and better communicated.</p> <p>Clear deadlines to be given to staff on plan, implement, review cycle for intervention.</p> <p>Ass Principal / Phase Leaders to evaluate impact of Intervention / Review of planned outcomes – at end of every intervention and at least every 6-8 weeks.</p>	<p>LJ / HoS / AssPrin Inclusion</p>	<p>Half termly</p>

<p>To deliver a comprehensive programme of targeted and universal support to address any needs derived from social, emotional and mental health which impact on learning.</p>	<p>Embed PSHE resources - Jigsaw Nurture (30 mins per day) and CPD for staff member in respect of nurture practice. Bespoke intervention to support pupils with SEMH needs. Monitor impact of Behaviour system. Funding of pastoral HLTA. Develop role of Federation Mental Health Lead. Develop Mental Health / WellBeing initiatives as part of Well Being Award. Mental Health First Aid – key personnel to attend training.</p>	<p>Research from Sheffield Hallam University (Wolstenholme, Willis & Culliney, 2016) shows that Jigsaw PSHE improves the mindfulness of children in 80% of schools, and ensures children reach above ARE in their emotional literacy scores. For example, pupils were found to be better at managing anger and stress, and were better at discussing issues affecting their lives. Small group tuition, especially based upon social and emotional aspects of learning, has a +4 months' impact on educational outcomes for learners based upon EEF research. EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' EEF evidence also suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues. (+3 months).</p> <p>Target children for Nurture have exceptional needs or behavioural issues which have made them prone to exclusion when being educated in large, busy classrooms. The pace of the curriculum is too fast moving for them, and they have multiple vulnerability factors which inhibit their PSED development. Conventional approaches have not ensured progress for these children.</p>	<p>Sessions planned by nurture lead.</p> <p>Intervention monitoring/ observations.</p> <p>Observations of children within classroom/ school setting.</p> <p>Discussions with parents.</p> <p>Behaviour data analysis.</p> <p>Supervision.</p> <p>Pupil Progress Meetings T1, T2, T3.</p> <p>Review of planned outcomes at least every 6-8 weeks.</p> <p>Progress against Well Being Award.</p> <p>Staff / Parent / Pupil Voice.</p>	<p>HLTA L Ment HoS</p>	<p>Half termly</p>
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<p style="text-align: right;">Projected Spending</p>	<p style="text-align: right;">£44 904</p>
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iii. Wider strategies

Intended Outcome(s)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Pupils will develop a cultural capital so that they are not disadvantaged by their socio-economic circumstances.</p>	<p>At least one visit/visitor funded by academy for PP pupils. Programme of free after school clubs Funding also used to support targeted enrichment/extension/transition days for eligible pupils. Ongoing identification of need through provision mapping</p>	<p>We aim to build children's cultural capital by providing opportunities that they may not normally receive. Developing aspiration and widening opportunities for future decisions and life choices Developing an enriched vocabulary and ability to articulate. Wellbeing and motivation is nurtured. A consistent whole school commitment develops well rounded citizens.</p> <p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities.</p> <p>Funding also used to support targeted enrichment/extension/transition days for eligible pupils.</p> <p>EEF Toolkit suggests that such activities have the following impact <i>S & E aspects +4 months</i> <i>Arts participation +2 months</i> <i>Sports participation +2months</i></p>	<p>Provision Mapping managed by APs</p> <p>Club Attendance records.</p> <p>Monitoring of attendance by PP pupils.</p> <p>Pupil Voice.</p>	<p>HoS PE Lead APs</p>	<p>Termly.</p>

<p>To ensure that children are in school every day.</p>	<p>Ongoing focus on improving attendance of PP pupils and reducing persistent absence rates. Regular tracking/monitoring of PA children. Purchase Education. Access SLA. Breakfast Club.</p>	<p>Attendance is a whole school priority with monitoring indicating pupils eligible for PP need close monitoring and effective intervention.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p>	<p>Daily register check.</p> <p>Fortnightly monitoring of attendance and lates.</p> <p>Regular meetings and action planning with EWO.</p> <p>Half termly analysis - whole school and pupil group attendance data.</p> <p>Historical and benchmark data analysis.</p> <p>Meetings for key families at risk of PA by FSW.</p> <p>Consider extending the cycle of 'welfare calls' to continue to engage reluctant attenders</p>	<p>FSW / HoS</p>	<p>Fortnightly</p>
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<p>To increase parental engagement at curriculum events and workshops and as a result have a positive impact on children's outcomes.</p>	<p>Curriculum based Parent workshops. Parent open sessions. FSW engagement through Early Help if necessary.</p>	<p>To build positive home school relationships and maximise parental support for learning.</p> <p>EEF evidence suggests that parental involvement can lead to +3 months' progress.</p> <p>"Parental engagement is a powerful lever for raising achievement in schools. When parents and teachers work together to improve learning, the gains in achievement are significant". - Do Parents Know They Matter Research, University of Warwick 2007.</p> <p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	<p>Ass Principals to keep registers of parents attending workshops. Regular parental surveys to be carried out to gain feedback about which support would be most useful.</p> <p>Staff to keep track of parents who are not attending parent consultations, targeted invitations / phone calls to be made. Encourage all new parents to apply for PP eligibility.</p> <p>Regular strategic reviews and supervision with safeguarding and pastoral team.</p> <p>In year and summative assessment data analysis of pupils who are receiving both targeted and universal support.</p> <p>Pupil Voice.</p>	<p>FSW HoS</p>	<p>Half termly</p>
Projected Spending					£7 623