

Wendover CE Junior School Pupil Premium Strategy Statement

We aim to be the school of choice for our community.

Through living our Christian values, everyone at WCEJS has the opportunity to flourish.

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Building solid foundation (Matthew 7: 24-27)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wendover CE Junior
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mr G Kynaston
Pupil premium lead	Mrs J Bartlett
Governor / Trustee lead	Mrs D Gaglione

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,095
Recovery premium funding allocation this academic year	£6015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72,110

Part A: Pupil premium strategy plan

Statement of intent

We want all our pupils, irrespective of background, to flourish. We want all children to be:

- curious about themselves, about others, about the world they live in and about the deeper questions of life;
- courageous, sharing their thinking with other, aspiring to always improve and taking a stand for what they believe is right;
- compassionate, caring about themselves, each other and the world they live in.

We want our children to take responsibility for their behaviour and learning, building resilience so that they are able to cope with challenge and be successful lifelong learners. We want our disadvantaged pupils to be make just as much progress as any other child in school.

Our current strategy targets areas that have been negatively impacted by COVID as well as those that remain a barrier for pupils and parents. The plan clearly sets out actions to address the focus areas: to support positive mental health and well-being and build resilience; to improve reading and writing, linked to the growth of cultural capital; to improve attendance; to further engage parents so that they are able to support their child's learning.

The key principles of this strategy plan are that:

- It is learning / needs led and focusses on removing barriers to learning and addressing cumulative dysfluency
- It builds resilience, supporting the mental health and well-being of pupils, building their capacity to cope and improving attendance
- It builds capacity through engaging parents, helping them support their child's learning

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Mental health and wellbeing / pastoral / behaviour as a result of interrupted schooling / remote learning over the last two school years
2	Pupil Premium children are making less progress than other children in the school in reading and writing, due to the disruption of the pandemic and remote learning
3	Attendance: 50% of pupil premium have an attendance rate below 95% with 25% being below 90%
4	Parental engagement: a number of pupil premium parents do not engage as much as we would like (this includes taking up the offer of additional support)
5	Cultural capital: a number of pupil premium children do not have access to the same experiences as other pupils; this impacts language, communication and aspiration.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Children are more able to talk about their challenges and demonstrate how they are resilient. Children understand the importance of positive well-being. There are fewer behaviour incidents for pupil premium children (less pupils on positive behaviour plans)	<ul style="list-style-type: none"> - Teacher, child and parent interviews evidence increased resilience - Behaviour incidents reduce for identified pupils and children are more able to self-regulate
2. Reading, writing and maths progress data shows that pupil premium children are making at least the progress of other pupils. They talk confidently about their learning and the progress they have made.	<ul style="list-style-type: none"> - 95% of pupil premium children making expected progress in reading, writing and maths - Pupil premium children making at least the same progress as other pupils
3. Attendance improves for identified pupil premium children	<ul style="list-style-type: none"> - Attendance for pupil premium children is comparable to other pupils - Attendance for identified pupils improves
4. Engagement of identified pupil premium parents improves in order that they better understand what is needed to support their child; this will be monitored through engagement in parent consultation, agreement for additional support (such as interventions and tuition), using parent support materials and attending school events	<ul style="list-style-type: none"> - Progress for identified pupils improves - Additional support is accepted by pupil premium parents - Good attendance of pupil premium parents at school events, consultation and reviews
5. Children talk confidently and knowledgeably about their enrichment activities and the broader curriculum, sharing their aspirations and / or demonstrating further interest in the topic area	<ul style="list-style-type: none"> - 80%+ pupils respond positively through pupil interviews and surveys

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge addressed
Increased time for Quality First Teaching (cost of LSA to lead learning for other pupils) & Quality First Support:	EEF Toolkit: <ul style="list-style-type: none">• Collaborative learning +5 months• Peer tutoring + 5 months• Feedback +8 months• Metacognition +8 months	2
'Keep Up' maths each day	EEF Toolkit: <ul style="list-style-type: none">• Mastery learning + 5 months	2
Focus groups Y6 maths	EEF Toolkit: <ul style="list-style-type: none">• Small group tuition +4 months	2
Guided reading and pre-teaching of vocab across the curriculum, reading scheme and reading challenge	EEF Toolkit: <ul style="list-style-type: none">• Reading comprehension strategies +5 months	2
Release time for teachers and LSAs (CPD); core and foundation leaders to monitor standards and track progress	Prior experience and best practice in school	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge addressed
Tuition partners (online tuition) & School led tuition (teachers and LSAs)	EEF Toolkit: <ul style="list-style-type: none"> • One to one tuition +5 months • Small group tuition +4 months 	2, 4
Phonics package and interventions	EEF Toolkit: <ul style="list-style-type: none"> • Phonics +4 months 	2
Paired reading (within / across year groups)	EEF Toolkit: <ul style="list-style-type: none"> • Peer tutoring + 5 months 	2
Homework club	EEF Toolkit: <ul style="list-style-type: none"> • Homework + 2 months 	1, 2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge addressed
Mentoring – focus on mental health, resilience and aspirations	EEF Toolkit: <ul style="list-style-type: none"> • Mentoring +1 month 	1
Additional emotional support through 1:1 and small group sessions	EEF Toolkit: <ul style="list-style-type: none"> • Social & emotional learning +4 months 	1
County Attendance Team to work with school and identified parents	EEF Toolkit:	1, 3

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Use of wider curriculum and collective worship to enrich understanding		5
Financial assistance for uniform, visits, clubs, music lessons and extra-curricular	EEF Toolkit: • Extra-curricular +2 months	1
Reward system for identified pupils to improve behaviour and attendance		1, 3
Parent support materials shared directly with parents through newsletter and the school website (to include a weekly text reminder about pre-teach vocab, homework)	EEF Toolkit: • Parent involvement +3 months	4
Encourage increased participation in extra-curricular activities and taking on roles of responsibility	EEF Toolkit: Extra-curricular +2 months	1, 3, 4, 5

Total budgeted cost: £ 65,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of previous year and plan 2018-2021

- Maths mastery approach, a focus on concrete and pictorial methods and daily 'keep up' maths resulted in 95% of pupil premium making expected progress (a 22% rise from the previous year); pupil premium made better progress this year in maths than other pupils. Pupil interviews showed that children were more confident in maths due to the daily opportunity to keep up, rather than having catch up interventions, and that the use of manipulatives increased their understanding.
- Reading strategies, including a tighter focus on guided reading and use of new resources for less able readers, resulted in 79% pupil premium making expected progress (a 6% rise from the previous year); progress of pupil premium was 10% lower than all pupils (autumn 2021 data);
- Writing strategies, including a tighter focus on accuracy of grammar and precision teaching, resulted in 79% pupil premium making expected progress (4% lower than the previous year); progress of pupil premium in writing was 11% lower than that of all pupils (autumn 2021 data)
- Attendance for pupil premium has increased by 4% since autumn 2020 and is now 2% below that of all pupils (whole school attendance 97%)
- Young carers have been supported through engagement of external agencies, education or all children in school about the role and responsibilities of young carers and provision of extra-curricular activities for young carers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ol style="list-style-type: none">1. A support worker was employed to provide frequent 1:1 and small group sessions for service children, in order to ensure that their mental health and well-being was monitored and further support was implemented as required. Support for identified parents has been provided through meetings with the support worker and SLT; coffee mornings for service parents have provided further support and allowed parents to better understand how to support their child's learning / welfare.2. Additional academic interventions were provided for identified pupils for reading, writing and maths
What was the impact of that spending on service pupil premium eligible pupils?	<ol style="list-style-type: none">1. Nearly all service children reported that they were happy and safe in school, being confident about their learning. Identified pupils were supported in order that behaviour incidents were low compared to previous years.2. The progress for service children was at least that of other pupils and better in reading and maths.