

Pupil Premium Strategy Statement

Wellington Primary School Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (PP) and recovery premium (RP) 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 outcomes for disadvantaged pupils during the last academic year.

School overview

Detail	Data
School name	Wellington Primary School
Number of pupils in school	488
Proportion (%) of pupil premium eligible pupils	24% (118)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorized by	Joy Wood
Pupil premium lead	Neil Gunstone / Aaron Sidebottom
Governor / Trustee lead	Chair of Governors

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£ 169872
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 169872

Part A: Pupil premium strategy plan

Statement of intent

At Wellington there are no limits on learning for any child.

We use our Pupil Premium and Recovery grants to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and opportunity between those children who are disadvantaged and other learners, is diminished.

We want our disadvantaged pupils to:

- Develop high levels of literacy, language and communication skills
- Attain at least in line with their non-disadvantaged peers
- Attend school regularly
- Access a broad and balanced curriculum
- Develop high levels of cultural capital
- Be supported and nurtured at home by parents who understand and are confident in addressing their child's needs
- Demonstrate excellent levels of wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Many children entitled to PP enter Nursery and Reception with skills below what is typical, particularly in Communication and Language.
2	Poor comprehension and inference skills in Reading. (More able PP pupils demonstrate poor inferential skills compared to peers).
3	Disengagement in home reading of many of our PP families leads to lower attainment in Phonics and Reading.
4	A number of PP children have fallen behind their peers academically due to Covid closures. These gaps have been identified through school-based testing.
5	Low levels of attendance and high levels of persistent absenteeism, including problems with punctuality.
6	Low levels of education and educational aspirations amongst families.
7	Lack of wider life experiences outside of the home and school.

8	Complex family circumstances leading to poor routines and organization in the home.
9	Poor social and emotional health and poor nutrition.
10	Impact of pandemic on mental health, wellbeing, limit to experiences, anxiety, behaviour, attendance, home finances etc.

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
Improved Good Level of Development (GLD) at the end of Reception for disadvantaged pupils.	<ul style="list-style-type: none"> In 2019 61.5% of disadvantaged pupil achieved GLD compared to 66.7% of all pupils. In 2024, disadvantaged pupils will attain at, or within 5%, of the attainment of all pupils in GLD in 2024.
Improved outcomes in the Year 1 Phonic screening check for disadvantaged pupils.	<ul style="list-style-type: none"> In 2019, 70% of disadvantaged pupils passed the Phonics Screening Check compared to 78.3% of all pupils. In 2024, disadvantaged pupils will achieve at, or within 5%, of the attainment of all pupils in the Phonics Screening Check.
Improved outcomes in Reading, Writing and Maths at the end of Key Stage 1 (KS1) for disadvantaged pupils.	<ul style="list-style-type: none"> In 2019, the attainment gap between disadvantaged pupils and all pupils was significant. This included: <ul style="list-style-type: none"> 54.5% of disadvantaged pupils achieved the expected standard in Reading compared to 73.3% of all pupils. 54.5% of disadvantaged pupils achieved the expected standard in Writing compared to 75% of all pupils. 45.5% of disadvantaged pupils achieved the expected standard in Maths compared to 70% of all pupils. 45.5% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths compared to 68.3% of all pupils. In 2024, disadvantaged pupils will attain at, or within 10%, of the attainment of all pupils.

Improved outcomes in Maths and combined at the end of Key Stage 2 (KS2) for disadvantaged pupils.	<ul style="list-style-type: none"> • In 2019, 65% of disadvantaged pupils achieved the expected standard in Maths compared to 72.1% of all pupils. • In 2019, only 55% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths. • In 2024, disadvantaged pupils will attain at, or within 5%, of the attainment of all pupils in Maths. They will also close the gap on the national average of all pupils achieving the expected standard in Reading, Writing and Maths, which was 65%.
Disadvantaged pupils attend school regularly.	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance will be inline or better than non-disadvantaged children nationally. • Persistent absence for disadvantaged pupils will be lower than the national figure. • Disadvantaged pupils and their parents will understand the importance of good attendance and will enjoy coming to school. • Attendance action plans are in place for all identified pupils and support is provided for disadvantaged families as required.
Disadvantaged pupils access a broad and balanced curriculum.	<ul style="list-style-type: none"> • The curriculum is ambitious for disadvantaged pupils. • Monitoring activities undertaken by SLT and subject leaders evidence Quality First Teaching and high-quality work for disadvantaged pupils.
Disadvantaged pupils develop high levels of cultural capital.	<ul style="list-style-type: none"> • Disadvantaged pupils will acquire the knowledge and cultural capital they need to succeed in life. • Disadvantaged pupils will have access to a wide, rich set of experiences and opportunities to develop their talents and interests. • There is a strong take-up by disadvantaged pupils of the extra-curricular opportunities provided by school. • 100% of disadvantaged pupils will access all school trips and visits planned for their class. • Disadvantaged children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child's needs.	<ul style="list-style-type: none"> • Parents are provided with information about supporting their child's learning at home, including information about the school's method of teaching Reading and how to help their children to learn to read. • All disadvantaged pupils will engage with remote learning. • Parents will know what their child is learning and how to help them to improve.

	<ul style="list-style-type: none"> • Parents feel involved in, and actively contribute to, the life of the school. • Parents are better equipped to support their children's emotional needs and help them to regulate at home.
Disadvantaged pupils demonstrate excellent levels of wellbeing.	<ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education. • More able disadvantaged pupils demonstrate a growth mindset and resilience when approaching cognitively challenging activities. • Disadvantaged pupils consistently report high levels of wellbeing in school. • Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties. • Disadvantaged pupils make a highly positive and, tangible contribution to the life of the school and wider community. • Disadvantaged pupils actively support the wellbeing of other pupils. • Disadvantaged pupils to recognize online and offline risks to their wellbeing. • All disadvantaged pupils to have access to full school uniform.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the new phonics scheme, with further CPD led by the Phonics Leader.</p> <p>Employ external advisors to monitor the quality of Phonics teaching and learning.</p> <p>Leader of Reading to enhance quality of Reading provision across the school.</p>	<p>Research for the OfSTED Framework highlights that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.</p> <p>Education Endowment Fund (EEF) research shows that the average impact of the adoption of Phonics approaches is about an additional 5 months' progress in an academic year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of Reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read. Teaching Phonics is more effective on average than other approaches to early Reading (such as whole language or alphabetic approaches), though it should be emphasised that effective Phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1,2, 3, 4
<p>CPD sessions for all staff to introduce new behaviour policy and provide appropriate training.</p> <p>Training to be repeated annually. Monitoring of policy to be feedback to all staff.</p>	<p>EEF research shows that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers'</p>	10

	behaviour management and pupils' cognitive and social skills are both effective, on average.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Intervention		
<p>PP pupils prioritised as daily readers with support staff.</p> <p>Lexia Core 5 Reading subscription. Chromebooks and iPads to facilitate regular access to the program, with PP pupils being prioritised.</p> <p>Bug Club subscription. Chromebooks and iPads to facilitate regular access to the program, with PP pupils being prioritised.</p> <p>TAs to deliver 1:1 reading tuition to identified Year 6 pupils, with PP pupils being prioritised.</p> <p>DHT to deliver 1:1 Maths tuition to identified Year 6 pupils, with PP pupils being prioritised.</p>	<p>EEF research shows that one to one tuition has an average impact of 5 months additional progress in an academic year.</p> <p>Evidence suggests short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>1, 2, 3, 4</p> <p>1, 2, 3, 4</p>
Small Group Intervention		

<p>National Tutoring Programme: Additional staff to work 1:3 with identified pupils from Years 2 to 6 to receive 1:3 tutoring. Focus of tuition to be on Reading in the first instance. Shine materials purchased to allow delivery of 1:3 tuition. PP pupils to be prioritised.</p> <p>Year 1 staff to deliver small group phonic sessions, tailored to individual pupil needs.</p> <p>Leader of Reading to deliver interventions across the school, with PP pupils being prioritised.</p> <p>KS1 Smart Reading: Small group guided reading sessions for pupils in Year 1 and 2</p> <p>Year 5 after school 'Bug Club' club: Targeted pupils, prioritizing PP pupils, to be given access to the club.</p> <p>Year 6 teachers to deliver before school intervention in Reading and Maths to Year 6 pupils, with PP pupils being prioritised.</p>	<p>EEF research shows that small group intervention has an average impact of 4 months additional progress in an academic year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs, explains this impact.</p> <p>EEF research shows that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1, 2, 3, 4, 6
<p>All classes to have FTE TA or HLTA, focusing on 1:1 support and small group interventions.</p>	<p>EEF research shows that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>It also notes that the main impact occurs when TAs are providing 1:1 or small group support.</p>	1,2,3,4 &10
<p>Homework Clubs in Years 3 – 6: Teachers to lead a 1-hour Homework Club each week.</p>	<p>EEF research shows that the average impact of the deployment of setting homework can be up to 5 months' progress over the course of a year. Homework is reviewed regularly to ensure it is having the desired impact.</p>	2, 3, 4, 6, 8

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour</p> <p>SLT to continue to embed Behaviour Policy.</p> <p>Regular monitoring of recognition.</p> <p>Assistant Headteacher to attend Paul Dix course and disseminate further good practice.</p>	<p>EEF research shows that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p>	1, 2, 4, 6, 10
<p>Attendance</p> <p>School Business Manager (SBM) role adjusted to tackle attendance. PP pupils to be prioritised when addressing low attendance and persistent absence. SBM to set-up meetings, carry out home visits and provide support where necessary.</p> <p>School to introduce new systems to reward good attendance.</p>	<p>A report by the EEF shows that improved attendance leads to improvements in behaviour and overall attainment.</p>	5, 6, 8, 10
<p>Uniform</p> <p>PP families provided with a £30 contribution towards school uniform.</p>	<p>The EEF states that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of school ethos and the improvement of behaviour and discipline.</p>	8, 10

Trips and Visits Provide increased opportunities for PP children for experiential learning by subsidizing educational trips, visits and residential.		6, 7, 8
Stay and Play/Read Stay and Play Sessions – Nursery / Stay and Read sessions – Reception	EEF research shows that the average impact of parental engagement is four additional months' progress over the course of a year. It acknowledges that interventions are generally more effective with parents of very young children.	1, 2, 3, 4, 6, 8, 10
SEMH Employ counsellor to work in school one day per week to work with identified pupils	EEF research shows that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	6, 9, 10
After School Clubs Continue to develop range of extra-curricular activities, particularly in KS1	Studies funded by the Nuffield Foundation found that taking part in activities after the formal school day can play a role in improving academic performance and social skills of disadvantaged primary school children.	7, 9, 10

Total budgeted cost: £170,000

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 2022 to 2023 academic year.

KS2: Assessments during 2022/2023 indicate that the performance of disadvantaged pupils was below that of non-disadvantaged pupils, particularly in Reading and Writing whilst the gap had narrowed slightly in Maths and SPaG.

KS1: Assessments during 2022/2023 indicate that the performance of disadvantaged pupils was below that of non-disadvantaged pupils across Reading, Writing and Maths.

EYFS: Assessments during 2022/2023 indicate that the performance of disadvantaged pupils was below that of non-disadvantaged pupils in reaching a 'Good Level of Development'/'

Our assessment of the reasons for the low outcomes in EYFS and KS1 are primarily down to the Covid-19 impact on Communication and Language needs, as well as additional Social, Emotional Mental Health (SEMH) needs.

Whilst assessments showed a dip in performance of disadvantaged pupils in EYFS and KS1, the performance of disadvantaged pupils in KS2 was higher and on track to hit the strategy targets. This showed that the recovery curriculum, along with other strategies put in place had had a positive impact on disadvantaged pupil outcomes. However, it should be added that the performance in writing for both disadvantaged and non-disadvantaged pupils was low.

Overall attendance in 2021/2022 was lower than in preceding years at 92.1% for disadvantaged, in comparison to 94.5% for non-disadvantaged, it still remained higher than the national average. Overall attendance in 2022/2023 was 90.88% for disadvantaged, in comparison to 92.26% for non-disadvantaged. National figures currently unavailable. Therefore, we have ensured that attendance is a focus of our current plan.

Our reviews and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to on-going COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.