



The James Montgomery Academy Trust

Pupil Premium Strategy Statement incorporating the Recovery Premium Information for Headteachers and Pupil Premium Leads

All schools must use the templates available on [GOV.UK](https://www.gov.uk) to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021.



Funding

The Government Advice is for those responsible for managing the use of pupil premium and (recovery premium in the 2021-22 academic year).

Advice is to consider taking a longer-term approach to the use of pupil premium funding and therefore 3 year plans are recommended. This can make it easier to plan the spending. If a multi-year approach is used, then there needs to be a review of the strategy and an updated statement every academic year before 31st December.

The recovery premium provides additional funding for schools in the 2021-22 academic year. Building on the pupil premium this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium, so those children eligible for pupil premium funding are also eligible for recovery premium funding.

- Pupils who are eligible for free schools meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post-looked after children (post-LAC)

School recovery premium allocations will be calculated on a per pupil basis. Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

There is a minimum payment that is referred to as a 'floor' to ensure that an eligible primary school will receive no less than £2000 (recovery premium).


As with pupil premium, the funding for looked-after children will be paid to the LA and will be managed by the virtual school.

The recovery premium will be paid in 4 payments to schools during the 2021-22 academic year:

Academy payments will be made on the first working day of each month in:

October 21 January 22 May 22 July 22

Pupil premium rates for 2021-22 are:

- £1345 per pupil for pupils in tear groups from reception to Year 6 recorded as Ever 6 free school meals (FSM).
 - £2345 per pupil for Looked-after-Children (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
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- £2345 per pupil for Children who have ceased to be looked after by a LA in England and Wales because of an adoption, special guardianship order, or child arrangement order.

Schools should spend the recovery premium on evidence-based approaches for supporting children. In line with EEF pupil premium guide. Activities should include those that:

- Support the quality of teaching, such as professional development.
- Provide targeted academic support, such as tutoring.
- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

For mainstream and special academies, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

Reporting and Accountability

Schools must show how they are using their recovery premium effectively by:

- Reporting on their use of the premium as part of the pupil premium strategy statement.
- Monitored through Ofsted inspections, where inspectors may discuss plans schools have to spend their recovery premium.

The statement must be published by 31st December 2021 to enable schools to take the needs of the new intake of children into account.

Relevant Links to Information

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders)

[Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recovery-premium-funding)

[Diagnostic Assessment Tool.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/diagnostic-assessment-tool)

[Pupil Premium Guide | Education Endowment Foundation | EEF](#)



Pupil Premium Strategy Statement

*Before completing this template, you should read the guidance on [using pupil premium](#).
Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wath Victoria Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	38.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23, 23/24
Date this statement was published	October 21
Date on which it will be reviewed	July 22
Statement authorised by	D Mackinnon
Pupil premium lead	M Crawford
Governor / Trustee lead	Michelle Tank

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,020
Recovery premium funding allocation this academic year	£17,690 (122 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,710

Part A: Pupil premium strategy plan

Statement of intent

At Wath Victoria Primary School we strive to ensure that all pupils make at least expected progress in phonics, reading, writing and mathematics alongside access to a wider curriculum through:

- Quality first teaching
- Targeted, specific academic support
- Inclusive, trauma informed practice and additional access to pastoral support

Our pupil premium strategy plan incorporates these key principals and actions:

- Quality CPD for all staff, by an accredited phonics and early reading provider will ensure consistency and fidelity to high quality teaching and learning across school
- Growth mindset and resilience learning will be re-visited and regularly incorporated into daily opportunities to meet the needs of our pupil premium children
- We will provide a wide range of targeted interventions across all areas of learning and development
- Engage families in all aspects of school life and actively encourage good school attendance in order for pupil premium children to experience all learning opportunities
- Promote positive mental health and well being of pupils by offering enrichment experiences both in and out of school which will positively impact

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health challenges of our pupils and parents impacts on pupil's emotional regulation and ability to access learning
2	Delayed speech and language of our early years pupils.
3	Poor phonic knowledge and application into reading
4	Vocabulary knowledge and use is limiting pupils understanding of texts and core curriculum knowledge
5	Attendance rates for pupil premium (including those with SEND) is lower than National average.
6	Children's basic needs being met. Pupils often come to school hungry, not suitably dressed or without the necessary daily equipment

Intended outcomes

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

Intended outcome	Success criteria
1 To promote engagement in learning by addressing social, emotional and	<ul style="list-style-type: none">• PP children with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective inclusion provision, so that most make progress in line with

<p>mental health issues in order for pupil premium pupils to be more resilient in all aspects of school life</p>	<p>ARE expectations, and 100% make progress in line with individual expectations</p> <ul style="list-style-type: none"> • Pupils will show increased levels of resilience and self-regulation in the classroom and at unstructured times. This will be evident through behaviour logs and classroom / playtime observations. Pupils will have developed independent strategies to self-regulate and manage their own emotional dysregulation • Pupils will be confident in their learning and able to demonstrate a growth mindset • Record My / ABC tracking will demonstrate a reduction in individual dysregulated behaviours • Pupil voice records demonstrates that pupils are happy in school
<p>2 To enhance speech and language opportunities within early years, including early identification of speech and language needs.</p>	<ul style="list-style-type: none"> • Good level of development outcomes in speaking and reading will have been will be in line with national averages • Early identification of pupils not on track to reach a good level of development have accessed appropriate interventions and additional support • Children who require access to SALT will have been seen by a speech and language therapist and are supported by accurate staff modelling in school (SLA with NHS) • Environments are language rich • Fidelity to Little Wandle letters and sounds phonics scheme used consistently across school • Staff read a breath of texts on a daily basis, exposing pupils to a wide range of vocabulary, language structures and correct pronunciation of words (Reading spine) • Reading fluency strategies are used in a wide variety of reading opportunities across the curriculum • Reading to children is promoted and celebrated with families (Go read app)
<p>3 To improve pupil premium pupils' phonic knowledge and application of this into reading</p>	<ul style="list-style-type: none"> • Fidelity to the Little Wandle phonic scheme • All staff will have engaged in accredited phonic training • Quality first phonic and spelling teaching is evident in all classrooms • Daily interventions in line with the Little Wandle scheme. • KS2 catch up programmes and intervention groups ran by the most skilled members of staff • All PP children (without SEND) will pass the KS1 phonics screening test
<p>4 To develop pupil premium pupils' understanding of a broader range of curriculum related vocabulary to allow successful access to the school curriculum</p>	<ul style="list-style-type: none"> • Discrete teaching of vocabulary throughout school • Enhancement opportunities through pupil specific, tracked programs will be evident (Bedrock / Nelli / talking tables) • Pupils will have access to the targeted academic vocabulary language displays throughout school • KS2 vocabulary leader in post and has effectively guided teaching and learning practice • A comprehensive reading spine ensures language rich texts are used across the curriculum
<p>5</p>	<ul style="list-style-type: none"> • Attendance rates at the end of the year will be 96% or above • Persistent absenteeism will have been targeted within the early help attendance matters pathway

To improve the attendance rate and punctuality of pure pupil premium children in line with national averages	<ul style="list-style-type: none"> All staff promote and reward good attendance rates, including whole school attendance celebrations Remote learning offer is available for pupils who are not able to attend school Pupils attitudes to attendance and punctuality have improved
6 To support pupil premium families in meeting basic care needs	<ul style="list-style-type: none"> Every pupil in school will have access to a healthy breakfast Staff will support families in need of food, clothing and basic equipment All pupils will feel equipped to learn All pupils will have engaged with and enjoyed curriculum enrichment activities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of :</p> <ul style="list-style-type: none"> 1x HLTA trauma informed, positive regard specialist. x CLA specialist learning mentor x Pupil welfare manager Deputy headteacher out of class full time 2 x Temporary TLR project based (Working memory, retrieval practice and cognitive overload) appointments Mental health lead – SLT member <p>All to support SEMH needs across school</p>	<p>EEF research states that Self-regulation and metacognition had a very high impact for very low cost based on extensive evidence.</p> <p>EEF Metacognition and Self-Regulated Learning</p>	<p>1 = To promote engagement in learning by addressing social, emotional and mental health issues in order for PP pupils to be more resilient.</p> <p>5 = To improve the attendance rate of pure pupil premium children in line with national averages</p>
<p>Whole school phonic training INSET day</p> <p>Phonic CPD analysis and follow on training, tracking and monitoring led by English leader (1 day release weekly)</p> <p>EYFS staff Nelli training led by EYFS leader (1/2 day release weekly)</p>	<p>OFSTED research states that phonics should be the only strategy used to teach reading.</p> <p>The Reading Framework published in July 21, this is focused on teaching the foundations of literacy.</p> <p>Reading Framework July 21</p> <p>English hub audit. School based data analysis shows that vocabulary understanding limits pupils ability to answer inference questions in KS2.</p>	<p>2 = To enhance speech and language opportunities within early years, including early identification of speech and language needs.</p> <p>3 = To improve pupil's phonic</p>

<p>Reading leader appointment (1/2 day release)</p> <p>Early reading team established</p> <p>All to lead on the implementation of phonics and reading teaching and learning across school</p>	<p>EEF – Oral language intervention +6/ Reading comprehension+6 / phonics +5 - very high impact for very low cost based on extensive evidence.</p> <p>Oral Language Interventions</p> <p>School based data analysis of EYFs baseline results show a gap in communication.</p>	<p>knowledge and application of this into reading</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63.005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p> <p>Purchase of whole school Little Wandle phonics scheme</p>	<p>EEF guide to pupil premium, tiered approach - teaching is top priority</p> <p>The EEF Guide to the Pupil Premium</p> <p>Sutton trust – Quality first teaching has a direct impact on student outcomes</p> <p>Sutton Trust School Funding and Pupil Premium</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>2 X support staff adding additional capacity to deliver -</p> <ul style="list-style-type: none"> • Nelli intervention • Bedrock programme • Talking tables across EYFS <p>Purchase of Go read app</p>	<p>DFE catch up finding criteria – schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected</p> <p>Recovery Funding Premium</p> <p>EEF – Oral language intervention +6 months - very high impact for very low cost based on extensive evidence.</p> <p>Oral Language Interventions</p> <p>EEF - small group tuition +4 months.</p> <p>Small Group Tuition EEF</p> <p>There is a direct link between a pupil's vocabulary knowledge and their academic achievement. Previous targeted support has been effective in improving pupil premium attainment.</p> <p>EEF research for parental engagement = +4 months. Encouraging parents to engage with reading (using modern technology)</p> <p>Parental Engagement EEF</p>	<p>2 = To enhance speech and language opportunities within early years, including early identification of speech and language needs.</p> <p>3 = To improve pupil's phonic knowledge and application of this into reading</p> <p>4 = To develop pupil premium pupils understanding of vocabulary to allow successful access to the school curriculum</p>

<p>Reading leader to enhance the whole school reading spine with the pupils.</p> <p>Purchase of identified texts.</p>	<p>Centre for Literacy in Primary Education states that the use of high quality books within the reading curriculum is at the heart of a schools successful approach to engage and support children to become motivated and independent readers</p>	<p>4 = To develop pupil premium pupils understanding of vocabulary to allow successful access to the school curriculum</p>
<p>Inclusion team staff support pupils in a nurturing, trauma informed mentoring sessions. Including monitoring attendance.</p> <p>Purchase of identified materials through initial assessments</p>	<p>Public health England - promotion of schools supporting the mental health and well being of pupils. DFE Guidance Support for Schools</p> <p>Research carried out for the Governments Green paper (2017) Summary evidence that trains and supported staff can have the same impact as a trained therapist when delivering programmes for mild to moderate mental health issues.</p>	<p>1 = To promote engagement in learning by addressing social, emotional and mental health issues in order for PP pupils to be more resilient.</p>

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

Budgeted cost: £39,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced cost = Access to after school clubs, trips, residential, on site experiences – including music lessons</p>	<p>Pupil / parental voice - pupil premium pupils want to engage in experiences</p> <p>OFSTED research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as pupil premium Ofsted Research</p>	<p>6 - To support pupil premium families in meeting basis care needs</p> <p>1 = To promote engagement in learning by addressing social, emotional and mental health issues in order for PP pupils to be more resilient.</p>
<p>Cultural capital experiences promoted throughout the curriculum = PPA time for HLTA's PSHE, RE, Music curriculum leads.</p>	<p>OFSTED framework, schools knowledge of aspirations and life outcomes for local residents.</p> <p>Sutton trust – parent power Parent Power - Sutton Trust</p>	
<p>Food /clothing available free of charge</p>	<p>EEF evaluation report = breakfast clubs boost attainment. Magic Breakfast EEF</p>	
<p>Attendance monitoring, review - rewards Administration time and cost of rewards</p>	<p>DFE – School attendance guide Rotherham – Early help school attendance matters pathway.</p>	

Total budgeted cost: £182,710

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

COVID restrictions from March 2020 – Feb 2021 led to National tests being cancelled in July 2020, there is therefore no national data. Internal assessments show pupil progress and are detailed below. Whilst staff provided high quality home learning and were available daily for feedback and pupil interaction, we acknowledge that not all our eligible pupil premium pupils took full advantage of the critical worker places in school or accessed the learning consistently. This will have had an impact on the outcomes for the year 2020 – 2021.

Target 1 = 58% (7/12) children eligible for PP in F2 achieve GLD by the end of the year.

Review

- The release time for AHT (English/reading), TLR (English/writing) and AHT (Maths) to support teaching for GD and close monitoring and intervention for PP children was interrupted by the pandemic, however analysis of internal assessment data recorded on OTrack indicates that pupils have maintained learning levels.
- Employment of reading/phonics teacher for one day a week to provide teaching in phonics and comprehension and writing and math's to children from F2-Y4 added capacity to bubble teaching and allowed for specific children to be targeted.
- Pupil progress meeting 3x per year to review individual progress of children and switch reading interventions as appropriate to need were planned. Quality resources purchased and used to deliver enhanced reading comprehension support are available in school.

End of year internal assessment =

3-4 year old = 9.1% (3/33)

Reception Beginning = 6.1% (2/33)

Reception Developing = 24.2% (8/33)

Reception Secure = 60.6% (20/33)

EYFS – 56% GLD (CLL 81% / Physical 100% / PSED 64%)

Target 2 = PP children with SEMH needs (14 children) are supported to be able to access learning successfully through effective pastoral provision, so that 50% of them make progress in line with ARE expectations, and 100% make progress in line with individual expectations.

Review

- Targeted CPD for individual staff needs was completed, including bereavement, anxiety, autism good practice and inclusion. All staff attend CPD meetings weekly when on site and used online school communication methods to communicate during lock down.
- Phase leader overviews of teaching and learning in all key stages and SLT phase reviews to check on the quality of teaching and learning were disrupted by the pandemic.
- Staff training records and follow-up on impact of CPD will be rolled over into the performance management discussion for 2021/22 .
- Pupil progress meetings 3x per year to review individual progress of PP children were deferred. Staff are now focusing on 12 pupils (2 are not Y7) to monitor and support as necessary

Target 3 = 70% of PP children without SEN meet (or are on track to meet) ARE in reading, writing and maths at the end of KS2.

Review

- Employment of 2 learning mentors and HLTA able to engage in therapy-based interventions continued to be restricted by Covid. However, the staff employed were redirected to offer support to families and pupils via telephone and Class Dojo.
- Employment of two full-time TAs trained in trauma-informed strategies to offer 1:1 and small group SEMH support to vulnerable children was also interrupted. These staff have engaged in the remote learning offer and contributed to high quality online teaching and feedback to our pupils
- Planning for the Learning Mentor team to carry out entry and exit assessments on all children they work with and the impact of their work be analysed in line with school's 2 assessment points across the year will continue within the academic year 2021/22.

Attainment and Progress Summary
Whole School | Assessment Year 2020-2021 | Assessment Point 4 | All Pupils
Report Description:
This report shows the number and percentage of pupils achieving their expectations. Pupils need data recorded in all three subjects to be included in this report.

Group	Reading			Writing			Mathematics			Combined								
	ARE			Termly Targets			ARE			Termly Targets			ARE			Termly Targets		
	Below	At+	Above	Below	At+	Above	Below	At+	Above	Below	At+	Above	Below	At+	Above	Below	At+	Above
Whole School	10%	70%	20%	10%	70%	20%	10%	70%	20%	10%	70%	20%	10%	70%	20%	10%	70%	20%
Boys	12%	68%	20%	12%	68%	20%	12%	68%	20%	12%	68%	20%	12%	68%	20%	12%	68%	20%
Girls	8%	72%	18%	8%	72%	18%	8%	72%	18%	8%	72%	18%	8%	72%	18%	8%	72%	18%
Disadvantaged	15%	65%	20%	15%	65%	20%	15%	65%	20%	15%	65%	20%	15%	65%	20%	15%	65%	20%
Non Disadvantaged	7%	73%	20%	7%	73%	20%	7%	73%	20%	7%	73%	20%	7%	73%	20%	7%	73%	20%
FEM	11%	69%	20%	11%	69%	20%	11%	69%	20%	11%	69%	20%	11%	69%	20%	11%	69%	20%
Non FEM	9%	71%	20%	9%	71%	20%	9%	71%	20%	9%	71%	20%	9%	71%	20%	9%	71%	20%
Ever inCare	18%	60%	20%	18%	60%	20%	18%	60%	20%	18%	60%	20%	18%	60%	20%	18%	60%	20%
Non Ever inCare	6%	74%	20%	6%	74%	20%	6%	74%	20%	6%	74%	20%	6%	74%	20%	6%	74%	20%
Pupil Premium	14%	66%	20%	14%	66%	20%	14%	66%	20%	14%	66%	20%	14%	66%	20%	14%	66%	20%
Non Pupil Premium	8%	72%	20%	8%	72%	20%	8%	72%	20%	8%	72%	20%	8%	72%	20%	8%	72%	20%
Service Child	10%	70%	20%	10%	70%	20%	10%	70%	20%	10%	70%	20%	10%	70%	20%	10%	70%	20%
Non Service Child	9%	71%	20%	9%	71%	20%	9%	71%	20%	9%	71%	20%	9%	71%	20%	9%	71%	20%
SEN	16%	64%	20%	16%	64%	20%	16%	64%	20%	16%	64%	20%	16%	64%	20%	16%	64%	20%
Non SEN	7%	73%	20%	7%	73%	20%	7%	73%	20%	7%	73%	20%	7%	73%	20%	7%	73%	20%

Target 4 = PP children with SEN are accessing provision over and above that which is combined allocated for their SEN spend allocation, and the provision is impacting positively on pupil outcomes.

- Children can talk about how they have made progress with their social, emotional health and well-being. They can identify their 'hero's in school and behaviour in school is good
- Employment of a student welfare manager and non-teaching inclusion lead to engage in parental engagement work and attendance analysis is effective at identifying pupils and will be a strategy that we continue next year.
- Employment of a sports coach to promote healthy living decisions and provide interventions to promote attendance of PA children has had a positive impact on pupil premium children. Pupil voice demonstrates clearly that his input is valued and adds value to pupil's individual timetables
- The student welfare manager works closely with the admin support staff to engage in early identification of attendance issues and intervene appropriately. Attendance is robustly monitored daily and weekly. Any patterns or issues are raised with parents quickly.
- Attendance panels are held for children with attendance plans in place with governors/JMAT representatives in attendance. This was interrupted by the pandemic but remains a focus for schools STL
- Attendance is reported to governors 4x annually. Governance was also interrupted this year. Attendance data at the end of the year was 95.4%. Attendance codes were used in line with National expectations but confusion for parents reporting absence has impacted on the overall figure.
- Buying in speech and language therapist time fortnightly has increased staff knowledge regarding whole class teaching strategies and targeted interventions will be planned into the 21/22 plan.
- Use of resources and training for programs such as Early Talk Boost, Talking Tables and Listening Lola. Sustained shared thinking and vocabulary development training is in place to upskill staff and will continue. These skills were used in remote learning videos and when planning and sharing learning activities with our parents during lock down.
- The work of the speech and language therapist was monitored by the inclusion lead however, all work was not

completed which is reflected in the service level agreement.

- Staff were keen to be trained to deliver interventions/upskill language work in provision with children and continued this CPD online and via professional development during lock down.
- The use of the Active Phonics program to engage PP boys particularly was used when appropriate with individual children who accessed key worker / critical worker school places and partially during bubble teaching where appropriate. The training of our sports coach was unable to be carried out and tracking was suspended during this year
- The qualified teaching staff to deliver phonics teaching in small groups was utilized when we could. Online support for children was available
- SEND children found it hard to engage in 1:1 and small group tuition in line with need. This is both when teacher and TA led. However, some individual successes were noted through the deliver of SALT to 2 year 2 pupils who engaged well with the sessions. Parents were pleased that the individual programs could continue to be delivered throughout COVID restrictions and lock down
- PP children and families were targeted to ensure that the children most in need are able to access all provision available to them. This included food, clothing, home learning resources – IT, paper, pens, math's equipment, toys, physical outdoor play equipment and signposting to online activities for daily walks.

Externally provided programmes

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

Programme	Provider
Reciprocal reading approaches	RoSIS / JMAT
Positive regard	Positive regard

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

