

**School Overview**

| <b><u>Metric</u></b>                        | <b><u>Data</u></b>                        |
|---|---|
| School name                                 | Wavell Community Junior School            |
| Pupils in school                            | 211                                       |
| Proportion of disadvantaged pupils          | 43/211 = 20.3%                            |
| Pupil Premium allocation this academic year | £58,835                                   |
| Academic year or years covered by statement | 2020 - 2023                               |
| Publish date                                | September 2020                            |
| Review date                                 | March 2021 and September 2021             |
| Statement authorised by                     | Wavell Schools' Federation Governing Body |
| Pupil Premium lead                          | Gillian Crouch (EHT)                      |
| Governor lead                               | Helen Healey                              |

**Disadvantaged Pupil progress scores for last academic year**

| <b><u>Measure</u></b> | <b><u>Score (last data collected Spring 2020 – COVID)</u></b> |
|-----------------------|---|
| Reading               | 71% ARE+ (internal data)                                      |
| Writing               | 71% ARE+ (internal data)                                      |
| Maths                 | 86% ARE+ (internal data)                                      |

**Strategy aims for disadvantaged pupils**

| <b><u>Measure</u></b>            | <b><u>Score</u></b>                         |
|----------------------------------|---|
| Meeting expected standard at KS2 | N/A – no statutory assessments due to COVID |
| Achieving high standard at KS2   | N/A – no statutory assessments due to COVID |

| <b><u>Measure</u></b>   | <b><u>Activity</u></b>  |
|---|---|
| Priority 1  | Accelerate progress in Reading in order to close the gap between disadvantaged and non-disadvantaged children in our school.  |
| Priority 2  | Improve children's ability to enrich their learning through the use of different online platforms (home-school link), thus improving parental engagement and promoting discussions between parents and children about their learning. |
| Children's barriers to learning that these priorities address | Significantly lower than average starting points for children within school.<br>Children may not have the appropriate resources or support to access additional learning at home in order to close gaps.                              |
| Projected spending  | £55,000   |

**Teaching priorities for current academic year**

| <b><u>Aim</u></b>              | <b><u>Target</u></b>   | <b><u>Target date</u></b> |
|--------------------------------|--|---------------------------|
| <b>Progress in Reading</b>     | Close the gap towards national average progress scores in KS2 Reading.     | July 2021                 |
| <b>Progress in Writing</b>     | Close the gap towards national average progress scores in KS2 Writing.     | July 2021                 |
| <b>Progress in Mathematics</b> | Close the gap towards national average progress scores in KS2 Mathematics. | July 2021                 |
| <b>Other</b>                   | Improve attendance of disadvantaged pupils to LA average                   | July 2021                 |

**Targeted academic support for current academic year**

| <b><u>Measure</u></b>  | <b><u>Activity</u></b>  |
|--|---|
| <b>Priority 1</b>  | Employ one member of Support Staff per year group (4 in total) to lead Reading and/or Phonics interventions.<br>Establish small group interventions including disadvantaged pupils falling behind age-related expectations. |
| <b>Priority 2</b>  | Purchase online resources – Purple Mash, Mathletics, Reading Eggs(press) and ReadiWriter.<br>Provide devices to enable children to enrich their learning, linking school and home.  |
| <b>Children’s barriers to learning that these priorities address</b> | Significantly lower than average starting points for children within school.<br>Children may not have the appropriate resources or support to access additional learning at home in order to close gaps.                    |
| <b>Projected spending</b>  | £55,000   |

**Wider strategies for current academic year**

| <b><u>Measure</u></b>  | <b><u>Activity</u></b>  |
|--|---|
| <b>Priority 1</b>  | Breakfast and After School Club – offering disadvantaged families the opportunity for wrap around care without additional cost to them, subsequently encouraging better attendance. |
| <b>Priority 2</b>  | Providing uniform, equipment, transport and school visit funding - allowing children to access school life fully and not be disadvantaged in comparison to their peers.             |
| <b>Children’s barriers to learning that these priorities address</b> | Children potentially disadvantaged in comparison to their peers due to family circumstances.  |
| <b>Projected spending</b>  | £3,835  |

**Monitoring and Implementation**

| <b><u>Area</u></b>      | <b><u>Challenge</u></b>  | <b><u>Mitigating action</u></b>  |
|-------------------------|--|--|
| <b>Priority 1</b>       | Ensuring enough time for class teachers to support staff development and allow time for interventions.   | Timetabling allows all staff to work together across a year group to provide targeted interventions.   |
| <b>Priority 2</b>       | Ensuring children are confident using online platforms both within school and at home.<br><br>Children may not appropriate devices available to use at home. | Teachers to ensure that tasks are pitched at an appropriately challenging level to encourage engagement and confidence.<br><br>Use online platforms as part of Quality First Teaching within the classroom in order to ensure children can navigate, use and explain what they are doing to others, thus being able to use the platforms independently at home.<br><br>Provide devices to enable children to enrich their learning, linking school and home. |
| <b>Wider strategies</b> | Engaging the families facing most challenges.  | Make sure that families are aware of the offer of support.   |

**Review: last year's aims and outcomes**

| <b><u>Aim</u></b>  | <b><u>Outcome</u></b>   |
|--|---|
| Develop children's metacognition skills across the school.   | Children have a greater understanding of their own learning choices and behaviours.<br><br>In clearly putting the children at the centre of their own learning, they have developed a more reflective practise in their learning.   |
| Develop social skills through participation in Forest School.<br><br>Use these skills to understand own role in society. | All children have participated in Forest School.<br><br>Forest Schools programme embedded into school and qualified Support Staff lead and support sessions.<br><br>Forest School Lead Practitioner to lead Forest School lessons throughout the school so that there is a consistency of approach.<br><br>Forest School Lead Practitioner to work with all Pupil Premium children.<br>Forest School Lead Practitioner (HLTA) successfully trained. |

**2020 - 2021**

|  |  |
|--|--|
|  | Forest School Support Practitioners (2 ATAs) successfully trained.   |
| Support individual pupils in dealing with the social and emotional impact of arriving mid-year, or of friends leaving mid-year, therefore avoiding disengagement and underperformance. | All staff trained to work with all in-year admissions and leavers, as well as those children identified by staff in class as being affected by the loss of a close friend who has left the school mid-year.  |
| Identify any barriers to learning upon arrival so that appropriate interventions are put in place without delay.   | <p>GL Assessment enables us to collect and analyse information about each child's natural reasoning ability, attitudes to learning and current performance, including any barriers to learning.</p> <p>It gives us access to a range of assessments already standardised to an extremely high level, allowing comparison of performance within school and against a national benchmark. Accurate way of benchmarking and monitoring pupil progress.</p> <p>Uses national benchmark and Standard Age Scores.</p> <p>Generated reports are accurate and do not need marking by teachers; reducing time spent marking papers or decoding complex data tables.</p> <p>We can analyse pupil data easily with simple visual representations accompanied by narrative explanations.</p> |
| Children to use online programs: Mathletics, Reading Eggs and Spellodrome to further develop their skills.   | <p>3 programs for children to use both in school and at home have been introduced.</p> <p>Continue to promote throughout the year for children and families to engage.</p> <p>Offer incentives and opportunities to participate additionally within school.</p>  |