



**DRB Multi Academy Trust
Pupil Premium Strategy Statement
Wychall School**



School Overview

Number of pupils in school	387 (25 Nursery)
Number of pupils eligible for pupil premium funding in school	238 in total 233 - FSM 4 - Looked After Pupils 1 - Service Pupil
Proportion of disadvantaged pupils in school	61.5%
Pupil premium allocation this academic year	£323,075
Academic year or years covered by statement	2020 -2023
Publish date	17 October 2020
Review date	15 July 2021
Statement authorised by	Miss J Harris
Pupil premium lead	Mr N Lamorte
Trustees lead	K McCabe

Disadvantaged pupil progress scores for last academic year (2019)

Subject	Pupil Progress (school)	Pupil Progress (National Non Pupil Premium)	Pupil Progress (National Pupil Premium)
Reading	-3.1	0.3	-0.6

Writing	-1.9	0.3	-0.5
Mathematics	-4.9	0.4	-0.7

Disadvantaged pupil performance overview for last academic year

Subject(s)	Performance (school)	Performance (National Non-PP)	Performance (National PP)
Reading Expected Standard at KS2	68%	78%	62%
Reading Higher Standard at KS2	5%	31%	17%
Writing Expected Standard at KS2	78%	83%	68%
Writing Higher Standard at KS2	10%	24%	11%
Mathematics Expected Standard at KS2	63%	84%	67%
Mathematics Higher Standard at KS2	7%	31%	16%
RWM Combined Expected Standard at KS2	54%	71%	51%
RWM Combined Higher Standard at KS2	0%	5%	13%
Phonics Year 1	79%	83%	68%
EYFS	60%	73%	55%

Strategy aims for disadvantaged pupils

Priority 1

All pupils achieve the highest standard of educational outcomes regardless of circumstance or background. Ensure that the gap between pupil premium pupils and those who are not deemed PP is diminished.

Priority 2

The curriculum provides pupils with the opportunity to develop a broad and deep understanding of a wide vocabulary.

Priority 3

Based on research carried out by the EEF, ensure that quality first teaching is at least good in all year groups consistently.

Priority 4

To improve attendance rates of pupil premium pupils and reduce the percentage of persistent absence amongst this group.

Barriers to learning these priorities address

- Impact of COVID 19 school closure on academic achievement and pupils' mental health.
- Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.
- Complex family needs contributing to reduced behaviour for learning for many disadvantaged learners.
- Attendance in pupil premium is lower than that of their peers who are not eligible for PP.
- There is a higher rate of persistent absence and late arrivals amongst disadvantaged children.
- Some parents find it hard to provide support for their child's learning at home, particularly around reading.
- Poor arithmetic skills.

Targeted outcomes

Aim	Target	Target Date
Attainment and Progress in Reading	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2 (0)	July 2021
Attainment and Progress in Writing	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2 (0)	July 2021
Attainment and Progress in Mathematics	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2 (0)	July 2021
Phonics	Attainment at least in line with national outcomes.	July 2021
Other	In EYFS, disadvantaged pupils achieve in line with all pupils nationally.	July 2021

Teaching

Measure	Actions
Improving Quality First Teaching	<ul style="list-style-type: none"> Leaders to focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all. Leaders to support staff or provide training to develop teaching and learning across

Ensure all quality first teaching is at least good consistently in all year groups

school. A structured monitoring cycle will ensure that areas for development are identified and support or training are put in place.

- To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.
- Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum.
- Ensure staff have in-depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged.
- Ensure that secure effective pedagogy meets individual pupil needs -CPD to be provided by the school improvement team and specialists across the trust.
- Senior leaders holding pupil progress meetings focussing on progress and attainment.
- Senior leaders regularly evaluating QFT and interventions to ensure they are time limited, show impact and are narrowing the gaps in learning
- School improvement team to support the development of middle leaders and their monitoring and evaluation strategies. This will ensure that middle leaders will be able to drive consistent improvement in subjects.
- Increased levels of support, beyond that which the Trust provide, from the challenge partner. This to occur at least termly.
- Tailored CPD programmes to be provided for staff on key subjects for development, CPD to be accessed include: Back on Track Programmes, Middle Leaders, RQT programme, reading for pleasure.
- Engage and carry out the research programme for enhancing reading for pleasure. This will be carried out alongside the Open University. A

	<ul style="list-style-type: none"> • Additional teacher to teach in Y6 every morning to raise standards in attainment and progress (EEF Reducing Class Size +3 months, Small Group Tuition +4months) • Contribution towards increasing access to decodable books in EYFS, year 1 and year 2 (EEF EY Early Literacy Approaches +4months) • Contribution towards increasing access to quality individual reading texts that can be accessed by pupils to take home. (EEF EY Early Literacy Approaches +4months) • Training and coaching for the ERL lead to enhance subject knowledge and leadership capacity, resulting in greater impact on reading attainment. • Purchase of Times Tables Rockstars to provide opportunity to revisit and revise times tables as home. Times Table Rockstars interventions to also be deployed. Gap analysis activities who multiplication being a key barrier to attainment. (EEF Digital Technology +4months) • Purchase of MyOn to provide additional reading materials for children to access at home. (EEF Digital Technology +4months) • Specific TA interventions for Times Table Rockstar to support pupils who may not have access at home and require further time using the app – contribution to intervention to be taken from PP. (EEF Digital Technology +4months, Individual Instruction +3moths) • Provide focused group teaching for closing the gap – this will be targeted to the question level analysis outcome on need. (EEF Small Group Tuition +4months) • Provide focused group interventions for writing, targeting the gaps in learning caused by COVID –19. This to be provided by an additional member of staff (qualified teacher). (EEF Small Group Tuition +4months)
<p>Rapidly address the lack of broad vocabulary across all year groups.</p>	<ul style="list-style-type: none"> • Embed a well rationalised curriculum that focuses on developing vocabulary across all year groups. Use a concept-based approach to this, which is proven in research to have the greatest impact.

	<ul style="list-style-type: none"> • Develop language rich environments across the school, in particular the EYFS unit. Language to be displayed and represented, often with pictorial exemplifications. (EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months) • Focus on teachers using high level, subject-specific vocabulary (tier 3 vocabulary) with all pupils regardless of their background. (EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months) • EY to use Zappar to support the learning of phonics at home through an interactive programme (EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months, EEF Digital Technology +4months) • All staff actively promoting the Reading for Pleasure Programme to develop language. Middle and Senior leaders regularly monitoring reading. (EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months, Reading Comprehension Strategies +6months)
<p>Rapidly address low attainment on entry to school in EYFS</p>	<ul style="list-style-type: none"> • Embed new EY Development Matters curriculum. Ensure a securely embedded intent and implementation is further developed through coaching and mentoring by Senior Staff and EY lead. • All EY staff attend specific EYFS training through the Trust Early Years Network to ensure current up to date practices and strategies for teaching are embedded. • All EYFS staff gain L3 EY Practice qualification to meet statutory requirements and ensure that a good quality education is provided to all EYFS pupils and improve outcomes at the end of EYFS. • EY staff to focus on learning that develops communication, language, numeracy and play based learning (EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months, EY Early Literacy Approaches +4months, EY Early Numeracy Approaches +6months)

	<ul style="list-style-type: none"> • Focused phonic sessions and rigorous monitoring of assessments to track progress and focus next steps in learning (EFF Phonics +4months) • Early Reading Leader to monitor the provision of phonics and Early Reading and monitor interventions to ensure effective and having rapid impact (EEF Phonics +4months)
To narrow the attainment and progress gap between SEND/PP pupils to those Nationally	<ul style="list-style-type: none"> • To employ an AHT for Inclusion to enhance the teaching and learning provision for SEND/PP pupils • AHT to support teachers in effective teaching and learning strategies and provide the necessary training • AHT to monitor assessments and lead pupil progress meetings focussing on rapid progress and improved outcomes for PP/SEND pupils
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring quality first teaching across the curriculum to improve outcomes for all pupils through addressing the identified areas for development in school and the leaders provide support for their phases and subjects. • Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve. Robust curriculum offer in English and mathematics. • The regression or lack of progress in pupil's attainment due to school closures related to COVID-19.
Projected Spending	£ 191,600

Targeted academic support for current academic year

Measure	Actions
To improve speech and language attainment in	<ul style="list-style-type: none"> • Speech & language therapists to support staff in delivering the WELLCOMM programme to all Nursery and Reception children, an intervention for

<p>EYFS and KS 1. (To raise ELG for S and L to national figures). Progress to also be tracked on Speech and Language framework.</p>	<p>improving communication, speech and language that will impact on the outcomes for all children by the end of EYFS, particularly those eligible for pupil premium. (EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months, Early Years Interventions +5months)</p> <ul style="list-style-type: none"> • Speech & language therapists to train staff on a range of intervention strategies to support SEN/SLCN/PP pupil. Therapists work with children with specific needs to support their development of language and speech development.(EEF EY Communication and Language Approaches +6months, Oral Language Interventions +5months, Early Years Interventions +5months) • Develop a highly focused learning environment that is language rich and tightly focused on pupil’s progress through the phonics coverage document in place. (EEF EY Communication and Language Approaches +6months, Phonics +4months)
<p>To improve learning behaviours so that pupils’ attainment and progress can improve.</p>	<ul style="list-style-type: none"> • Two learning mentors with responsibility to deliver programmes that are targeted to improve learning behaviours. Learning mentor to provide support and pupil coaching to develop self-regulation strategies. This aims to ensure pupils are ready to learn and can engage with teaching. (EEF Metacognition and Self-Regulation +7months, Behaviour Interventions +3months, Social and Emotional Learning +4months)
<p>To improve educational outcomes and narrow the attainment gap between PP and non PP pupils</p>	<ul style="list-style-type: none"> • To provide additional, weekly, focused-group teaching by a qualified teacher to year 2 and year 6. (EEF Reducing Class Size +3 months, Small Group Tuition +4months) • Focused time specific interventions taking place across school to narrow the attainment gap. Interventions planned and implemented following pupil progress meetings with senior staff – interventions led by Teachers and TAs.

	<ul style="list-style-type: none"> • Use assessment analysis documents to direct teaching input.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • COVID restrictions preventing some targeted interventions from Speech and Language therapist taking place. • Lego therapy training not taking place in person. • Bubbles in place, due to COVID, may present some limitations in the group size capacity for the learning mentor interventions. • Attendance to PP pupils.
Projected Spending	£113,875

Wider strategies for current academic year

Measure	Actions
<p>Improve attendance to ensure that children are regularly accessing the educational offer in school.</p> <p>To reduce the gap between school attendance (93.9% 2018-2019) and national attendance (96%).</p>	<ul style="list-style-type: none"> • Attendance Lead to monitor attendance daily, make first day absence calls, liaise with external agencies to identify additional support required, work with Lead DSL to share concerns and provide additional pastoral support. • A member of staff on 0.3 contract will monitor, track and follow up on attendance. This member of staff will hold attendance meetings, trigger formal proceedings as and when is appropriate. • Rewards initiatives to be purchased and launched to entice pupils to attend school. • Improve curriculum and quality first teaching to ensure pupils are engaged in their learning.
To support parents in enabling and equipping	<ul style="list-style-type: none"> • Provide online workshops for parents to engage in key areas of the curriculum, such as reading, reading for pleasure, phonics, mathematics and

them to better support their child's learning at home.	<p>writing. (EEF Parental Engagement +3months, EY Early Literacy Approaches +4months, Early Numeracy Approaches +6months, Phonics +4months, Reading Comprehension Strategies +6months)</p> <ul style="list-style-type: none"> Publicise to parents how they can still access support from the school, using the school website. Provide additional leadership capacity for staff to prepare and create workshops.
PP children attending school punctually	<ul style="list-style-type: none"> Two staff to provide a 'Walking Bus' to ensure children arrive on time and are ready to access their learning from the start of the school day
Barriers to learning these priorities address	<ul style="list-style-type: none"> A number of families are deemed hard to reach and are disengaged with education. There is a higher rate of persistent absence and late arrivals amongst disadvantaged children. Lack of technology access for parents at home.
Projected Spending	£17,600

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	<ul style="list-style-type: none"> Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities. Disruption caused by COVID related absence 	<ul style="list-style-type: none"> Rigorous monitoring and evaluation timetable to ensure that subject leaders and SLT support teaching and learning across school to ensure it is at least good. Leadership capacity in school and the Trust School Improvement Team will support coaching (including lesson study) and PPA

	<ul style="list-style-type: none"> • Lack of face to face training and the cancellation of some training. • Bubble closures due to confirmed COVID cases. 1-1 isolations due to COVID. • Staff absence. 	<p>support to provide appropriate training to meet the targets set out in the SDP and individual professional development opportunities.</p> <ul style="list-style-type: none"> • Investigate other sources of training when any provision is cancelled. • Using online training resources to ensure training is still provided. <p>• Online teaching via teams – Wakelet to be used to provide work. Where necessary printed input and work will be provided (EEF Digital Technology +4months)</p>
Targeted support	<ul style="list-style-type: none"> • Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning. • Staff absence due to COVID-19 • Enabling outside agencies to attend the school with COVID restrictions. 	<ul style="list-style-type: none"> • Monitor timetables rigorously to ensure that planned interventions are taking place. • Precise use of catch-up funding to deploy academic mentors to lead interventions. • Ensure all visitors follow COVID secure actions outlined in the risk assessment. • Carefully plan out days that staff can attend school with 48hours between visits to other sites. • Where possible, outside agencies can use online communication agencies.
Wider strategies	<ul style="list-style-type: none"> • Engaging and supporting parents to be involved in their children’s education and address wider issues that impact on 	<ul style="list-style-type: none"> • Attendance Lead to support parents with improving pupil attendance and punctuality.

	<p>their learning. (EEF Parental Engagement +3months)</p> <ul style="list-style-type: none">• Lack of computing access at home for parents to use. (EEF Digital Technology +4months)	<ul style="list-style-type: none">• Directly target families experiencing the most difficulties by establishing effective relationships via the pastoral team.• Directly target the most disadvantaged families to engage in activities in EYFS to support with communication skills and early reading.• Implement creative strategies for communication, including the use of online videos and meetings.• Provide loaned technology to parents who require it.
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Review: last year's aims and outcomes

Last year's aims and outcomes were disrupted as a result of Covid-19 and school closure for the majority of pupils from 20th March 2020. On-site school education began for the children of key workers and those identified by school as vulnerable. Alongside this, remote learning was provided for all other pupils so their education could continue at home. During this period Pupil Premium funding was redirected as deemed necessary by the Senior Leadership Team, in order to support our disadvantaged pupils during these unprecedented times.

As a result of this closure we are not able to evaluate the impact of the 2019/2020 Pupil Premium spend.

We will monitor and evaluate the impact Covid-19 has had on disadvantaged pupils and our reopening strategy will identify support to ensure they catch up with their peers as quickly as possible.