

Wistaston Church Lane Academy

**Pupil Premium Report 2020 to 2021**

Pupil Premium Lead	LAB Member Lead
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Summary Information				
Total Number of Pupils (September 2019)	Total Number of Current Pupils Eligible for Pupil Premium	Percentage of Current Pupils Eligible	Total Pupil Premium Received	Planned Dates for Review
416 (up from 414 last year)	32 (down from 34 last year)	7.7% (down from 8.2% last year)	£50,625	February 2021 and July 2021

Pupil Premium Grant (PPG) received for this academic year	
Amount of PPG received per pupil	£1345
Amount of PPG (called Pupil Premium +) received per Looked After Children/Previously Looked After Children	£2345
Amount of PPG received per service child	£310

How we will target our funding		
We will aim to close the attainment gap between disadvantaged and non-disadvantaged pupils and ensure that all children make a good rate of progress. We will do this by supporting the whole child in three ways:		
Quality First Teaching For All	Targeted Support	Other Approaches
Helping children to learn more effectively in school	Specific support for pupils	Enabling children to participate fully in an enriched education through improved wellbeing
Pupil Premium+		
In addition, Looked After Children (LAC) bring Pupil Premium + funding to school which we allocate to specifically spend on eligible pupils		
Professional Development		
We may use Pupil Premium funding to develop the skills and understanding of staff which will lead directly to a benefit on disadvantaged learners		

## Distribution of Pupil Premium Eligibility

Year Group	Number of Pupils in the Year Group	Number of Pupils Eligible for Pupil Premium	Percentage of Pupils Eligible for Pupil Premium in Year Group	Percentage of our Pupil Premium Group (32)
Reception	60	1	1.7%	3.1
<b>Year One</b>	<b>60</b>	<b>4</b>	<b>6.7%</b>	<b>12.5%</b>
Year Two	60	<b>6</b>	<b>10%</b>	<b>18.8%</b>
Year Three	60	<b>6</b>	<b>10%</b>	<b>18.8%</b>
Year Four	59	4	6.8%	12.5%
<b>Year Five</b>	<b>59</b>	3	5.1%	9.4%
<b>Year Six</b>	<b>58</b>	<b>8</b>	<b>13.8%</b>	<b>25%</b>
	Number of Pupils in the Year Group	Number of Pupils Eligible for Pupil Premium	Percentage of Pupils Eligible for Pupil Premium across the school	Percentage of our Pupil Premium Group (32)
<b>Total</b>	<b>416</b>	<b>32</b>	<b>7.7%</b>	100%
	Number of Pupils in the Year Group	Number of Pupils Eligible for Pupil Premium	Percentage of Pupils Eligible for Pupil Premium across Key Stage	Percentage of our Pupil Premium Group (32)
EYFS	60	1	1.7%	3.1%
<b>Key Stage One</b>	<b>120</b>	<b>10</b>	<b>8.3%</b>	<b>31.3%</b>
<b>Lower Key Stage Two</b>	119	10	8.4%	31.3%
<b>Upper Key Stage Two</b>	<b>117</b>	<b>11</b>	<b>9.4%</b>	<b>34.4%</b>

Other factors to note: 6 (18.8%) children were added to the list since the start of the Coronavirus outbreak.

Service Premium	PLAC	LAC	Ever 6	FSM
3 (9.4% of PP cohort)	5 (15.6% of PP cohort) – 4 in current Year Six	0	1 (3.1% of PP cohort)	23 (71.9% of PP cohort)

Disadvantaged pupil progress scores for previous academic year (2018 to 2019)*	Progress Score for Disadvantaged pupils at WCLA	National average for Non-disadvantaged pupils	% at EXS+ at WCLA	% National Average for Non-disadvantaged pupils	% at GDS	% National Average for Non-disadvantaged pupils
Reading	<b>-0.18</b>	0.32	<b>67%</b>	78%	<b>50%</b>	31%
Writing	<b>-0.76</b>	0.27	<b>67%</b>	83%	<b>33%</b>	24%
Maths	<b>-2.03</b>	0.27	<b>83%</b>	84%	<b>17%</b>	32%

\*Note that no academic results were published in 2019 to 2020 due to the Coronavirus pandemic and so these results relate to the latest scores available.

**Attendance in 2019 to 2020:** Pupil Premium: 95.3%      Non-Pupil Premium: 97.7%

## Strategy aims for disadvantaged pupils

- Support the mental and emotional health and wellbeing of disadvantaged learners during the coronavirus pandemic.
- Aim to improve the proportion of children achieving the Greater Depth Standard in Maths
- Aim to increase the proportion of children achieving the Expected Standard in Reading and Writing
- Ensure a continuity of quality learning for disadvantaged children during the Coronavirus pandemic

## Barriers to Learning

We have identified the following barriers to learning that are faced by disadvantaged learners at Church Lane. We aim to address these barriers through our strategy. Each applies to some but not all eligible children.

<b>In School Barriers To Future Attainment (issues to be addressed in school)</b>	
<b>Barrier</b>	<b>Desired Outcomes of intervention</b>
Poor Behaviour	Children are able to conform to the school rules and participate fully in lessons
SEND	Children are able to make progress as their special educational needs are being met
Medical Needs	Children are able to make progress as their medical needs are being met
Lack of confidence/low self-esteem	Happier, more confident children are able to contribute effectively to lessons and achieve progress in class
Emotional Needs, e.g. anxiety, social difficulties	Children's emotional needs are supported well enabling them to contribute effectively to lessons and achieve progress in class
Speech and Language difficulties/Poor phonological awareness	Interventions enable children to communicate more confidently enabling them to learn more effectively
The Coronavirus school closures caused children to miss up to five months of school	Return to routines, a love for learning is clear, attendance at school is regular, children are making progress
<b>External Barriers To Future Attainment (issues which also require action outside school)</b>	
<b>Barrier</b>	<b>Desired Outcomes of intervention</b>
Attendance and Punctuality	Attendance will improve and persistent absenteeism will reduce and both will be in line with national comparisons
Hungry/Poor diet	Children will not feel hungry in school and diet will be improved
Attachment issues	Through support, attachment issues will be supported enabling children to feel happier in school and learn more effectively
Low income families reduce ability to pay for trips and residential visits or school uniform	Children are able to participate fully in all trips and residential, and able to attend school in full uniform
Lack of enrichment offered through home life	Through well planned activities in school children can access enriching and engaging activities to develop a well-rounded experience
Poor start to life – early development has been affected	Children's happiness and stability improves so that they are in the best place to learn both physically and mentally
Quality of life/parental capacity to support at home has been affected by the Coronavirus pandemic	Early Help support will be offered and implemented as soon as possible once identified

## Planned Expenditure 2021 to 2021

Quality First Teaching For All					
Description	Intended Outcome	Evidence & Rationale	Actions	Staff Lead	Costings
Continued investment in additional classroom support	Maximise use of teaching support in all year groups to support pupils making progress in phonics, reading, writing and maths	Maxing Best Use of Teaching Assistants: <a href="https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants/</a>	Effective deployment of TAs by teachers and line managers so that staff are managed appropriately	JB and SW	£20000
Access to online homework facilities	Ensure maximum engagement with homework	Evidence of the effectiveness of online homework: <a href="https://core.ac.uk/download/pdf/268109706.pdf">https://core.ac.uk/download/pdf/268109706.pdf</a>	Purchase Sum Dog, Bug Club and Spelling Shed and ensure staff are trained and parents informed	SW	£1500
Phonically decodable reading books and increasing range of texts	Ensure supply of quality phonically decodable reading books as well as a wider range to promote enjoyment	<a href="https://www.oneeducation.co.uk/news-blog/the-importance-of-early-reading">https://www.oneeducation.co.uk/news-blog/the-importance-of-early-reading</a>	Purchase new reading books and add to library	JB, RH, SW, LB	£3000
Quality of texts to enrich our immersive curriculum	Ensure quality texts are used to help deliver our immersive curriculum	Required to assist the effective delivery of Pathways to Read and Pathways to Write	Purchase books for Pathways scheme	JB, TV, SS	£3000
<b>TOTAL INVESTMENT</b>					<b>£27500</b>
Targeted Support					
Description	Intended Outcome	Evidence & Rationale	Actions	Staff Lead	Costings
Coram Beanstalk Readers	Promote enjoyment of reading and shared experiences of books	<a href="http://www.beanstalkcharity.org.uk/our-impact">www.beanstalkcharity.org.uk/our-impact</a>	Target Y5 with Beanstalk reading support	JB, SS, JD	£1200
Booster Clubs	Enable as many children as possible to achieve the expected standard	Children in Y4 and Y5 last year missed out on up to six months of education. Booster clubs will offer them some support in meeting the expected standard	Target pupils in Y5 and Y6 this year with this additional support	SW, AW, TV, SS, JD	£50 refreshments

Reading and Phonics intervention	Effective intervention in phonics and early reading – target Reception, Y1, Y2 and Y3	Children missed out on 5 to 6 months on Phonics teaching and so will require some intervention to be on track	Teachers and TAs to target children for specific intervention Purchase of Phonics Tracker	RH	£5000
Year Six Revision Books	Purchase revision books for children in Y6	Support with preparation for Y6 SATs	Purchase revision books	AW, TV	£500

**TOTAL INVESTMENT**

**£6750**

### Other Approaches

Description	Intended Outcome	Evidence & Rationale	Actions	Staff Lead	Costings
Ensure nutritional food is available for the start of the day	Offer nutritional snacks for break time each day	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a>	Ascertain interest and make offer to interested parents	JB	£6000
Group counselling sessions	Weekly Play Therapy sessions led by qualifying practitioner	<a href="https://playtherapy.org.uk/research/research1">https://playtherapy.org.uk/research/research1</a>	Arrange for play therapy sessions (within bubbles) with trained member of staff	JB, KP	£2000
Lego Therapy	Lego Therapy Training in order to develop skills of colleagues so that children can develop social, language and communication skills through Lego Therapy	<a href="http://eprints.nottingham.ac.uk/14603/1/Sarah_Boyne_D.App.Ed.Psych_Doctoral_Thesis_FINALforHARDBINDING_Sept_2014.pdf">http://eprints.nottingham.ac.uk/14603/1/Sarah_Boyne_D.App.Ed.Psych_Doctoral_Thesis_FINALforHARDBINDING_Sept_2014.pdf</a>	Arrange for Lego Therapy sessions (within bubbles) with trained member of staff	JB, HM	£1000
PE & Sports After School Club Provision	Ensure access to physical activity clubs for all who wish to attend	<a href="http://www.healthline.com/health-news/exercise-benefits-children-physically-and-mentally">www.healthline.com/health-news/exercise-benefits-children-physically-and-mentally</a>	Paid for places at sports clubs to be offered	JB, CW	£4000
Educational Visits	Ensure equality for all families to attend school visits	No residential visits in 2020 to 2021 but day visits and visitors to school will be covered for these children.	No contribution required for PP children	JB	£2000

Welfare calls	Additional welfare support in the event of isolation/school closure	Supporting children's mental health	Arrange for additional welfare calls during school closure	JB	£0
EWO	Ensure that PP attendance is in line with whole school non-PP attendance	<a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a>	School uses the services of a EWO to support with attendance issues	JB	£1000
<b>TOTAL INVESTMENT</b>					<b>£16000</b>
<b>Professional Development</b>					
<b>Description</b>	<b>Intended Outcome</b>	<b>Evidence &amp; Rationale</b>	<b>Actions</b>	<b>Staff Lead</b>	<b>Costings</b>
Precision Teaching	Develop further strengths in our delivery of precision teaching interventions	<a href="http://www.sendgateway.org.uk/download.a-basic-guide-to-precision-teaching.html">www.sendgateway.org.uk/download.a-basic-guide-to-precision-teaching.html</a>	Offer training and professional development to staff members	AW	£500
<b>TOTAL INVESTMENT</b>					<b>£500</b>

## Review of 2019 to 2020

<b>Planned Expenditure: Supporting The Whole Child Academically</b>				
<b>Intervention</b>	<b>Description</b>	<b>Desired Outcome</b>	<b>Cost</b>	<b>Review July 2020</b>
Reading and Phonics Interventions	Additional Teaching Assistant support to provide reading and phonic interventions, one to one or in a small group	<ul style="list-style-type: none"> <li>Increased phonological awareness to improve reading and writing skills.</li> <li>Timely support for children with gaps in phonological, reading and writing knowledge.</li> <li>High quality interventions by trained support staff.</li> <li>To ensure all pupils achieve the expected level in the KS1 Phonics Screener Test</li> </ul>	£1000	Most children were on track to pass the screen
Improve engagement with homework	Purchase of Sumdog for Key Stage Two	<ul style="list-style-type: none"> <li>Children are engaged and participate fully in homework, particularly in Maths and SPAG</li> </ul>	£1000	Engagement with Sum Dog and homework was a big success. Engagement was better and it was helpful during the school closure
Specific reading and writing interventions and targeted support	Interventions and targeted support to improve progress	<ul style="list-style-type: none"> <li>Children make at least expected progress</li> </ul>	£3300	Targeted intervention supported children in making progress
Purchase specific SEND assessments to help understand needs of pupils better	SENCO to arrange for specific assessments to be purchased in order to understand and meet children's needs more effectively	Improved progress for SEND learners	£1000	Assessments purchased to assist with us helping to understand needs
Purchase phonically decodable reading books for Infants	Children's progress in reading is more structured and children can make progress through access to the correctly levelled books.	Children make progress in reading. This should impact on Phonics outcomes	£300	New reading books purchased and scheme in place
Purchase real texts for children to use to develop an immersive-thematic curriculum	Quality of education is improved through use of quality texts that engage learners, particularly boys	Children make improved progress in reading and writing	£3000	Purchase of books supported the curriculum
Targeted support to improve handwriting for KS1 children	Targeted handwriting sessions focusing on pencil grip and letter formation using Teoduresco programme	Children feel happier about their handwriting	£500	Children were making improvements with their handwriting
Purchase revision books for Year Six	Target disadvantaged learners and others to improve attainment in Y6	Disadvantaged learners make faster progress in reading	£200	Revision books were purchased and used during school closure
Beanstalk Readers	Focused reading programme to develop reading skills and confidence	Further develop a love of reading	£1140	Support with reading was well received

## Planned Expenditure: Improving Well-Being

Intervention	Description	Desired Outcome	Cost	Review July 2019
Resources chosen by the class teacher specifically intended to improve academic progress or well-being of disadvantaged pupils	Targeted support for learners	Individual pupils' needs targeted	£1700	Need to consider the impact of this for future years
Educational Welfare Officer support to improve attendance and punctuality of disadvantaged learners	Education Welfare Service	Attendance is improved through targeted intervention, including late gates to raise awareness of good punctuality	£700	EWO services in place
Contribution towards morning snacks for disadvantaged learners	Morning snacks to reduce hunger	Pupils have access to a mid-morning healthy snack and drink, prevent a lack of concentration due to hunger and aid learning.	£2280	Children had access to healthy snacks
Provision of pastoral care and professional counselling services	Creative Action Team support and other counsellors where required	Creative Action Team support Play Therapist support	£4400	CAT Team services were of great support to children in receipt of them. One child make significant progress and no longer required the service
Counselling and pupil support resources and training	Weekly Play Therapy sessions led by qualifying practitioner	Group therapy sessions for pupil well-being	£1000	Did not take place
Free attendance at sports after school clubs	Attendance at after school clubs run by school or externally	Learners will improve their physical well-being and enjoy sports and competition	£3000	Many pupils took up this option
Lego Therapy Training in order to develop skills of colleagues so that children can develop social, language and communication skills through Lego Therapy	Weekly Lego therapy with trained Teaching Assistant	Pupils develop communication and co-operation skills	£365	Regular sessions offered



## Planned Expenditure: Enriching and Engaging in School Life

Intervention	Description	Desired Outcome	Cost	Review July 2019
Support towards the cost of educational visits	Families able to access financial support to enable full participation in enriching curriculum activities	Removing barriers to learning by ensuring participation in educational visits in order to inspire learning and enrich life	£10200	Not all visits took place but for those that did they were offered this discount

## Planned Expenditure: Professional Development

Intervention	Description	Desired Outcome	Cost	Review July 2019
Elklan training for member of staff to ensure targeted speech and language provision	Specialist training for staff member in order to provide further specialist support for children with poor phonological awareness and poor speech and language skills	This will mean we have two fully Elklan-trained members of staff at school to target learners.	£375	Training received and having an effect in school
Training on Spelling and on raising achievement for boys	Professional Development	Improved teaching of spelling strategies and targeting boys is more effective	£950	Spelling training took place – Raising Achievement in Boys did not take place – postponed
We are developing an immersive thematic curriculum that will engage all learners and particularly boys	Professional development and time for subject leaders to develop standards in their subject	Children experience deeper learning across the curriculum with regular opportunities to write leading to improved progress.	£2000	

## Planned Expenditure: Pupil Premium +

Intervention	Description	Desired Outcome	Cost	Review July 2019
Specific support for Looked After Children		Improved wellbeing and academic achievement	£2300	Specific support received – it had a massively positive impact on the eligible child