



Pupil Premium Strategy Statement 2019-21

(Strategy Review for 2020 - 2021 in blue)

(Projected costs are per annum)

School overview

Metric	Data
School name	Wenlock Junior School
Pupils in school	306
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£149,000
Academic year or years covered by statement	2019 - 2020 and 2020 - 2021
Publish date	01 December 2019
Review date	01 July 2021
Statement authorised by	Alex Prior
Pupil Premium lead	Dawn Alexis
Governor lead	Ian Benjamin

Disadvantaged pupil progress scores for last academic year (2018 - 2019)

Measure	Score
Reading	-0.23
Writing	0.83
Maths	0.33

Disadvantaged pupil performance overview for last academic year (2018 - 2019)

Measure	Score
Meeting expected standard at KS2	64%
Achieving high standard at KS2	16%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - Phonics	Ensure all Year 3 and other relevant staff (including intervention staff) have received comprehensive Read Write Inc. training in order to deliver the phonics scheme effectively. Purchase of all appropriate materials to support children in reaching age related expectations.
Priority 2 - Interventions	Continue to use small group online maths intervention (Third Space Learning) for disadvantaged pupils falling behind age-related expectations, and in the run up to SATS. Recruitment of qualified teacher to focus on vulnerable groups in both Maths and English, running targeted interventions, aimed at accelerating their progress.
Barriers to learning these priorities address	Ensuring staff have appropriate training and resources to effectively teach and provide children with opportunities to succeed in both phonics, and core subjects in general.
Projected spending	£57,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score in KS2	July 2020
Phonics	Achieve average expected standard in Phonics for all pupils, across all year groups	July 2020
Other	Improve attendance of all pupils, particularly disadvantaged pupils to LA average (95.5%)	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1 - Reading	Build on the success of Accelerated Reader and invest further in reading resources, including reading corners in each classroom and books, across all year groups to increase reading for pleasure. Provide further CPD for teaching staff to ensure guided reading sessions and any additional reading opportunities are effective and successful.
Priority 2 – Support for Differentiation in Literacy	Purchase and roll out Clicker 8 programme across whole school to provide every child with the appropriate level of support and challenge across the curriculum. Invest in additional chrome books to support children, where necessary.
Barriers to learning these priorities address	Encouraging wider reading opportunities and providing each child with the opportunity and challenge to succeed at their own pace.
Projected spending	£ 47,000

Wider strategies for current academic year

Measure	Activity
Priority 1 – Extra Curricular / Wrap Around Care	Building on the success of Wenlock Xtra to provide before and after school club for children of working parents and carers. Offer of a range of sporting clubs and activities to engage children in healthy pursuits, other than PE.
Priority 2 – Pastoral care / Attendance	Increase the SLA for Education Welfare Officer for school and in conjunction with Family Worker to support vulnerable families with attendance and acute need.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and restructuring of weekly timetable in order to allow for additional CPD.
Targeted support	Ensuring enough time for relevant staff to carry out small group interventions in order to	SLT to give assurances and ring-fence time of specific staff so they are not used as

	help accelerate the progress of specific children	additional cover, bringing in supply staff if required
Wider strategies	Engaging the families facing most challenges, in terms of attendance and other issues which would leave families vulnerable	Working closely with the local authority and external parties in order to help signpost parents to the relevant support

Review: last year's aims and outcomes (COVID outcomes in blue)

Aim	Outcome
Progress in Reading and Writing (based on SATS results from Summer 2019)	<p>The percentage of disadvantaged children achieving age related expectations in reading is 72% (the national average for disadvantaged children was 61.9%). The school gap has narrowed by 9.7% since 2016/17.</p> <p>In writing, the percentage of disadvantaged children achieving age related expectations is 76% (the national average for disadvantaged children was 67.7%). The school gap has narrowed by 9.9% since 2016/17.</p> <p>No SATS data comparisons due to cancellations for both 2020 and 2021.</p> <p>Internal writing assessments for Year 6 (completed in May 21) show 42% of pupil premium pupils are working 'At or above Age' Related Expectations. 13% of pupil premium pupils are working at 'Greater depth' at the end of Key Stage 2.</p> <p>The % of disadvantaged pupils achieving age related expectations in reading at the end of KS2 - 63%. 8% of disadvantaged pupils achieved greater depth in reading.</p>
Progress in Mathematics (based on SATS results from Summer 2019)	<p>The percentage of disadvantaged children achieving age related expectations in maths is 80% (the national average for disadvantaged children was 67.2%). The school gap has narrowed by 7.9% since 2016/17.</p> <p>No SATS data comparisons due to cancellations for both 2020 and 2021.</p>

	<p>Internal assessments however, for Year 6 (completed in May 2021) show that the % of disadvantaged pupils achieving age related expectations in maths at the end of KS2 - 58%. 13% of disadvantaged pupils achieved greater depth in maths.</p>
Interventions	<p>Range of interventions run by support staff to support children in all areas. Evidence supports positive outcomes for many. Third Space Learning provides comprehensive assessments of all children to have worked on maths programme. 90% of children chosen for SATS programme achieved age related expectations.</p> <p>Third Space interventions continued throughout the academic period from March 2020 onwards, with Years 4, 5 and 6 having access to online maths tuition, with measurable positive outcomes for over 80% of participants. This was partly funded also through Catch Up funding.</p> <p>Read Write Inc intervention has continued across Years 3 to 6 to support children with targeted phonics expertise. This has been periodically tracked by the RWI Lead with 29 children moving through the levels and 10 moving off the scheme entirely by the end of this academic year.</p>
Attendance	<p>No significant improvement in attendance since last year. Overall attendance for 2018/2019 was 95.4% (down 0.6%). New push on incentivising children into improving attendance and punctuality. Increase in SLA with EWO in order to address new challenges posed by in year admissions and associated difficulties.</p> <p>Half termly attendance review meetings have continued throughout the academic years, even throughout lockdowns when the EWO was used specifically to liaise closely with families who were not engaging with home learning.</p> <p>Overall attendance for the academic year (2020 - 21) has remained constant at</p>

	95.6%, in spite of two lockdowns and six classes having to self-isolate during the autumn and spring terms.
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End (28/01/20)