

Wheelwright Lane Primary School Pupil premium strategy statement

1. Summary information					
School	Wheelwright Lane Primary School				
Academic Year	2022/23	PP budget	£54,585.00	Date of most recent PP Review	July 2022
Part of our 3 year plan 2021-2024		Recovery Premium	£4350.00		
		Total	£58,935		
Total number of pupils	215	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Jan 2023

2. Current attainment and progress end of KS1 and KS2
Awaiting validated 2022 results (will be uploaded when received in October 2022)

3. Barriers to future attainment	
In-school barriers	
A.	Poor speech and language skills, below average on entry to school. Children progressing at a slower rate than peers each year. EAL 1 st and 2 nd generation numbers increasing year on year; children acquiring English in school as parents' own language used at home.
B.	Significant proportion of parents with own low achievement in reading, writing and maths leading to lack of ability to support at home. Children therefore have gaps in basic skills in English and Maths.
C.	Children not at the expected standard in year groups and need accelerated progress to 'keep up'
D.	An increasing number of families with high social, emotional and mental health needs that take priority over educational achievement. Bereavement, divorce and health issues for some children affect their ability to engage with learning.
External barriers	
E.	Small proportion of families with persistent absence issues

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for all children throughout the school and especially on entry. Curriculum focus on improving and extending children's vocabulary.	On entry to Nursery/Reception children will be screened using the Wellcomm materials to assess their language skills. Children will receive specific intervention to develop speech and language skills and access SALT Service quickly in order to identify specific needs. Children new to school in other years will also be monitored for specific SALT needs. Experienced TAs use support materials within intervention groups Extra support given to EAL children where home language is not English. Developing early language in school and providing parents with appropriate resources to support English at home.

		LIP will clearly focus on developing language throughout the school with a specific emphasis on enriching vocabulary.
B.	Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.	Increasing number of parents to attend planned workshops throughout the year focusing on; phonics, reading, calculation skills in maths, expectations at KS1 and KS2. Staff to target parents and use TEAMS where appropriate
C.	Targeted intervention – ‘keeping up’	By the end of the year children will have made accelerated progress and begin to close the gap and catch up with peers nationally.
D.	Children with SEMH needs clearly identified and appropriate support put in place	Children identified and monitored. Enrichment Fridays to target the development of SEL skills. Curriculum will reflect aspects of social emotional learning skills to support accelerated learning. Consistent use of Zones of Regulation in School to help children with emotional literacy and self-regulation strategies
E.	Increase the attendance rates for targeted PP children	Reduce the % of persistence absences for all children with a clear focus on PP children and families. Appoint Learning mentor to support families where persistence absences is identified Access Warwickshire Attendance support group for advice/guidance.

5. Planned expenditure

Academic year

2022/23

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve speech and language skills for all children throughout the school and especially on entry. Curriculum focus on improving and extending children's vocabulary	Staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focussed teaching to enrich vocabulary and understanding. Teach rich vocabulary throughout the curriculum. Improved liaison between Nursery and Reception.	Majority of our children are not surrounded by quality talk so staff need to have a clear understanding that clear, rich and precise vocabulary is needed in all interactions. We know that enriching the quality of talk and interactions will support their learning as they progress through the school. The use of effective assessment is crucial so that each child on entry to the school has an individual assessment and the right resources/support is implemented quickly. Clear focus on teaching of vocabulary in guided reading sessions and English lessons.	INSET through external support and internal subject leaders (Raise Challenge, NELLI training, Consortium EYFS network) English S/Ls to deliver INSET on use of texts to enrich vocabulary – Film week, Spelling Shed introduced to school) Clear guidance on use of quality texts to support teaching. Focussed training for EYFS staff identified DHT	LT/ Eng/Maths S/L	Feb 23

<p>Children entering the school with EAL as 1st/2nd generation families will make rapid progress in acquiring English and increase their vocabulary</p>	<p>Extra support given to EAL children where home language is not English. Developing early language in school and providing parents with appropriate resources to support English at home.</p>	<p>Children need to develop their English as some families only speak their native language at home. Families access TV etc. in their home language through satellite TV. Clear focus on speaking English in school is needed. Support needed for families to implement at home.</p>	<p>Parental Workshops to support parents with reading and writing.</p> <p>Clear guidance for staff to ensure that children with EAL understand the vocabulary they are teaching – use Inprint 3 to support dual language. Resources to be sent home for the family.</p>	<p>SENDCo Eng Leader</p>	<p>December 22</p>
<p>Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.</p>	<p>We recognise that parents are not sure of the support they should be giving their children. We want to support their own understanding of basic skills in all year groups so they are able to support with school and home work.</p>	<p>Parents can be unsure of what support is needed. Parent workshops are provided throughout the year to support teaching of basic skills. Parents will feel more comfortable and secure in knowing that they are supporting their children effectively. School Maths Calculation Policy to give clear guidance for strategies used in school and support parents understanding. School website links to phonics teaching and the importance of high quality questioning used in comprehension and reading exercises. Recording of parent workshops will be uploaded to the website for families to access in their own time and regularly throughout the year..</p>	<p>EYFS/KS1/KS2 staff will lead phonics and reading workshops – run throughout the year to ensure that all parents are able to attend. Offer crèche for those with younger children and family difficulties. EYFS will offer drop-in session for parents to promote development of Eng/Maths skills. Maths S/Is will update the Calculation Policy and share with parents – offer Parent Workshops English S/Ls will update essential texts for all staff and share these with parents Teachers will record parent attendance and target family not engaging.</p>	<p>EYFS staff Maths and English S/L LT</p>	<p>December 22</p>
Total budgeted cost					<p>8000</p>
<p>ii. Targeted support</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted intervention – 'keeping up.</p> <p>Booster groups for EYFS/ Year 1, 2 and 6 to support statutory assessment.</p>	<p>Continue to subscribe to STS for targeted assessment and guidance. Experienced Teachers and TAs use 1 to1 and small group teaching to ensure rapid progress for targeted pupils. Recovery premium used to employ experienced teachers to deliver Maths/English intervention.</p> <p>Experienced Teacher/TAs to run groups for targeted pupils Recovery premium used to employ experienced teachers to deliver Maths/English intervention.</p>	<p>Children need extra daily support for English and Maths – regular focussed teaching in order to close the gaps in learning.</p> <p>Focussed teaching of skills linked to gaps in learning</p> <p>Recovery premium used to employ experienced teachers to deliver Maths/English intervention.</p>	<p>Quality First Teaching in the first instance for all pupils to ensure progress for all pupils.</p> <p>Where appropriate, Intervention must be daily or at least 3 times per week to have effective impact.</p> <p>Maths S/L to support additional sessions out side of contracted hour using Tutor Led funding grant.</p> <p>Teacher and TA delivering intervention to have a clear focus on tight learning objectives linked to HT/DHT will new N.C. monitor.</p> <p>Phase Leaders will work together to identify where support is needed through 2 weekly phase meetings and termly pupil progress meetings</p> <p>Year 6 Booster groups to take place 3 times per week after school.</p>	<p>HT/DHT Phase Leaders</p> <p>HT/DHT</p>	<p>December 22</p> <p>February 23</p>

Children with SEMH needs clearly identified and appropriate support put in place.	<p>Class data to include SEMH needs for PP children and needs clearly identified. All staff must be aware of individual circumstances and concerns and discuss concerns with parents where necessary. Children identified and list given to SENDCo</p> <p>Specialist counsellors needed in some circumstances through Early Help if necessary</p> <p>All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.</p>	<p>Children are not ready to learn if their SEMH needs are not met. All staff trained using EP service – Zones of Regulation to recognise the need to address and support SEMH needs.</p> <p>Jigsaw PSHE programme purchased to support SEMH – delivered weekly by all staff.</p> <p>Children’s needs are greater than school can offer support for, so specialist are needed.</p> <p>Children will have the same opportunities as their peers to access extra –curricular activities etc. regardless of financial or social barriers.</p>	<p>Flow chart for recognition of SEMH needs and use of relevant support materials to be used (SEMH project).</p> <p>Monitor all classrooms to ensure that Zones of Regulation are in place to support pupils with emotional regulation and emotional literacy.</p> <p>Discussions with parents/guardians to ensure support is achieving results.</p> <p>HT will monitor and discuss with staff to ensure that opportunities are available to disadvantaged pupils.</p>	HT/DHT/AHT/SENDCo	Ongoing
Total budgeted cost					48,935.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the attendance rates for targeted PP children.	HT/DHT to continue to monitor and target PP children whose attendance falls below expected rates. Early Help to be put in place for support if necessary.	Targeted approach used in past years and attendance rates have improved for some PP children but need to improve further.	<p>HT/DHT time to analyse attendance and provide Early Help support.</p> <p>Weekly newsletter and half termly attendance newsletter to promote the awareness of attendance in classes and across school.</p> <p>HT to contact families where there is a concern around attendance, lateness BEFORE it becomes a pattern.</p>	DHT/HT	Ongoing

			<p>Access to Warwickshire Attendance workshops for advice/guidance.</p> <p>Appointment of Learning Mentor to work with families where Early Help and Attendance support is required.</p>		January 22
Total budgeted cost					£2000
Overall Total budgeted cost					58,935.00

6. Review of expenditure				
Previous Academic Year		2021/22 No SATs, phonics statutory assessment in 2021- internal tracking only. Teaching was again disrupted due to staff and children absence throughout the year due to Covid.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve speech and language skills for all children throughout the school and especially on entry. Curriculum focus on improving and extending children's vocabulary</p> <p>Children entering the school with EAL as 1st/2nd generation families will make rapid progress in acquiring English and increase their vocabulary</p>	<p>Staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focussed teaching to enrich vocabulary and understanding. Teach rich vocabulary throughout the curriculum. Improved liaison between Nursery and Reception.</p> <p>Extra support given to EAL children where home language is not English. Developing early language in school and providing parents with appropriate resources to support English at home.</p>	<p>All staff modelling a rich variety of vocabulary throughout the school evident. Most children have benefitted from this approach. Learning Walks /book trawls reveal that children are using adventurous and well-chosen vocabulary to match their topic/intent. School will continue to use the Wellcom screening. Children with SALT have been identified earlier and either external or internal support accessed immediately. Intervention support is in place and having a positive effect.</p> <p>All staff model use of English when working with children. Appropriate resources are sent home to support families with English. Children support each other if they speak the same language in school – families also support each other at home.</p>	<p>School will continue with this approach to improving vocabulary. Designated Early reading Leader to be established to effectively monitor the early reading and phonics in EYFS and KS1. Early Reading Leader and KS2 Reading Leader to liaise to ensure a consistency school approach to reading.</p> <p>English subject leader will be providing INSET on RIC comprehension tasks. This will ensure children understand and use more adventurous vocabulary in their writing.</p> <p>All subject leaders will give specific advice on the vocabulary needed for each topic covered. This will be clear on teacher's MTPs and triangulated with knowledge organisers and whole school progression documents for all subjects.</p> <p>Cohorts change year on year – it is not easy to predict the variety of languages that will come in to school.</p> <p>Pupil Progress meetings will focus around challenge and aspiration for all pupils and identifying support required at different levels.</p>	

<p>Target parents to attend specific Parent Workshops to improve their own understanding of basic skills and expectations in each year group, leading to more support for children.</p>	<p>We recognise that parents are not sure of the support they should be giving their children. We want to support their own understanding of basic skills in all year groups so they are able to support with school and home work.</p>	<p>Parent workshops started from March 2021 onwards. Parents engaged well with returning to school for workshops. We will continue with this next year and include Maths evenings.</p>	<p>School has increased attainment and progress at KS2 over the past three years of SATs 2016/17/18. The supportive workshops are working so we will continue with this approach.</p>	
<p>Children with SEMH needs clearly identified and appropriate support put in place.</p>	<p>We know that children and families with SEMH needs are not ready to learn at the same rate as their peers. Identification of SEMH needs and clear approach to support learning is required for effective learning to take place.</p>	<p>School has established SEMH register and regularly review children's needs. School continue to provide staff training on identifying needs which continues to have a positive effect on all children. School SENDCo continues to work with her local SENDCo network identifying needs and has the funding to provide for workforce development.</p>	<p>Staff are well trained in understanding differing needs in all children. They continue to apply their learning to different children: eg. sensory diets; Precision teaching; intervention support. Further training will be accessed through the E.P. Service. This year a focus on Zones of Regulation will be implemented.</p>	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Targeted intervention – ‘closing the gap.</p> <p>Booster groups for EYFS/ Year 1, 2 and 6 to support statutory assessment.</p>	<p>Continue to subscribe to STS for targeted assessment and guidance. Experienced Teachers and TAs use 1 to1 and small group teaching to ensure rapid progress for targeted pupils.</p> <p>Experienced TAs to run groups for targeted pupils</p>	<p>STS support for pupils and staff has been invaluable. Individual focused assessment and subsequent targeted support has ensured that good progress has been made by all children focused on the areas of greatest need. TA s have been directed by STS staff and extra training has been delivered by STS for new staff throughout the year.</p> <p>This strategy works exceptionally well. Targeted children made good progress in English and Maths as their experienced TAs support in the main lessons and then run targeted interventions for children who need extra support.</p>	<p>We will continue to use STS expertise to support for children and offer advice and strategies to support relationship, behaviour support and to enable all children to access high quality learning</p> <p>Using experienced TAs to support children in their classes works well – children are confident and feel supported.</p> <p>Use of experienced in-house TAs and Teachers will form part of our approach to using Recovery Premium as well as Pupil Premium.</p>	
<p>Booster groups for EYFS/ Year 1, 2 and 6 to support statutory assessment.</p>	<p>Experienced TAs to run groups for targeted pupils</p>	<p>This strategy works exceptionally well. Targeted children made good progress in English and Maths as their experienced TAs support in the main lessons and then run targeted interventions for children who need extra support.</p>	<p>Using experienced TAs to support children in their classes works well – children are confident and feel supported.</p> <p>Use of experienced in-house TAs and Teachers will form part of our approach to using Recovery Premium as well as Pupil Premium.</p>	

<p>Children with SEMH needs clearly identified and appropriate support put in place.</p>	<p>Class data to include SEMH needs for PP children and needs clearly identified. All staff must be aware of individual circumstances and concerns and discuss concerns with parents where necessary. Children identified and list given to SENDCo</p> <p>Specialist counsellors needed in some circumstances through Early Help if necessary</p> <p>All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.</p>	<p>SEMH register is in place. Staff have regular discussions regarding individual needs.</p> <p>Discussions with SENDCo take place and either staff training or support for pupils is put in place. Staff have improved knowledge and understanding of SEMH needs.</p> <p>Children access specialist counselling services through Early Help process. Counselling is bespoke to child's needs.</p> <p>School support all PP children in accessing enrichment activities. Discussions with providers is in place to support with any difficulties.</p>	<p>Continue to develop restorative practice and identify children that need access to differentiated behaviour support.</p> <p>All children will access Zones of Regulation with some children needing bespoke support to help with mental health, well being and emotional regulation.</p> <p>Continue to offer Early Help support for all families, especially PP children.</p> <p>Continue to offer all PP children enrichment activities and continue to identify children, ensuring that they are given priority.</p> <p>All teachers will be 'Champion' for Disadvantaged Pupils – this means understanding their children's lived experiences</p>	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase the attendance rates for targeted PP children.</p>	<p>HT/DHT to continue to monitor and target PP children whose attendance falls below expected rates. Early Help to be put in place for support if necessary.</p>	<p>HT/DHT worked with parents to improve attendance rates – this worked with some parents but not a couple of hard to reach parents.</p> <p>Attendance Service was used to support individual cases. HT attended webinars from DFE and Warwickshire CC to share ideas and strategies that have worked. These were put in place and some success was noted.</p> <p>One family was hard to reach and resulted on support from Social Care.</p>	<p>HT/DHT focus on attendance and working with families will continue. It is important that attendance is a responsibility of the HT/DHT and not another member of staff – needs to be at the highest level.</p>	
Overall total budget				49,315.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

SEMH/WISSSP project action plan details in HT office.

Jigsaw Program

Zones of Regulation

Pupil progress meetings – detailed notes kept in HT assessment files

Intervention records kept by individual classes.