



WALLBROOK PRIMARY ACADEMY

Pupil Premium Context 2020 - 2021

SUMMARY INFORMATION

Total number of pupils:	285	Total pupil premium budget:	£176,195
Number of pupils eligible for pupil premium:	103 – 36%	Number of pupils currently eligible for FSM:	130 – 46%

Review of Pupil Premium Spending 2019 – 2020

STRATEGY STATEMENT

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The Pupil Premium Grant is additional Government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils.

Wallbrook Primary Academy is located in an area that has a high proportion of disadvantaged children and families. Our IMD data shows that 85% come from the top 30% most deprived areas.

Last academic year saw the Covid-19 pandemic, which resulted in a national lockdown from March 2020 with schools not fully reopening until September 2020. This has had a huge impact on the mental health and well-being of our pupils as well as on their academic outcomes.

The school joined Shireland Collegiate Academy Trust on 1st January 2021.

The strengths of our provision for disadvantaged children were:

- Safeguarding procedures both prior to the national lockdown in March 2020 and also during the national lockdown
- Improved attitudes to learning prior to the national lockdown
- Reduction in the number of fixed term exclusions
- Curriculum review which focussed on implementing current research around cognitive science in order to support pupil outcomes
- Supporting the mental and emotional needs of our disadvantaged pupils

The overall aims of our pupil premium strategy, was:

- To reduce the gap between disadvantaged pupils with non-disadvantaged pupils both within school and nationally
- To improve the attendance of disadvantaged pupils and reduce the number of disadvantaged pupils who were PA (persistently absent)
- To support the social, emotional & mental health needs of our disadvantaged pupils to ensure that they are ready learn

Assessment information

Due to the national lockdown in 2020 there is no end of Key Stage data available for 2020.

EYFS		
Pupils who were on track December 2019 to achieve ELG in each area & GLD at end of July 2020.	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Good level of development (GLD)	24%	26%
Reading	47%	74%
Writing	29%	65%
Number	65%	70%
Shape	41%	83%

YEAR 1 PHONICS SCREENING CHECK – DUE TO THE NATIONAL LOCKDOWN PUPILS TOOK THE TEST AUT 2020 WHEN SCHOOLS RETURNED FULLY.		
Pupils eligible for PP	Pupils not eligible for PP	National average - 2019
67% (63% - 2019)	91% (84% - 2019)	71% - disadvantaged 84% - non-disadvantaged

END OF KS1 – DUE TO NATIONAL LOCKDOWN THERE WAS NO END OF KEY STAGE DATA.

Pupils who were on track December 2019 to age-related at end of July 2020.	Pupils eligible for PP	Pupils not eligible for PP
% on target Dec 2019 to achieve expected standard or above in reading, writing and maths	40%	48%
% on target Dec 2019 to achieve expected standard in reading	67%	63%
% on target Dec 2019 to achieve expected standard in writing	40%	56%
% on target Dec 2019 to achieve expected standard in maths	47%	56%

END OF KS2

Pupils who were on track December 2019 to age-related at end of July 2020.	Pupils eligible for PP	Pupils not eligible for PP
% on target Dec 2019 to achieve expected standard or above in reading, writing and maths	67%	73%
% on target Dec 2019 to achieve expected standard in reading	44%	64%
% on target Dec 2019 to achieve expected standard in writing	61%	77%
% on target Dec 2019 to achieve expected standard in maths	39%	64%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

In-School Barriers:

A	Impact of lockdown on attainment levels and pupil outcomes as academic levels are below age related expectations
B	School readiness – e.g.turn taking, early literacy and maths skills.
C	Pupils' poor social, emotional and mental health which has been exacerbated by the national lockdown that impacts upon all areas of school life.
D	Emotional and/or cognitive overload from external factors prevents pupils from being ready to learn.
E	Lack of opportunities at home to reinforce skills taught.
F	Poor language skills and limited range of vocabulary.

ADDITIONAL BARRIERS

External barriers:

G	Low attendance and poor punctuality of pupils and the % of pupils who are PA.
H	Low parental engagement, aspirations and value of education.
I	Chaotic lives which make it difficult for parents /carers to support children to learn at home.
J	Complex families who require support.

INTENDED OUTCOMES

Specific outcomes

A	Increase the % of pupils at age related expectations at end of Key Stage to be in line or closing the gap rapidly on non-disadvantaged pupils both within school and nationally.
B	Increase the percentage of pupils at age related at end of pre-school / reception in the prime areas to be in line with national at 72% or closing the gap rapidly.
C	Improved mental health of identified pupils.
D	Pupils are ready to learn from the start of lessons.
E	Increase the % of pupils at age related expectations at end of Key Stage to be in line or closing the gap rapidly on non-disadvantaged pupils both within school and nationally.
F	Improve the Speaking and Listening skills of pupils throughout school so that they are able to communicate effectively with others and are at age related expectations.
G	Pupils attend school regularly and on time. The rate of attendance is 95% or above for disadvantaged pupils.
H	Increased engagement through an increase in the % who: <ul style="list-style-type: none">- Attend parents' evening- attend family workshops provided by school- attend appointments
I	Increased support through an increase in the % of pupils who: <ul style="list-style-type: none">- Complete homework- Read at home
J	Families identified, services in place resulting in H & I outcomes above.

Planned expenditure for current academic year

National lockdown during 2020 has had a detrimental impact on many of the pupils. During the first half of the Autumn Term we will be focusing on supporting pupils' mental health and well-being as they return to school, developing their readiness to learn and ability to focus. We will do this by implementing strong routines so that pupils' cognitive load is free for learning and then assessing where the gaps are so that teachers respond appropriately and interventions can be put in place.

ACADEMIC YEAR 2020 – 2021						
Action	Link to school barrier	Cost	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review Date
<p>Training to enhance Quality First Teaching</p> <p>2nd Year of Transforming Teaching Programme</p> <p>Individual instructional coaching for teachers</p> <p>Masters in Expert Teaching</p> <p>Staff training commencing Spring 2021 comprising of 3 modules in the first instance:</p> <ul style="list-style-type: none"> -Consolidating Pupil's Knowledge -Assessing Pupil's Performance and Learning. -Optimising Pupil's Thinking 	A, B, C, F	£1,500	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Hanushek (2010): Stresses the importance of good teachers. Although there are other influences that impact on a pupil's attainment. The teacher is the biggest factor.</p> <p>Hanushek (1992): Ok is not ok. A brilliant teacher can make more than twice as much progress with a group of children than an average teacher.</p> <p>Wiliam (2016): "While all students benefit from more effective teachers, the gains are greater for the lowest achievers, and therefore, increasing the number of effective teachers in our schools will raise the achievement of all students but will also close the gaps in achievement between different groups of students."</p> <p>Provide training/resources for staff to support children, including children who may not have achieved/made the desired progress</p>	<p>Progress meetings termly</p> <p>Phase meetings</p> <p>Coaching discussions</p> <p>Data Analysis</p>	PP/GM	Feb 21

<p>Additional staffing and interventions</p> <p>Level 3 Support Staff Pastoral & Safeguarding Lead Counselling Universal Free Breakfast Club – e.g. Magic Breakfast Mental Health Team Attendance Consultant Talk Boost and Get Talking – EYFS</p>	<p>B, C, D, F, G, I</p>	<p>131,200</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months), parental engagement (+3months) Magic Breakfast (+2months at KS1).</p> <p>Transforming Children and Young People's Mental Health Provision: a Green Paper (2017): Mental wellbeing is vital for pupils to thrive. Children who have persistent mental health problems face unequal chances in life and damages their life chances.</p> <p>Office of National Statistics (March 2019): Children, whose parents receive benefits, are more likely to experience a mental disorder.</p> <p>Hardcastle et al (2018): Adverse Childhood Experiences (ACES) more than double the risk of having no educational qualifications. Yet, ACES do not limit further attainment once the first educational barrier is overcome.</p> <p>DfE (2015): Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with PA are less likely to stay in education.</p> <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Support development of speech and language/communication and language. Counselling and other social/emotional interventions used to support children.</p>	<p>Pastoral meetings Attendance analysis Data analysis</p>	<p>NC & SLT</p>	<p>Ongoing</p>
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<p>Inclusion support</p> <p>Learning Support Service Educational Psychology Sycamore Outreach Team Autism Outreach Team Training for support staff Mental Health Partnership Scheme – Commences Spring 2021 for 2 years.</p>	<p>A, B, C, F, E,</p>	<p>13,400</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months). Support provided for pupils who are SEND or at risk of exclusion.</p>	<p>SENCO - GM Behaviour – PP</p>	<p>PP/GM</p>	<p>Ongoing</p>
<p>Additional speech and language</p> <p>Training for support staff Talk Boost – Pre-school Aut Talk Boost – Rec – Spring Get Talking – Rec – Aut term S&L therapist Wellcomm Screening Tool EYFS Autumn Term Focus on Speech & Language</p> <p>Review and develop curriculum with a focus on vocabulary and reading</p>	<p>B, F, A</p>	<p>£3,000</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Oral language interventions (+5months), Small group tuition (+4months). Program for EYFS (Talk Boost & Get talking) to develop pupils' language skills. (Talk Boost +1 year)</p> <p>I CAN (2020): In some areas of social disadvantage, over 50% of children start school with delayed language.</p> <p>The Communication Trust: Vocabulary at the age of 5 is a very strong indicator of the qualifications achieved at school leaving age. Furthermore, poor speech and language has strong links to poor mental health and poor life chances. Pupils can catch up if identified early enough.</p>	<p>Data Analysis Phase meetings Progress meetings</p>	<p>SLT EYFS Staff</p>	<p>Nov 20 Feb 21</p>

Subsidised educational visits	E, H,	£3,000	<p>NFER report: Focus on high quality first rather than on bolt-on strategies and activities outside school hours.</p> <p>There is increasingly more research to indicate that reading comprehension is heavily reliant on prior knowledge (Lemov, 2017; Willingham, 2006)</p> <p>School to subsidise school trips and visits to remove any financial barrier for pupils so that they have extended their experiences.</p>	Attendance on trips	Teaching staff	Ongoing
<p>Provision of breakfast and after school care</p> <p>Magic breakfast</p> <p>Sports clubs</p> <p>Music Tuition</p>	A, B, G, I, J	£3,000	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), Magic Breakfast (+2months at KS1).</p> <p>Nuffield Foundation: disadvantaged children were less likely to participate in other activities outside school - sports activities (61% to 78% among more affluent children) extra tuition (18% to 24%) and music lessons (7% compared to 29%). Yet primary schools close this gap by providing afterschool provision thus provided equality of opportunity</p>	Breakfast club in place	SLT	Easter 21

<p>Management responsibility to support behaviour</p> <p>Nurture</p> <p>Pastoral support</p> <p>Individualised behaviour plans/passports</p> <p>Sycamore Outreach</p>	A, C, D,	20,400	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: behaviour interventions (+3months)</p>	<p>Pastoral Team meetings</p> <p>Analysis of behaviour records</p>	SLT	Ongoing
<p>Tailor school communications to encourage positive dialogue about learning.</p> <p>Consult with parents about how they would prefer to be communicated with (e.g. Facebook, website, text, etc).</p> <p>Development of use of email for communication with families to reduce paper copies</p>	H, J		<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months).</p> <p>Encourage families to communicate using technology. Support families who are reluctant.</p>	<p>Newsletter emailed weekly</p> <p>Increase in engagement from hard to reach parents with school (e.g. attending appointments, workshops, etc)</p>	Teachers YK/JC	Nov 20
					Total budgeted cost:	172,500