

## Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2022 to 2023 academic year) 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	John Wheeldon Primary
Number of pupils in school	511
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023
Statement authorised by	R Sutton
Pupil premium lead	C Clarke
Governor / Trustee lead	A Megram

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248, 635
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£248, 635

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

John Wheeldon Primary Academy focuses on the needs of the children to ensure that they are not disadvantaged when accessing their education. This is not limited to and exclusive to those children receiving Free School Meals. When allocating spending careful consideration to the context of the school and the subsequent challenges faced. EEF research informs decisions. Common barriers to learning for our PP children can be: weak language and communication skills, less support available at home, lack of confidence, having SEN needs, more frequent behaviour difficulties and attendance and punctuality issues.

### **Principles**

It is the intention of the school to:

- Ensure all teaching and learning opportunities meet the needs of all pupils
- Put provision in place that meets the needs of pupils who belong to vulnerable groups, eg SEN, ensuring that the needs of PP pupils are adequately assessed and addressed
- Recognise that not all pupils in need are recognised as being receipt of free school meals
- Support may be put in place for pupils or groups of pupils the school has identified as being PP.
- Allocate funding based on the needs of the individual. This may mean that some children are not always in receipt of all the strategies that are put in place all of the time
- Ensure that all children have the opportunity to reach their full potential and not disadvantaged by barriers in place due to being PP.

### **Demographics and School Context**

John Wheeldon Primary Academy is part of the Staffordshire University Academies Trust (SUAT). The children are at the centre of everything we do. As a large primary school, we are three-form entry in all year groups apart from Early Years, the Academy has a long and proud history, consisting of over 100 years of education in Stafford. It is committed to providing the best kind of learning experiences to every child, helping them to be proud of their accomplishments and their place in society.

The past two years has seen the percentage of PP pupils within the school nearly double; a number of families, who are not entitled to additional funding, have also required the same level of support. Support has not been limited to the classroom during this time. Working with local charities, we have worked hard to ensure that families have what they have needed to support their children with home learning.

## Long Term Objectives

- To narrow the attainment gap between PP and non-PP pupils nationally, also within internal data.
- For all PP pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

## Strategies

The intended provision for PP pupils is to include, but is not limited to:

- Reduced costs for music tuition, activities, school trips and residential visits
- Support for families
- Additional learning support
- Access to breakfast club and nurture support
- Access to Emotional well-being support for individuals and if appropriate their immediate family
- Work towards accelerating progress, moving children to at least Age-Related Expectations
- Encouraging participation in extra curriculum activities and enrichment events
- Support with speech and language development
- Addressing and supporting attendance and lateness

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oracy and limitations in vocabulary</b></p> <p>On entry to school there is a low level of oracy and vocabulary which is impacting as the children continue through school. On entry, writing continues to have a low percentage of children not on track, following the trend of the previous three years. Writing remains below expected throughout school for all children but particularly PP children where a historic gap continues.</p>
2	<p><b>Low Attainment trend in Core subjects</b></p>

	<p>Observations, pupil discussions and data indicate that the attainment and progress in Reading, Writing and Maths remains lower than expected in school, for PP children, with some year groups showing a trend of having no PP children on track. The gap between PP and Non-PP is of high concern. Internal tracking in school has shown an effective use of systems put in place to track progress.</p> <p>Observations, pupil discussions and data indicate that the attainment and progress in Reading, Writing and Maths is lower than expected in school, with PP children having lower attainment than Whole School, although the gap in some years is closing. Summer 2022: Reading 75% (PP 66%), Writing 63% (PP 51%), Maths 61% (PP 46%)</p>
3	<p>Gap in attainment and progress for PP and PP with SEN. Children who are in both groups perform less well. Summer 2022: Reading 66% SEN/PP (67% PP no SEN), Writing 53% SEN/PP (60% PP no SEN), Maths 44% SEN/PP (54% PP no SEN).</p>
4	<p>The wellbeing of children, continues to be a focus in school. Tracking of concerns raised by staff has shown an increase in welfare concerns.</p> <p>Contact and discussions with parents has supported these findings with more children requiring specific one to one support.</p>
5	<p>The opportunity for enrichment activities is still a priority for a number of pupils, particularly as families are struggling to feed their families. Discussions with children and observations in school has identified the lack of educational experience that has taken place. The risk is this will continue to be detrimental to attainment in the school, widening the gap further.</p>
6	<p>Since the Summer, there has been a decline in attendance as well as persistent absence. This remains as a bigger issue for PP children. PP 91.4%, Whole school 93.1%</p>

## 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
Improve attainment and progress in Reading, Writing and Maths for PP/SEN children	Reading, writing and maths progress for PP pupils, who also have SEN, will be at least in line with year group targets.
Improved reading, writing and maths attainment for PP pupils at the end of KS2.	<p>Reading, Writing and Phonics to be line with National data by the end of KS2.</p> <ul style="list-style-type: none"> <li>- Use of GPS and writing training to raise standards and expectations</li> <li>- Mastery training to continue to be implemented and new staff trained in maths</li> <li>- Reading taught throughout school and evidence of a range of text types. Encourage home links for reading.</li> </ul> <p>Specific levels identified for those children not working at age related expectations to track smaller steps of progress.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly PP and PP/SEN</p>	<p>Sustained high attendance for all children, particularly PP and PP/SEN children to be at least in line with National Average. The percentage of all pupils, particularly PP, who are persistently absent to be in line with National Average.</p>
<p>To improve and sustain the wellbeing and mental health of children, particularly PP pupils, to ensure they are ready to learn.</p>	<p>Sustain high levels of wellbeing and mental health evidenced through:</p> <ul style="list-style-type: none"> <li>• A reduction in the number of concerns being logged related to emotional needs.</li> <li>• Observation and pupil voice demonstrates children being ready to learn.</li> <li>• A reduction in the number of behavioural incidences requiring SLT interventions.</li> </ul>
<p>To increase the number of children accessing the enrichment experiences provided by the school</p>	<p>A significant increase in the participation of pupils, particularly PP pupils in enrichment activities. Children gain the experiences and knowledge applied to their learning. Pupil voice and observation evidence pupil engagement in learning.</p>
<p>To improve communication skills orally and in writing</p>	<p>Phonic results at the end of year 1 to increase for PP pupils with fewer children having to retest in year 2. Improved language and communication skills for children by the end of early years. Particularly those coming from a PP background.</p>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: **£35,080**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To secure quality first teaching for disadvantaged vulnerable groups Identify PP pupils in each year group and identify specific needs. Monitoring of the new systems in place across the school to embed the key concepts and share best practice. Children with SEN receive specific intervention to target needs. Staff training to secure quality first teaching for vulnerable groups.</p>	<p>Teachers with a range of high-quality teaching strategies can impact on the progression and attainment of PP pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>2, 3</p>
<p>Children to engage in reading at home and during the school day Quality first teaching using HOB, TWS and RWI Children being taught in smaller groups with highly skilled staff</p>	<p>Children in smaller groups make the expected progress and maintain the gains when returning to whole class teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>2, 3</p>
<p>Development of Spoken Language as a Core curriculum area New Lead in place and action plan created.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£186,413**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our reading, writing and maths teaching and curriculum in line with DfE and EEF guidance</p> <p>Additional support in Core subjects to PP children within the lessons.</p>	<p>Quality first teaching. CPD and monitoring to support this.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p>	<p>2, 3</p>
<p>Time and commitment from staff to deliver the NELI programme on a regular basis</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Additional phonics sessions targeted at PP pupils who require further phonics support. This will be delivered in collaboration with phonics assessment lead</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from PP backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand-eeef">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand-eeef">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>

tutoring will be PP, including those who are high attainers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£55,998**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Learning is related to what the children will have an understanding of.</p> <p>Children are provided with life experiences, residential, school visit.</p> <p>Classroom environment engages children in the learning</p>	<p>Children can gain from the time spent outside of the classroom. It can develop self-confidence and motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	5
<p>Use of mentoring to improve the quality of social and emotional learning for children</p> <p>Small group mentor workshops with trained staff to meet specific needs of the children.</p> <p>Wellbeing councillor available to meet specific individual needs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

**Total budgeted cost: £277,491**



## 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.

Intended outcome	Impact	Next
Improve attainment and progress in Reading, Writing and Maths for PP/SEN children	Reading, writing and maths progress for PP pupils has increased over the year in two year groups where this has been particularly successful	Ensure teaching and learning is consistent across all year groups. This remains a focus in the coming year, particularly with PP/SEN children.
Improved reading, writing and maths attainment for PP pupils at the end of KS2.	The gap that existed remains, however it has closed owing to the accelerated progress of the children in year 6.	Ensure attainment is higher in all year groups so that year 6 children do not have to make accelerated progress. Ensure targeted interventions are purposeful and meet the needs of the children to embed skills to move forward.
To achieve and sustain improved attendance for all pupils, particularly PP and PP/SEN	Sustained high attendance for all children, particularly PP and PP/SEN children to be at least in line with National Average. The percentage of all pupils, particularly PP, who are persistently absent to be in line with National Average.	The gap between PP and whole school persistent absence has increased. This could be due to the impact of COVID but there is little evidence to support this as a reason.
To improve and sustain the wellbeing and mental health of children, particularly PP pupils, to ensure they are ready to learn.	The number of incidences that resulted in the attention of SLT reduced. It is hard to track this as a number owing to the previous year's involving reduced numbers of children due to COVID. However, less time was spent by SLT with children completing reflection forms last year. My concern	Behaviour needs to remain a focus this current academic year owing to a spike in concerns during the last half term and the impact it was having on staff wellbeing as well on other children.
To increase the number of children accessing the	Children in all year groups had the opportunity of enrichment activities made accessible to all children by the reduction in costs. For example,	Need to continue to ensure all children have the opportunity to participate in school excursions.

enrichment experiences provided by the school	children visited the seaside, Harry Potter World and residential stays.	Funding in this area remains a priority.
To improve communication skills orally and in writing	Disruption to staffing meant that NELI did not run as effectively in previous years with a consistent person delivering the programme. Phonics results for y1 remain lower than National	NELI and phonics interventions need to be tracked better using the provision map. Support needs to be specific for those children not on track to pass their phonics assessment.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details	Next year
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>• Support with trips</li> <li>• Service children club</li> <li>• Celebrating key life events</li> <li>• Support to parents who are lone parents for a time</li> </ul>	<ul style="list-style-type: none"> <li>• Military club to restart to bring children together to share experiences.</li> <li>• Gaps exist in attainment. Track children more specifically as a cohort and look at additional intervention/ support needed academically.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• Stability for the children</li> <li>• Socialising with children who have similar home life situations</li> </ul>	