



Wilkinson Primary School

Pupil Premium Report 2019-20

School	Wilkinson Primary School	Academic Year	2019-20
Date of last Review	September 2019	Total Pupil Premium Budget Pupil Premium + LAC Pupil Premium	£179520 + £6200 = £185720
Total number of full time pupils	427	Pupils Eligible for Pupil Premium + LAC	136 + 3
Date of next review	September 2020	Pupil Premium Grant amount per pupil	£1320

Our School Ethos

At Wilkinson we aim to provide a safe, secure and caring environment where everyone is valued. To enable each child to develop emotionally, physically, intellectually, spiritually and socially so that they are able to fulfil their true potential. We hope to give our children a wide variety of experiences which will allow them to make informed choices as they move towards adulthood

Our School Context

Wilkinson Primary School is situated in the Bradley area of Bilston, Wolverhampton. We are larger than average compared with similar schools. Numbers of pupils who have English as an additional language is fewer than the national average and children with SEND is in line with national average. The deprivation factor of the school is 0.41 and has pupil premium as 30% of its total numbers. In 2014 the school moved into a new building and now enjoys excellent facilities with a positive learning environment. The school has been educating families in Bradley for generations and as such has built secure relationships with the local community. Our children, especially our Pupil Premium children, experience certain barriers to attainment and this report outlines how the Pupil Premium grant will be spent in the year 2018-19 to help alleviate these.

Barriers to Attainment		Desired Impact
Low attainment on entry to nursery	Baseline assessment on entry to the early year's foundation stage shows that many of our children's attainment on entry is well below the developmental expectations.	Raise Attainment (1) Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year. The gap between the attainment of PP and Non PP is closing.
Socio Economic Factors Impeding on Learning	The school's deprivation factor is 0.41 which is significantly higher than the national average of 0.21. In 2017-18 the percentage of pupils eligible for pupil premium fluctuated around 30% - higher than the national average of 28%	Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.
Social Care	A significant number of our families are currently supported by social care and strengthening families. Collaboration with external services, regular safeguarding training, an open door policy for parents as well as a range of strategies (e.g. parenting classes and emotional wellbeing work) provided by the school help to support our most vulnerable families.	Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.
		Parental Capacity and Engagement (3) Interventions for all stakeholders - Parental support improves - Children make good progress.
Mental Health and Emotional Well-being	A number of our children have challenges with routines, managing emotions and behaviours, social relationships and self-care skills. Parent capacity support from the school can be centred around meeting basic needs, ensuring safety, emotional support, guidance and boundaries and stability at home.	Parental Capacity and Engagement (3) Interventions for all stakeholders - Parental support improves - Children make expected or better than expected progress.
		Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.
SEN NUMBERS	55 % of children on the SEND register are Pupil Premium creating further barriers their learning. Swift and accurate diagnoses of their needs is vital so that they are not just attributed to being a Pupil Premium need. Using the expertise of staff at the school and utilising outside agency help, this can be done and plans put in place to support the child.	Raise Attainment (1) Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year. The gap between the attainment of PP and Non PP is closing.
Limited life experiences	Many of our children do not have the same wider experiences that other children have due to limited funds or aspirations. This shows itself in poor general knowledge and experience of life outside their immediate surrounding. There is little motivation to forge a better life	Aspirations (4) Wider experiences so that pupils can aim high and make informed choices both pre and post 11

Issue	Intent	Rationale (Sutton Trust)	Implementation	Desired Impact
Quality First Teaching	<p>SLT and Phase Managers will support greater consistency in teaching as well as the effectiveness of interventions.</p> <p>Teachers have a clear understanding of the attainment and progress of Pupil Premium children and oh how to intervene where necessary.</p> <p>Children have access to high level of TAs support quality first teaching.</p> <p>Teach children in the most effective ways possible by keeping appraised of research into how children learn and implement any strategies if appropriate e.g. the value of concrete-pictorial-abstract models of teaching mathematical concepts to all children.</p> <p>Teachers review their own practice to ensure quality of lessons.</p>	<p>Feedback +8 months</p> <p>Reading comprehension strategies +6 months</p> <p>Early Years interventions +5 months</p> <p>Learning styles (maths) + 2 months</p> <p>Use of concrete manipulatives, pictorial and abstract teaching in maths has a long history with solid research supporting it. See NCSM's 2013 position paper, <i>Improving Student Achievement in Mathematics by Using Manipulatives with Classroom Instruction</i> and TLJ Consulting Group "The Top 5 reasons for using manipulatives in the classroom.</p>	<p>Phase Leaders are not class-based.</p> <p>Improved monitoring and evaluation.</p> <p>High levels of mentoring for NQTs and any other staff needing it.</p> <p>2 TAs per year group.</p> <p>Maths co-ordinator will monitor the use of concrete – pictorial – abstract models in maths lessons.</p> <p>Link staff appraisal to closing the gap between PP and non-PP children.</p> <p>Use specialist SEND teacher to provide guidance on best practice for supporting children with specific needs.</p> <p>Investigate the use of teacher cameras in the classroom.</p>	<p>Raise Attainment (1)</p> <p>Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year.</p> <p>The gap between the attainment of PP and Non PP is closing.</p>

Targeted interventions	<p>Interventions are data driven and effective in raising attainment and improving progress.</p> <p>Provide expert personnel to deliver effective interventions 1:1 and small group.</p> <p>Teachers have a clear understanding of the attainment and progress of Pupil Premium children and oh how to intervene where necessary.</p> <p>SENCo will be aware of the progress and attainment of all PP children in order to support staff in providing data driven and effective targeted intervention.</p> <p>Emotional Well-being interventions will support children in being emotionally ready to learn.</p> <p>Interventions will employ a range of learning styles to better support learning e.g. the use of ICT</p>	<p>Early Year intervention +5 months</p> <p>Individualised instruction +3 months</p> <p>Mastery Learning + 5 months</p> <p>One to One tuition + 5 months</p> <p>Oral language interventions +5 months</p> <p>Peer tutoring + 5 months</p> <p>Reading comprehension strategies +6 months</p> <p>Small group tuition +4 months</p> <p>Social and emotional learning + 4 months</p> <p>Digital technology + 4 months</p>	<p>Phase Leaders and SENCo are not class based and can guide teachers with planning effective interventions which are data driven.</p> <p>Plan data driven interventions utilising both wave 1 and wave 2 approaches. Monitor and review these regularly.</p> <p>Phase leaders can deliver interventions.</p> <p>Employ specialist teacher to work with Y5 and Y6 children 2 mornings a week.</p> <p>Use specialist SEND teacher to provide guidance on best practice for supporting children with specific needs.</p> <p>SENCo is not class based and can support the planning of intervention.</p> <p>SENCo is not class based and can deliver intervention.</p> <p>Link staff appraisal to closing the gap between PP and non-PP children.</p> <p>SENCo will map provision of these pupils.</p> <p>SENCo, Family Liaison Officer and Emotional Well-being</p>	<p>Raise Attainment (1) Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year. The gap between the attainment of PP and Non PP is closing.</p> <p>Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.</p>
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Effective Y6 teaching in run up to Sats	<p>Staff are aware of the attainment of every child and plans according to the need of each group in order to maximise progress.</p> <p>Interventions run daily in response to formative assessment of children's needs in order to challenge gaps in children's learning, misconceptions and bolster confidence.</p>	<p>Feedback + 8 months</p> <p>Individualised instruction + 3 months</p> <p>Mastery Learning + 5 months</p> <p>One to one tuition +5 months</p> <p>Reading comprehension strategies +6 months</p> <p>Small group tuition +4 months</p> <p>Within class attainment grouping + 3 months</p>	<p>Utilise both Y6 classrooms, hub space and group room to stream children into smaller groups.</p> <p>Use data to drive interventions by specialist teachers. Be flexible with the format of these sessions to ensure they are both responsive and pre-emptive.</p> <p>Deputy Head teaches targeted children in writing sessions.</p>	<p>Raise Attainment (1)</p> <p>Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year.</p> <p>The gap between the attainment of PP and Non PP is closing.</p>

	Specialist staff teach groups of children and support the Y6 staff in planning and delivering their lessons in order to ensure quality first teaching and effective wave 1, 2 and 3 interventions.		Deputy Head Teacher plans Literacy activities across the base. Greater depth children in maths and writing are streamed and provided with a challenging curriculum. 3 TAs in year 6 facilitate the delivery of daily intervention.	
Offer smaller group teaching to increase achievement in maths and writing.	RML in Foundation stage and KS1, and maths across the school is taught smaller groups allowing staff to focus on individual needs better. Vertical streaming ensures pupils are taught at the stage that they are at and not the age.	Small group tuition + 4 months Individualised instruction + 3 months	Both TAs and Teachers take smaller groups for RML and Maths. Groups are organised and re-organised driven by data collected throughout the year. Resources in both RML and Maths suit current best working practices in the teaching of reading, writing and maths. Children are taught in mixed age groups according to where they are working at. Timetabling allows the vertical streaming of children.	Raise Attainment (1) Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year. The gap between the attainment of PP and Non PP is closing.

Offer a curriculum that Pupil Premium children may not have experienced.	<p>The Creative Curriculum offers children exciting experiences which enthuse them, builds confidence and enables children to express their talents.</p> <p>School visits are tailored to the learning of the children and offer new experiences.</p> <p>Visitors into school give children a different perspective for their learning.</p> <p>Extra-curricular activities help broaden children's experiences promote the emotional and physical; well-being of the children.</p>	<p>Arts participation + 2 months</p> <p>Collaborative learning + 5 months</p> <p>Reducing class size + 3 months</p>	<p>Non- core subjects are taught on a topic based approach delivered through our creative curriculum.</p> <p>Planning includes a "Wow" start and a creative outcome finale. Some of this includes parental involvement, production of films and production of professionally made books.</p> <p>Trips and visitors to school planned to enhance the learning will be built into the timetable.</p> <p>Professional Gardeners employed to work with the children every Friday.</p> <p>The school provides an extensive variety of clubs.</p>	<p>Aspirations (4) Wider experiences so that pupils can aim high and make informed choices both pre and post 11</p> <p>Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.</p>
Offer a wide range of experiences out of the classroom that create awe and excitement	<p>Use external services to provide high quality experiences for the children outside of their academic learning.</p> <p>Offer a wide range of school clubs (See appendix 1).</p> <p>Liaison with other schools provide children with the opportunity to compete</p>	Arts participation + 2 months	<p>Music Service employed 2 afternoons per week providing high quality learning in guitar, drumming, ukulele and in the School Band.</p> <p>School Clubs run half of the year.</p> <p>Professional Gardeners employed to work with the children every Friday.</p>	<p>Aspirations (4) Wider experiences so that pupils can aim high and make informed choices both pre and post 11</p> <p>Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.</p>

	<p>against or work with children from different schools.</p> <p>Residential trips extends to the children's wider experience beyond.</p>		<p>Inter school competition etc sought, including:</p> <p>Participate in interschool competitions, concerts and other experiences.</p> <p>Maths at King Edwards School, Birmingham, Music trips to Symphony Hall, multi-school choir concerts, Sports competitions, inter-school book quizzes etc.</p> <p>Residential trips planned. Y2 –Kingswood and Y6 Fairborne</p>	
Provide for the emotional Well-being of children.	<p>Pastoral team bring a wealth of expertise in the support of children with emotional and mental health needs and are effective at supporting children and in signposting families to outside agency support.</p> <p>PSHE sessions are planned to enable children to recognise and regulate their own emotional well-being.</p> <p>Use external services to provide high quality experiences for the children outside of their academic learning.</p>	Social and emotional learning + 4 months	<p>SENCo and Family Liason Officer are not class based and can offer Emotional Well-Being interventions, liaise with outside agencies and attend appointments / meeting.</p> <p>Newly established Pastoral Team meet weekly to plan support for targeted children.</p> <p>Newly appointed Emotional Well-being practitioner supports children across the school.</p> <p>PSHE curriculum has been organised to provide the children with the skills and</p>	<p>Emotional Well-being (2) Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.</p> <p>Parental Capacity and Engagement (3) Interventions for all stakeholders Parental support improves - Children make expected or better than expected progress.</p>

	<p>Introduce CPoms system across school and train staff accordingly.</p> <p>Involving parents in the emotional well-being of their children and upskilling them will support children's emotional experiences outside of school.</p> <p>Parents of children with SEND will feel supported in supporting their child's particular needs and in managing the emotional needs that accompany this.</p>		<p>knowledge they need to look after their own emotional health.</p> <p>High staffing levels can release a member of staff to allow for their training as safeguarding lead role.</p> <p>Timetabled sessions run by Headstart for Year 6 pupils.</p> <p>Peacemaker Training booked Spring term for peer mediator training (Y5). Emotional Well-being practitioner and SENCo to facilitate and run this.</p> <p>Staff training on CPoms – ongoing throughout the year. Family Liaison officer will manage the system. Emotional Well-being practitioner in charge of Timeout will log these onto the system.</p> <p>Parenting classes to be delivered by Gazebo and Headstart.</p> <p>From last year's parenting classes, a parent support group will continue to meet weekly.</p> <p>SENCo supports parents of SEND children in appointments and offers</p>	
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			emotional and practical advice.	
Provide financial and practical support	<p>Pupil Premium children will not miss out on things that non-pupil premium children get.</p> <p>Children will have had a mid-morning snack to help boost their learning potential.</p>	<p>Provide for equal opportunities and access to all aspects of school life as per <i>Equalities Act 2010, Part 1, socio-economic inequalities</i>.</p> <p>“An authority to which this section applies must, when making decisions of a strategic nature about how to exercise its functions, have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage.”</p> <p>Parental engagement + 3 months</p>	<p>Provide financial support towards visits.</p> <p>Provide food, clothing as required</p> <p>Provide toast daily at morning snack time.</p>	<p>Parental Capacity and Engagement (3)</p> <p>Interventions for all stakeholders</p> <p>Parental support improves</p> <p>- Children make expected or better than expected progress.</p>
Ensure the accurate identification of SEND and provide targeted support at the correct level.	<p>Working closely with professional SEND services will ensure high quality provision in school.</p> <p>Supporting parents in the SEND journey of their child will improve how the child is affected by their SEND.</p> <p>Accurate identification of SEND will ensure effective</p>	<p>Individualised instruction + 3 months</p> <p>Parental engagement + 3 months</p>	<p>Utilise the expertise of bought in professional services (Educational Psychology, SEN Specialist Teacher)</p> <p>SENCo not class based and so can attend paediatric appointments, CAMHS appointments etc.</p> <p>Ensure the correct level of support is given to each child,</p>	<p>Raise Attainment (1)</p> <p>Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year.</p> <p>The gap between the attainment of PP and Non PP is closing.</p> <p>Emotional Well-being (2)</p>

	provision and maximise the progress of these children in all areas of life.		including applying for statutory assessment if necessary.	Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.
Work with external agencies and partners	<p>Work with external partners and further develop school policy will support quality first teaching, effective interventions and identify and support learners with inset of mental health and /or a less healthy lifestyle.</p> <ul style="list-style-type: none"> • Social Care • Headstart Programme • Outreach Support • Professional Development • NHS • Strengthening Families • CAMHS • School advisory services. 	<p>“Multi-agency working has been shown to be an effective way of supporting children and young people with additional needs, and securing real improvements in their life outcomes.”</p> <p><i>Multi Agency Working Models. Research from Lancashire county council. www3.lancashire.gov.uk</i></p>	<p>SENCo and Family Liaison Officer signpost and refer children and families to these services as needed. They accompany families to the meetings when this is beneficial.</p>	<p>Raise Attainment (1)</p> <p>Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year.</p> <p>The gap between the attainment of PP and Non PP is closing.</p>

Desired Outcome	Funding Allocation	costs
<p>Raise Attainment (1)</p> <p>Attainment is in line with or above national at the end of Key Stage 2 with a higher proportion of PP achieving greater depth than last year. The gap between the attainment of PP and Non PP is closing.</p>	<p>Deputy 25%</p> <p>Family Liaison Officer 50%</p> <p>Phase Leader 25%</p> <p>Inclusion Manager 50%</p> <p>25% of 8 Level 3 TA's</p>	<p>Staffing: £120000</p>
<p>Emotional Well-being (2)</p> <p>Children with mental health issues will receive the support that they need and show improvements in their emotional well-being.</p>		<p>Training: £8000</p> <p>Visits: £2000</p> <p>Clubs and music £13000</p> <p>Learning resources (Lexia, gardening equipment, resources to support working memory, language, sequencing. Fine and gross motor, emotional well-being): £25000</p>
<p>Parental Capacity and Engagement (3)</p> <p>Interventions for all stakeholders</p> <ul style="list-style-type: none"> - Parental support improves - Children make expected or better than expected progress. 		<p>Bought in Professional Services (SEN Specialist Teacher, Educational Psychology) Year 6 SATS Interventions - £18000</p>
<p>Aspirations (4)</p> <p>Wider experiences so that pupils can aim for /make better than expected progress against national data and achieve Greater Depth</p>		<p>Gardening – Part funded - £3750</p>

Appendix 1:

Clubs on offer in 2018-19:

- Cool Kids – daily
- Choir
- Charanga music club
- Lexia (reading and spelling) club
- Art clubs
- Cooking club
- Netball
- Football
- Harry Potter Club
- Board games club
- Science
- Sewing
- Rounders
- School of Rock
- Peter Thorpe Art
- Tennis
- Cross Country
- Chess
- Dance
- Cricket
- Foundation Stage Choir
- Scratch Club
- Recorder

Music service provide:

Ukelele teaching for Year 3

Guitar for Year 4-6, Drumming Year 5&6

Band – Year 6.