

# Wildmoor Heath School

## Pupil Premium Strategy 2019 – 2021



### SCHOOL OVERVIEW – 7<sup>TH</sup> OCTOBER 2020

Metric	Data
School name	Wildmoor Heath School
Pupils in school	209
Proportion of disadvantaged pupils	6.7% (14%)
Pupil premium allocation this academic year	£ 18, 900
Academic year or years covered by statement	2019-21
Publish date	7 <sup>th</sup> October 2020
Review date	7 <sup>th</sup> October 2021
Statement authorised by	Leslie Semper
Pupil premium lead	Clare Vincent
Governor lead	Karen Roche

### DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR (2018-2019)

*Please note that national and school data is not available for 2019-2020 due to the CV-19 school closure, therefore the most recent data is shown below.*

KS2 PUPIL PROGRESS BY SUBJECT	SCHOOL DISADVANTAGED PUPILS	SCHOOL ALL PUPILS	NATIONAL AVERAGE ALL PUPILS	NATIONAL AVERAGE NON-DISADVANTAGED
Reading	-6.25 (2 pupils)	+ 0.98	0.00	+0.32
Writing	-4.06 (2 pupils)	+ 0.02	0.00	+0.27
Maths	-7.11(2 pupils)	-0.98	0.00	+0.37

## DISADVANTAGED PUPIL PERFORMANCE OVERVIEW FOR LAST ACADEMIC YEAR (2018-2019)

ATTAINMENT	2018 - 2019	2018 – 2019
<b>School Attainment %</b> (National comparison figures in brackets)	<b>DISADVANTAGED</b>	<b>ALL PUPILS</b>
<b>EARLY YEARS</b>	<b>100%</b>	<b>83%</b>
<b>Good Level of Development</b>	(74%)	(72%)
<b>YEAR 1</b>	<b>100%</b>	<b>96%</b>
<b>Phonics Awareness Check</b>	(84%)	(82%)
<b>KEY STAGE 1 ATTAINMENT</b>	<b>DISADVANTAGED</b>	<b>SCHOOL ALL PUPILS</b>
<b>School Attainment %</b> (National comparison figures in brackets)	<b>EXPECTED +</b>	<b>EXPECTED +</b>
Reading	<b>50%</b> (78%)	<b>87%</b> (75%)
Writing	<b>0%</b> (73%)	<b>70%</b> (69%)
Maths	<b>50%</b> (79%)	<b>83%</b> (76%)
RWM Combined	<b>50%</b>	<b>77%</b>
<b>KEY STAGE 2 ATTAINMENT</b>	<b>DISADVANTAGED</b>	<b>ALL PUPILS</b>
<b>School Attainment %</b> (National comparison figures in brackets)	<b>EXPECTED +</b>	<b>EXPECTED +</b>
Reading	<b>0%</b> (78%)	<b>87%</b> (73%)
Writing	<b>0%</b> (83%)	<b>80%</b> (78%)
Maths	<b>0%</b> (84%)	<b>83%</b> (79%)
RWM Combined	<b>0%</b> (71%)	<b>77%</b> (65%)

## STRATEGY AIMS FOR DISADVANTAGED PUPILS (2020-2021 TARGET)

<b>KEY STAGE 2 ATTAINMENT</b> <b>School Attainment %</b> (National comparison figures in brackets)	<b>DISADVANTAGED</b> <b>EXPECTED +</b>	<b>ALL PUPILS</b> <b>EXPECTED +</b>
Reading	80%/40%	83% / 34%
Writing	60%/40%	80% / 20%
Maths	100%/0%	80% / 26%
RWM Combined	60%/0%	71% /14%

## STRATEGIC OBJECTIVES 2020 - 2021

Measure	Activity
Priority 1	To ensure that all teachers, through Quality First teaching, are providing adequate scaffolding and differentiation for all learners, including the disadvantaged. Ensure all staff have training to enable high quality learning in phonics, reading, writing and maths
Priority 2	To ensure disadvantaged children have access to emotional and mental health support, to help overcome any barriers to learning.
Barriers to learning these priorities address	Limited opportunities for quality experiences, speaking and listening outside of school. This may limit access to wider vocabulary, quality communication and restrict reading and writing skills.
Projected spending	£19, 000

## TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Aim	Target	Target date
Progress in Reading	Achieve/exceed national average progress scores in KS2 reading (0)	July 2021
Progress in Writing	Achieve/exceed national average progress scores in KS2 writing (0)	July 2021
Progress in Mathematics	Achieve/exceed national average progress scores in KS2 maths (0)	July 2021
Phonics	Achieve/exceed national average expected standard in PSC	July 2021
Attendance	Improve attendance of disadvantaged pupils to at least 96% (national average)	July 2021
Learning Engagement	Improved engagement by addressing well-being issues and implementing specific measures, e.g. ELSA work, daily breakfast.	

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Daily reading for disadvantaged children
Priority 2	Appropriate scaffolds provided, particularly vocabulary across the curriculum, to allow disadvantaged children to achieve
Priority 3	Provide daily emotional and physical support.
Barriers to learning these priorities address	Leaders will deploy all school resources appropriately to maintain a high standard of Quality First teaching for all learners.

Projected spending	£12, 500
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## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Dedicated ELSA provision for disadvantaged children
Priority 2	Regular communication with parents to ensure all barriers to learning have been removed
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£6, 500

## MONITORING AND IMPLEMENTATION

AREA	OBJECTIVE	STRATEGY
Teaching	To ensure adequate time is given to allow for staff professional development	Use of INSET days and additional cover being provided to release teachers
Targeted support	To provide release time for English and Maths Leaders for monitoring and evaluation activities and to support staff in using scaffolds and Quality First Teaching	Cover provided for English and Maths Leaders to observe and support staff
Wider strategies	To engage with families facing challenges	Improve communication with parents of disadvantaged children

## REVIEW: LAST YEAR'S AIMS AND OUTCOMES (FROM 2019-2020)

*Please note that national and school data is not available for 2019-2020 due to the CV-19 school closure, therefore the most recent data is, as shown above, for 2018 – 2019. This data is referred to, along with subsequent evidence from 2019/2020 plus 2020/2021 to date.*

OBJECTIVE	IMPACT
PP learners will have increased well-being, good learning behaviours and the aspiration to succeed by doing their best.	Good evidence that disadvantaged children enjoy school, immersed fully in their learning and show aspiration.
Disadvantaged pupils will make accelerated progress from their starting points and attain in line with national expectations.	Progress accelerated, as evident from the attainment of the EYFS and the Key Year 1 learners in the Phonics Awareness Check. Key Stage 1 achievement one out of two pupils in reading and maths achieved. KS2 neither of the two pupils achieved national expectations in July 2019 as learning gaps were embedded.

<p>All pupils will read well by age 7 and fluently with age appropriate comprehension skills by age 11. From EYFS, all pupils will follow the school's consistent reading scheme. They will have access to high quality Phonics teaching and top –up interventions to close the gaps with their peers. Pupils will read daily to a nominated adult and build up the repertoire of reading skills appropriate to their age.</p>	<p>This is well in place as a whole school expectation for all pupils in all year groups. Priority readers, including the disadvantaged, are receiving daily 1:1 reading and Phonics support. Evidence over time that pupils are achieving well in Phonics and reading. I 2019, PAC score 96% in Year 1 and well above national expectation, KS1 reading at 87% and KS2 also at 87%, well above national.</p>
<p>Early identification of pupils with low language, speaking and listening skills (in EYFS, KS1 or KS2) will lead to systematic intervention to close the gaps, providing a word-rich environment and increased exposure to high quality language and oracy.</p>	<p>Well in place in school via the school's SENDCO. Pupils identified from EYFS and all R/Y1/Y2 pupils receive daily, targeted Phonics in focus groups. Pupils in KS" who require daily Phonics support also included in these daily sessions.</p>
<p>PP learners' punctuality and attendance will improve consistently to be in line with their peers.</p>	<p>Strong growth in disadvantaged attendance over time. PP Attendance to 3<sup>rd</sup> October 2020: 95.3% This compares with disadvantaged attendance 92.9% for the year ending June 2019.</p>
<p>School staff will liaise regularly with families to improve engagement, attendance at parent evenings and school events such as class assemblies. Pupils feel safe and know who to approach to discuss worries; as a result, their learning improves.</p>	<p>During school closure, all teachers and leaders have kept up strong communications with all vulnerable families. Many disadvantaged children attended school daily from March to July 2020, during closer periods. Pupils supported by leaders and the Wildmoor ELSA. Some receive daily breakfast, etc. Families supported with food vouchers, uniform, free school trips, enrichment opportunities, etc.</p>