

# Wallsend Jubilee Pupil Premium Strategy Statement 2020/21

| 1. Summary information           |                                 |   |          |  |              |
|----------------------------------|---------------------------------|---|----------|--|--------------|
| School                           | Wallsend Jubilee Primary School |   |          |  |              |
| Academic Year                    | 2020/21                         | Total PP budget   | £161,640 | Date of most recent PP Review                  | January 2021 |
| Total number of pupils           | 389                             | LAC PP  | 9.4%     | Date for next internal review of this strategy | March 2021   |
| Number of pupils eligible for PP | 127<br>(32.6%)                  | PP children with SEMH needs as a primary or secondary barrier to learning | 52.9%    |  |              |

| 2. Current attainment (2018/19)   |   |  |
|---|---|--|
| End of KS2  | Pupils eligible for PP (21) (PP National average) | Pupils not eligible for PP (24) (national average) |
| % achieving in reading, writing and maths in year 6   | 57% (NA 51%)                                      | 83% (NA 65%)                                       |
| % making progress in reading in year 6  | 62% (NA 62%)                                      | 92% (NA 73%)                                       |
| % making progress in writing in year 6  | 71% (NA 68%)                                      | 88% (NA 79%)                                       |
| % making progress in maths in year 6  | 81% (NA 67%)                                      | 96% (NA 79%)                                       |
| <p>Although more of our non- pupil premium children achieved their SATs reading, writing and maths, our pupil premium children still performed well in comparison with national averages across in reading, writing and maths. 21% of our pupil premium children had special educational needs.</p> |   |  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)    |   |
|--|---|
| In-school barriers (issues to be addressed in school, such as poor oral language skills) |   |
| A.   | <b>Reading, writing and maths:</b> After lockdown we want to focus on making at least expected progress in reading, writing and maths. This will mean that children are making enough progress to close the gaps in all areas of the curriculum.  |
| B.   | <b>Pupil premium children with SEND needs:</b> In specific cohorts there are a large proportion of PP children who also have SEND needs. The following figures show the percentage of PP children with SEND.<br>Year 4: 30.4% Year 5: 25% Year 6: 26.3%   |
| C.   | <b>Social, emotional and mental health needs:</b> Positive social, emotional and mental health (SEMH) is incredibly important, especially now more than ever with the ongoing pandemic. We believe that positive SEMH helps motivate all areas of an individual's life and creates a strong foundation for building a positive attitude and work ethic. Our pupil premium intervention tracker shows that over 50% of our pupil premium children have social, emotional or mental health needs as a primary or secondary barrier to learning. A high percentage of our vulnerable children are pupil premium. |

| External barriers (issues which also require action outside school, such as low attendance rates) |   |  |
|---|---|--|
| D.  | <b>Lower attendance:</b> Overall attendance figures show that non pp children have a higher attendance record compared with pupil premium with a gap of 1.06%. During this unprecedented time, it is very important that the attendance for pupil premium children is monitored closely and the gap continues to close between pupil premium and non-pupil premium children. Mrs Bryson will support parents to bring their child to school by offering regular communication, guidance and advice. |  |
| E.  | <b>Lockdown/isolation:</b> Lockdown allowed us to assess the quality of our home/school resources, the quality of communication we had with the children and parents/carers and allowed us to recognise those who struggled to access online resources. The main barriers for accessing online learning are lack of technology at home and lack of motivation/engagement by some individuals.   |  |
| 4. Desired outcomes   |   |  |
|   | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| A.  | To ensure that PP children across all cohorts, including those with SEND needs, make at least expected progress in reading, writing and maths.  | PP children make at least 2 steps of progress each term, including PP children with SEND needs<br>PP children make the same if not better progress than non-pupil premium children.<br>Gaps in learning after lockdown will be identified and our varied and exciting curriculum will meet the current needs of year groups. |
| B.  | To improve the attainment and progress in reading, writing and maths for our pupil premium children with SEND needs (Specifically year 3, 4, 5 and 6).  | Pupil eligible for pupil premium across the school make accelerated progress, narrowing the ARE gap between PP and non PP children.  |
| C.  | To support the social, emotional and mental health of pupil premium children so we can continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including the more able disadvantaged pupils with a particular focus on reading and writing.   | Pupils eligible for PP across the school make rapid progress so that the gap between themselves and non PP is narrowed and a high proportion of pupils make age related expectation. Developing positive social, emotional and mental health will be a key focus once children return to school after lockdown.              |
| D.  | To increase the attendance rates for all pupil premium children across the school. Ensure that the attendance rate of PP children is similar with non PP children.  | Overall attendance rate of all pupil premium pupils improves. The attendance rate of PP children improves so that attendance rates are the same as non- pupil premium children.  |
| E.  | To ensure all children are able to access quality home schooling  | Pupils are accessing high quality and progressive online learning. Teachers have access to iPads/laptops and can review completed work<br>Pupils, teachers and parents/carers can all communicate easily. Those without access to a laptop could be given the opportunity to borrow one from school.                         |

## 5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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?   | Comments |
|--|---|--|--|--|--|----------|
| To ensure that the progress of pupil premium children in reading, writing and maths is <b>at least</b> in line to non-pupil premium children | <p>Primary Literacy Project approach to be used across school</p> <p>Quality first teaching that includes; differentiated work, resources to scaffold learning, effective questioning and assessment</p> <p>Targeted TA and HLTA support for identified PP children.</p> <p>The following intervention groups will be completed in bubbles:<br/>1<sup>st</sup> Class @ Number<br/>Read, Write Inc<br/>Read, Write Inc Spelling<br/>Write Away Together<br/>Boosting reading@primary</p> | Data prior to lockdown shows that progress across all year groups is similar between pp and non pp because of the interventions and strategies we are using therefore we want to keep our current approaches in place. | <p>Targeted group of children identified for both maths and English support.</p> <p>Increased support time given to those children by the class teacher or the HLTA on a daily basis.</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with head teacher</p> <p>Evidence of impact will be collected through PUMA, PIRA and HAST tests termly</p> <p><i>When made appropriate by government:</i><br/><i>Learning walks</i><br/><i>Observations</i><br/><i>Book scrutinies</i></p> | <p>S.Fenton (Teacher &amp; Literacy Lead)</p> <p>J.McKay (Maths Lead)</p> <p>Individual class teachers</p> <p>HLTAs and TAs</p> <p>B.Hawkins (DHT)</p> <p>D.Harrison (Head - teacher)</p> <p>C.Miller (SENCO)</p> <p>J.Tappenden</p> | Monitoring carried out by HT DHT and Pupil Premium Manager termly/when necessary |          |

|   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
| To develop the phonics skills of EYFS KS1 and year 3 pupils | Quality first teaching in RWInc sessions (Taught within year group bubbles)<br><br>Order RWInc home reading books to match current phonics level so there is consistency at school/home<br><br>Subscribe into Oxford Owl ebooks<br><br>Reading interventions                                  | EYFS, KS1 and year 3 missed a lot of phonics lessons due to lockdown. Reading is a fundamental skill needed to access the wider curriculum. Having very carefully matched phonics books for home reading will allow children to progress and read at their current level. | Expectations are shared with RWInc staff<br><br>New staff observe experienced RWInc staff within their year group bubble for 3 weeks before taking own small group.<br><br>Order any resources needed by RWInc staff<br><br>Teachers to upload assessment data onto RWInc spreadsheet by end of autumn 1<br><br>Children will be shown how to access ebooks and instructions will be shared with parents | J.Tappenden<br><br>S.Fenton<br><br>All RWInc staff                    | Monitored by RWInc manager half termly/when necessary               | 75% of year 2 pupils met the standard for the 2020 phonics screening check. 10/14 (71.4%) of PP children able to take the test met the standard |
| To develop fluency and comprehension skills in KS2          | Quality first teaching in basic skills sessions (Taught within year group bubbles), focussing on comprehension<br><br>Reading focuses/opportunities in all curriculum subjects<br><br>Order home reading books to match the interests of KS2 children<br><br>Subscribe into Oxford Owl ebooks | KS2 missed a lot of reading opportunities due to lockdown. Reading is a fundamental skill needed to access the wider curriculum.  | Previous NC year Spring PIRA test completed during autumn 1 for baseline levels in reading<br><br>New home books will match the interests of the reader<br><br>Children will be shown how to access ebooks and instructions will be shared with parents<br><br>Analyse reading data/progress   | S.Fenton<br><br>DH<br><br>DHT<br><br>J.Tappenden<br><br>All KS2 staff | S.Fenton/DHT/H T/J.Tappenden to analyse data termly/ when necessary |   |
| Total budgeted cost   |   |   |  |   |   | £116,000  |
| ii. Targeted support  |   |   |  |   |   |   |
| 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?                                | Comments  |

|   |  |   |  |   |  |  |         |
|---|--|---|--|---|--|--|---------|
| <p>All pupil premium children with special educational needs will make at least expected progress</p> | <p>Quality first teaching using a range of strategies offered by outside services and the school's SENCO and the class teacher.</p> <p>Small group support and 1:1 support when necessary.</p> <p>Targeted TA support in class to boost pupils' knowledge, skills and understanding.</p> <p>Subscribe to 'Widgit'</p>  | <p>Teaching is at least good across the school there for teaching will be to a good standard. Booster groups/targeted interventions have worked well in the past, lifting our year 6 SATs above national.</p> <p>Most of our SEN children have Language and Communication involvement. Further supporting our SEN children with visual aids will help their language and communication develop.</p>   | <p>Data analysis of baseline assessments and Target Tracker data from previous academic year</p> <p>Communication with SENCO and teachers</p> <p>Purple files shared with staff for individual pupils- teachers given time to read reports and are supported to put recommendations in place</p> <p>Reviewing SEN support plan targets will show progress</p> <p>PUMA and PIRA assessments</p> <p>Support HLTA/TA's by providing training/time out to observe in own bubble</p> <p>Staff are trained to use 'Widgit'</p>   | <p>C.Miller (SENCO)</p> <p>J.Tappenden</p> <p>D.Harrison (Head - teacher)</p> <p>B.Hawkins (Deputy/ booster)</p> <p>HLTAs &amp; TAs</p> | <p>Termly review or when necessary</p> |  |         |
| <p>To develop positive social, emotional and mental health</p>  | <p>Identify primary and secondary barrier to learning for PP children in each year group R-&gt;yr6.</p> <p>In class interventions done through PSHE or 1:1 with T/HLTA/TA</p> <p>1:1 nurture support with L.Bryson</p> <p>Model positive play at lunch times at other 'free' times outside</p> <p>Children can share their feelings if they wish using wristband</p> | <p>Previous nurture groups have been very successful across the school. We have a strong belief in developing positive SEMH from a young age. We feel that positive mental health impacts the academic progress a child makes</p> <p>We have some vulnerable children who need a private space to complete nurture support.</p> <p>When children were attending games club over lunchtime they responded well to being shown how to play with others in an appropriate way.</p> <p>Wristbands are age appropriate and visual for the members of staff so they can easily assess those who are feeling negatively.</p> | <p>Professional dialogue between Mrs Bryson and staff will allow staff to gain more understanding and ideas about how to support their current year group.</p> <p>As nurture groups can't go ahead with current advice, we will have a great focus on SEMH and will tailor our PSHE to suit the current needs of our class.</p> <p>L.Bryson will measure individual progress using Sterling Children's Wellbeing if necessary.</p> <p>Observation</p> <p>Buy wristbands – select appropriate colours</p> <p>Staff approach children following guidance from L.Bryson</p> | <p>J.Tappenden</p> <p>All dinner staff</p> <p>HT</p> <p>DHT</p>   |  |  |         |
| Total budgeted cost   |  |   |  |   |  |  | £13,640 |

### 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?  | Comments   |
|---|--|--|---|---|---|--|
| To increase attendance rates for all pupils across the school. Ensure that pupil premium attendance is the same, if not better, than non-pupil premium. | <p>Continue to develop the traffic light attendance system to encourage improved attendance.</p> <p>L.Bryson to review PP attendance fortnightly, looking for reasons of absence and contacting parents if necessary, offering further guidance and support if needed.</p> <p>Share attendance figures with staff to show who is sitting in the red/amber.</p> | <p>Using a traffic light system clearly shows parents/carers where their child's attendance figure lies. Using this system in the past has increased school attendance.</p> <p>The parents/carers of PP children with lower attendance rates tend to avoid contact with the school. A large portion of our vulnerable pupils are PP. Having regular contact with parents and building a trusting relationship forms a more open relationship with school and in turn this encourages parents/carers to bring their child into school.</p> <p>We accept that more children will be absent this year due to possible positive COVID 19 cases and self-isolating when needed however we want to ensure that PP children continue to come to school when possible.</p> <p>During parent's evenings, teachers will discuss attendance figures with those sitting in red/amber. They will share the impact this has had on the child's progress.</p> | <p>Send home information leaflets highlighting the importance of a consistent education, making consequences of poor attendance clear. Make it high priority in school</p> <p>Ensure the same member of staff is used to analyse attendance data and contacts families when needed to build trusting relationships.</p> <p>Analyse school attendance. Ensure Mrs Bryson has the appropriate time to engage with parents and support their needs weekly, reviewing cases fortnightly.</p> <p>Attendance figures will be shared in advance of parents evening and teachers will be offered support.</p> | <p>L.Bryson</p> <p>D.Harrison (Headteacher)</p> <p>B.Hawkins (DHT)</p> <p>J.Tappenden</p> <p>All teachers</p>   | <p>Fortnightly review of attendance</p> <p>Termly data</p> <p>Annual data</p> | <p>L.Bryson assigned to monitoring attendance of Google meets and frequency of communication between staff and pupils/parents and carers regarding home education.</p>   |
| To ensure all staff provide high quality home learning for all children, ensuring they have the opportunity to access resources                         | <p>Subscribe to SeeSaw</p> <p>NTLP accounts for every child</p> <p>Ipads for each member of staff</p> <p>Laptops for each member of staff</p> <p>Subscribe to Oxford owl ebooks</p> <p>Subscribe to Times tables Rock Stars</p>  | <p>Lockdown helped us recognise that we need clearer communication with parents and children. If all children have an NTLP account then teachers can contact them directly and vice versa. Seesaw will also allow us to communicate with children/parents and we can share work easily.</p> <p>Allowing all staff access to laptops/ipads will mean everyone can work efficiently from home if needed.</p> <p>High quality and fun online resources will ensure children are completing work at their current level.</p>   | <p>Training for all staff to use SeeSaw</p> <p>Training for all staff to use ipads/laptops</p> <p>Training for all staff to amend website pages appropriate (Upload/delete/edit etc)</p>  | <p>D.Harrison (Headteacher)</p> <p>B.Hawkins (DHT)</p> <p>J.Tappenden</p> <p>S.Fenton (English lead)</p> <p>J McKay (Maths lead)</p> <p>All staff</p> | <p>Review after first half term after set up then termly</p>                  | <p>All members of staff have ICT equipment to use for working remotely.</p> <p>All teaching staff communicating with pupils through their NTLP account</p> <p>16/24 (66.6%) of all pupils being provided with a school laptop are PP</p> |

|                     |  |          |
|---------------------|--|----------|
| Total budgeted cost |  | £32, 000 |
|---------------------|--|----------|

## 6. Review of expenditure

Previous Academic Year

2019/20

### 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 |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
|---|---|--|--|------|------|----|-----------|-------|------|-----|-----------|-------|------|-----|-----------|------|---|----------|
| To continue to increase the proportion of pupils who are entitled to PP achieve above ARE by the end of reception, year 2 and year 6 in reading, writing and maths. | <p>Curriculum meetings to take place for parents in maths and literacy so parents are informed about key skills and approaches used in these subject areas, this will develop their knowledge and understanding in supporting their own child.</p> <p>Quality first teaching from ALL teachers in school as they all contribute to the data outcomes in EYFS, end of KS1 and end of KS2.</p> <p>Reception to join whole school phonics at Christmas. Further reading interventions put in place for higher ability children.</p> <p>Attendance at nurture groups to develop confidence and behaviour for learning traits</p> <p>Targeted support from HLTA 's/TAs</p> | <p>At the end of EYFS data showed that in maths a similar percentage of pupil premium children achieved greater depth compared with non-pupil premium (0.3% difference). Overall a similar percentage of pupil premium achieved greater depth when comparing them to pupil premium children achieving greater depth in 2019. We must remember that with lockdown children missed a considerable amount of school.</p> <p>At the end of Ks1 data showed that a higher percentage of non-pupil premium achieved greater depth. However a higher percentage of pupil premium achieved greater depth in 2020 in maths and reading in comparison the with previous year's data. →</p> <table><tr><td colspan="2">GREATER DEPTH PP</td></tr><tr><td>1/20</td><td>5%</td></tr><tr><td>2020 2/17</td><td>11.6%</td></tr><tr><td>2/20</td><td>10%</td></tr><tr><td>2020 3/17</td><td>17.6%</td></tr><tr><td>4/20</td><td>20%</td></tr><tr><td>2020 1/17</td><td>5.8%</td></tr></table> <p>At the end of Ks2 data showed that a higher percentage of pupil premium children achieved greater depth across reading writing and maths (8.3%) compared with non-pupil premium children (6.3%)</p> | GREATER DEPTH PP   |      | 1/20 | 5% | 2020 2/17 | 11.6% | 2/20 | 10% | 2020 3/17 | 17.6% | 4/20 | 20% | 2020 1/17 | 5.8% | Quality first teaching and quality support and interventions are enabling more PP children to reach greater depth in reading writing and maths. | £108,200 |
| GREATER DEPTH PP  |   |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
| 1/20  | 5%  |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
| 2020 2/17   | 11.6%   |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
| 2/20  | 10%   |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
| 2020 3/17   | 17.6%   |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
| 4/20  | 20%   |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |
| 2020 1/17   | 5.8%  |  |  |      |      |    |           |       |      |     |           |       |      |     |           |      |   |          |

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| <p>To ensure that pupil premium progress is in line with school expectations (6 steps a year) and is similar to non-pupil premium</p> | <p>Primary Literacy Project approach to be used across school</p> <p>Curriculum meetings to take place for maths and literacy</p> <p>Quality first teaching</p> <p>Targeted TA and HLTA support for identified PP children.</p> <p>The following intervention groups will be completed:<br/> 1<sup>st</sup> Class @ Number<br/> Read, Write Inc<br/> Read, Write Inc Spelling<br/> Write Away Together</p> <p>Homework club</p> | <p>All teachers now use strategies from the PLP throughout their English lesson at other points during the school day. This has had a positive impact on progress (Please review the data in the above outcome)</p> | <p>To continue desired outcome next academic year</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    |
|---|--|--|---|---------|
| The attainment and progress gap between PP children and non PP children continue to close in years 3, 4, 5 and 6 and the progress of pp children who also have SEN needs to make at least good progress (6 steps) | Quality first teaching using a range of strategies offered by outside agencies and the schools' SENCO.<br>Small group support and 1:1 support when necessary.<br>Rapidly improve progress through booster groups in maths, reading and writing.<br>Targeted TA support in class to boost pupils knowledge and understanding. | Due to lockdown a lot of school was missed by children. Online teaching was used daily however this is not the same as face to face teaching and learning in school and pupils have had differing levels of access/work completion   | We must assess children on their return so we have baseline data. Children may have made progress in lockdown or could have regressed. We then need to find the gaps in learning to tailor the curriculum to suit current needs but ensuring we are continuing to teach current NC objectives. We must set up clearer communication with children so we can assess the work that they complete during self-isolation as individuals/bubbles or if there is a full lockdown again. | £45,000 |
| To positively develop social, emotional and mental health   | Identified PP children to attend nurture group support with our Parent Liaison Officer (Reception-Miss Storey, TA).<br><br>Games clubs over lunchtime  | It has been proven that children have more positive behaviour over lunch time when their time is structured with clubs. They are able to identify and cope with a range of feelings and become more aware of their feelings and how to help themselves when they are feeling a certain way.  | Children enjoy a designated space for nurture and a more structured lunch time. Moving forward we will offer 1:1 support for children who are very vulnerable and will continue to review Mrs Bryson's timetable to ensure it follow current government advice.   |         |
|   | Creating in the invention shed   | Children are developing a better understanding of how to self-assess their social/emotional health/needs and are able to drop in to discuss any issues that are worrying them over lunchtime. Children who struggle socially can also use this time for more structured play. Having a room that has a clear purpose (Calm/place to talk and express feelings) allows children to feel safe and relaxed. |   |         |
|   | Cocoon Room and Jubilee Junction (lunchtimes)  |  |   |         |

### 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>Parents are better informed of how their children learn and are willing to engage with school to support their children's learning.</p> <p>Parents provide a positive role model to their children regarding the importance of lifelong learning.</p> | <p>Staff with management responsibilities (Subject leaders, middle managers and SLT) to host/organise a parental engagement event/activity that will better inform parents of the work children complete at school when needed.</p>  | <p>During the autumn term and some of spring parents were invited into school for reading and phonics activities. Verbal feedback from parents showed that they felt the support from these meetings was very helpful.</p>   | <p>We need clear home/school communication with parents in case there is another lockdown or any individuals/bubbles isolating.</p>  | £6,000 |
| <p>To increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.</p>   | <p>Parental engagement events as outlined above.</p> <p>School to design and implement an attendance brochure to identify the importance of attendance.</p> <p>Continue to develop the traffic light attendance system to encourage improved attendance.</p> <p>L.Bryson to find out the key reasons for absences across school</p> <p>L.Bryson to review PP attendance fortnightly and contact parents if necessary.</p> <p>Children to be rewarded for good attendance, weekly prizes.</p> | <p>Attendance data for Spring term shows that non-pupil premium had slightly better attendance (+ 1.06%). However the gap between PP and non PP attendance has closed from the previous year by a further 0.14%. Although this is a very small amount, we must take into account that school was closed for a long period of time therefore strategies in place weren't carried out for the full year.</p> | <p>We will continue to monitor attendance closely so individuals can be monitored appropriately. Using the same member of staff to monitor and contact parents allows relationships to be built and clear communication.</p> |        |

