

## 2020-21 Pupil Premium Strategy Statement

Academy name	Wybers Wood Academy
Number of pupils on roll	404
Proportion of disadvantaged pupils	10.8%
Pupil premium allocation this academic year	£55495
Publish date	September 2020
Review date	July 2021
Statement authorised by	Teresa Rouse
Pupil premium lead	Sarah Green
AAB lead	Janet Wood

### Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-0.9
Writing	-0.8
Maths	1.8

### Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	67%
% meeting combined high standard in reading, writing and maths at KS2	7%
% passing Y1 phonics screening check	95%
% passing phonics screening check by end of Y2	N/A

## Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	<p>Pupils in distress find it hard to self-regulate which impacts on learning.</p> <p>45% of the group have emotional issues and access pastoral support due to situations at home which have a detrimental effect on their ability to concentrate/ apply themselves in lessons.</p>
Gaps in reading, writing, maths and phonics	<p>Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19</p> <p>9% of pupils are on the SEN register.</p> <p>From their starting points most PP pupils do not make significantly different progress from National non PP group. However, our challenge is to increase the % attaining at least National Standard</p>
Speech, language and communication	<p>Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.</p>
Attendance	<p>Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.</p>
Wider opportunities	<p>Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.</p>
Parental engagement	<p>Parents unable to encourage and support learning. Parents struggling to parent their children.</p>
Pupils arrive at school unprepared for learning.	<p>Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging. Some pupils may arrive at school hungry and are unable to concentrate on learning</p> <p>23% of the group were new to school from a previous setting, adjustment to new school.</p>

### Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - RQTs - to be delivering high quality first teaching.	Access all CPD opportunities. Regular walk throughs, RAG meetings, book looks to include a targeted PP element. Provision of additional teaching support to close the Covid gaps	Core subject leads	£2500
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. All pupils achieving better than national in PSC.	RWI Development days Purchase of new RWI books and resources. Designated budget allocation to CPD	SM	£1000

### Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Additional teaching capacity for PP children and other vulnerables.  Lexia subscription	TR	£5000  £500
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. School counsellor to support learning behaviour strategies.	Pupil counsellor for bespoke 1:1 sessions Use of learning mentor for nurture and pastoral support Development of nurture room.		£5000  £25000
5. Seesaw online learning	Pupils to access homework through	Provision made in school for those who do not have internet access		£2000

	online learning.	at home to spend time on their home learning during lunchtime. Provision of electronic device for all PP to use in school and at home		£6500
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### Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
6. All pupils come to school ready to learn.	All pupils have a settled start to the school day. All pupils have the necessary equipment. No pupil starts the day hungry.	School to provide uniform School to provide resources for learning Virtual purse of £250 for resources and visits.	TR	£7000
7. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Purchase EWO support Rewards for good attendance and punctuality	MW, SG and TR	£2000
8. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Y6 ukulele wider opportunities All trips and visits receive subsidy for PP. Access to qualified teacher support in Y4 & 5. Subsidised Y5/6 residential visit Subsidised after-school clubs	YP and TR	£4000
9. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop- Dojo points Star of the week certificates Reward activities – visits/visitors	TR and LC	£1000
10. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD ongoing through the year. Resources for Thrive. Whole-school Thrive approach adopted by all staff. Targeted sessions for Thrive with learning mentors	SB	£1500
11. Improve pupils' confidence in being able to	Early intervention and assessment of speech and	Implement robust speech and language programme using Launchpad for Literacy.	SM	£500

<p>speak clearly and coherently.</p>	<p>language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.</p>	<p>Work in partnership with local SALT services to provide speech and language programmes in school. Continue to embed Oracy in the wider curriculum. Ensure younger children are accessing music- Charanga to support oral aural skills and development. Develop debating in order to give pupils opportunities to speak to a range of audiences.</p>	<p>SG AL, SM DC TR</p>	<p>£200</p>
<p>12. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.</p>	<p>Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.</p>	<p>Providing pastoral support through Family Support Worker/Learning Mentor. Signposting and support to access universal and targeted services where appropriate. Drop in sessions monthly with educational psychologist- PP parents given priority. Parents invited into school to a range of events to enhance their confidence in engaging with school and staff. Seesaw access supported through school sessions when computer access is unavailable at home. Workshops for phonics, reading and maths to support with understanding children's curriculum and learning needs.</p>	<p>LC AL Subject leads</p>	<p>£3000 £2000</p>

**Total Spend: £70 000**

**Review:**

Priority	Impact

