

Woolenwick Junior School: Pupil Premium Spending Strategy 2020- 2021



It is the intention of this Strategy to be adapted over the course of the academic year to run over a three-year period as recommended by the [DfE \(June 2019\)](#). This may result in the expenditure listed below changing. There will continue to be an annual review to ensure that monies are spent appropriately and in the best interest of the pupils at Woolenwick Junior School.

1. Summary information					
School	Woolenwick Junior School				
Academic Year	2020/21	Total PP budget	72940	Date of most recent PP Review	October 2020 10 th March 2021
Total number of pupils (Y3+)	230	Number of pupils eligible for PP	51	Date for next internal review of this strategy	1 st February 2021 (mid year review)
		Number of pupils eligible for CLA PP	0		

In-school barrier		Desired outcomes and how they will be measured	Success criteria
A	Not able to effectively access materials or tasks at ARE	Improved repertoire of vocabulary used across the subjects and PP pupils able to discuss subjects on par with their peers leading to pupils accessing ARE materials/tasks.	Monitoring shows the pupils have a wider exposure to cultural capital building leading to pupils attaining at ARE, particularly in reading.
B.	A number of pupils who are in receipt of PP also have SEN needs	Quality first teaching is adapted to target gaps for Pupil Premium Pupils.	Pupils eligible for PP in each group narrow the gap in their attainment in Reading, Writing and Maths
C.	Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.	A broad and balanced curriculum provides bespoke opportunities for positive relationship building and thus greater engagement in learning.	Tasks completed and pupil reflections show greater understanding. Pupil voice suggests improvements and raised self-esteem and self belief.
D	Teaching and learning pedagogies do not always fully meet the needs of all individuals.	High standard of quality first teaching taking place and approaches across the school are consistent.	Teaching consistently and precisely meets the needs of PP pupils and progress from starting points is evident.
External barriers			

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E.	Parental difficulties with finance and limited resources outside school for them to provide out of hours learning experiences, support and learning resources e.g. uniform, books, technology and wifi	Pupils have greater access to enrichment activities which will improve their cultural capital through extra-curricular and enrichment activities.	PP have priority for accessing extra curricular learning opportunities. PP wanting to attend residential trips and other trips/events are able to attend. All PP pupils are helped to access the correct uniform with the school supporting them in feeling a part of the school.
F.	Persistent absence, poor attendance and punctuality has been a barrier.	Improved attendance and punctuality for pupils eligible for PP.	Overall PP attendance improves towards 95% in line with 'other' pupils and the school attendance target. Gap between percentages of late sessions for pupils eligible for PP and those not eligible for PP narrows.
G	Low parental engagement and limited educational experience of some parents/carers leading to reduced home learning support.	Increased home support, leading to greater parental engagement and ability to support with learning. More PP parents to be more confident and motivated to attend workshops which will enable them to support their children at home.	Tracking of PP pupils suggests there is regular reading at home and data shows a closing of the gap. This leads to accelerated progress in reading. All PP parents attend Parental Consultation Meetings twice yearly. Priority invitations offered to PP Parents for workshops.
	A number of pupils with multiple vulnerabilities also have parents with vulnerabilities and struggle to engage.		

Planned expenditure Academic year 2020/21
The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.
Quality of teaching for all Targeted Support Other approaches



Research behind the expenditure
 Sutton Trust – “Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.”
 EEF: The impact of collaborative approaches on learning is consistently positive. Structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.
 EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Teaching phonics is more effective on average than other approaches to reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.
 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.
 EEF: Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact. Feedback has effects across all age groups.
 EEF: Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.
 EEF: The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes. However, there is surprisingly little robust evidence about the impact of approaches designed to improve learning through increased parental engagement. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.
 DfE "the links between attendance and achievement are strong"..
 Ofsted new inspection framework : Cultural capital building for relevant learning and making connections

Quality of Teaching for all					
Desired/SC	Chosen action	Evidence	How will we ensure it is implemented well?	Staff Lead/ When will we review this implementation?	Cost
Improved repertoire of vocabulary used across the subjects and PP pupils able to discuss subjects on par with their peers leading to pupils	Variety of reading resources/library CPD on reading Work with HFL support to address reading progress Knowledge organisers- Curriculum design allows for cross curricular learning to support cultural capital	See research Points 1, 3 and 6	Monitoring calendar Data analysis Pupil progress meetings Pupil voice TA Appraisal looks at reading	HT/DHT Curriculum Teams Termly	£2000 £2000 £2000 Total £6000 Advisory 25% of the

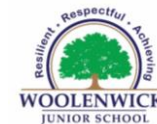
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accessing ARE materials/tasks.	Phonics provision in place				full cost, Online resources- TTR, Mathletics, Reading Eggs, Kagan CPD
Quality first teaching is adapted to target gaps for Pupil Premium Pupils.	Adaptation of the curriculum Gaps analysis Support plans Provision mapping		Curriculum plans Pupil Progress meetings Appraisal meetings Staff meetings CPD Sharing of practice/twilights	HT/DHT Curriculum Teams Termly	
A broad and balanced curriculum provides bespoke opportunities for positive relationship building and thus greater engagement in learning.	Jigsaw /PHSE Diversity and black history work Opportunities for reflection Curriculum overviews and mapping Securely sequenced curriculum with clear progression mapping (Knowledge Harvest/Organisers)				
High standard of quality first teaching taking place and approaches across the school are consistent.	Kagan structures to support engagement Kagan structures to improve teachers' toolkit Monitor and observe lessons and learning environments CPD allows for sharing of practice from internal and external professionals	Points 2, 4, 5	CPD Lesson visits/Deep dives Planning and book scrutiny	HT/DHT Curriculum Teams Termly	

Targeted Support					
Success Criteria	Chosen action	Evidence	How will we ensure it is implemented well?	Staff Lead/ When will we review this implementation?	Cost
Pupils have greater access to enrichment activities which will improve their cultural capital through extra-curricular and enrichment activities.	Designing a club timetable Trips and residentials mapped out by leads Contribution made towards the purchase of correct uniform Visitors/events in school are build in	Point 9	Identify key timescales and milestones and add these to the SDP Appraisal meetings and subject lead action plans	SA/ES Sandra A/MB All staff Half-termly	(£54,000 – including FLW and add teacher and 10% of TA support) Clubs/events/trips £4700
Increased home support, leading to greater parental engagement and ability	Identify where opportunities to engage parents could be found Virtual workshops/ meetings	Point 7	Regular slots on the SLT agenda to discuss parental engagement Appraisal Parent voice	SLT/Inclusion team and class teachers Termly	£2100 individual photos, school uniform and leavers hoodies

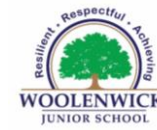
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to support with learning. PP parents to be more confident and motivated to attend workshops which will enable them to support their children at home.	Support for parents- signposting to key external support on offer eg. Graces' space Family support worker and inclusion team to work with parents FLW to create a log of parental engagement SENCo to create a log of parental engagement Parent consultations Monitoring of home-learning and technology at home		Pupil Voice Calendar Identify those without devices for home-learning Look into future budgetary mapping for incorporating IT and offering loans of devices		
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Other approaches					
Success Criteria	Chosen action	Evidence	How will we ensure it is implemented well?	Staff Lead When will we review this implementation?	Cost
Improved attendance and punctuality for pupils eligible for PP.	Discussed at Pupil Progress meetings Regular monitoring of attendance – half termly- by FLW and HT System to be established for regular FLW and classteacher communication regarding attendance/punctuality Regular correspondence with families FLW liaise with families to help remove barriers Assemblies celebrate attendance Displays and visible records of attendance around the school to give it a high profile	Point 8	Parent consultations show improved engagement Half termly attendance monitoring Regular tracking and communication with families PP meetings	SLT/Inclusion team and class teachers Half- termly	£6000 Milk and daily snacks

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Total with regards to expenditure: £72, 800 Balance- £2,840 left to spend. Discussion with regards to getting in some visitors remotely and on uniform. Exact breakdown on separate document					