

# Wellington Primary School

Pupil premium strategy statement

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## Pupil premium strategy statement

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	Wellington Primary School
Number of pupils in school	60 October 2020 Census
Proportion (%) of pupil premium eligible pupils	8 (13%) September 2021 SEN and PP 50% (4 /8)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Rees and Helen Lynch, Executive Headteachers
Pupil premium lead	Jo Keeble
Governor / lead	June Willis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,010
Recovery premium funding allocation this academic year	£2,000 (received £500)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15,010</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to learn and succeed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Pupil Premium funding is allocated to ensure that social or financial disadvantage will never be a barrier to accessing high-quality education.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and sustainable pastoral support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The expectation is that disadvantaged children are supported through various initiatives to keep up not catch up.

## 1. Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to <b>Nursery and Reception</b> . PP pupils in particular enter school with <b>below expected language, numeracy and social and emotional skills</b> . On entry to Reception class in the last 2 years pupil premium pupils are below age expected for all areas on baseline entry.
2	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b> .
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in <b>maths</b> .

5	Our assessments observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils, These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic causing a waiting list of pupils wishing to access the intervention. 12 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs.7 of which are currently receiving small group or individual interventions.
6	A high proportion of under attaining PP pupils are on the school's <b>SEN</b> Register which is another barrier to learning. Our assessments and observations show these pupils make less academic progress than PP pupils with no additional barriers to learning. SEN ( 7 / 60 pupils 12%) of which 4/7 ( 57%) are PP with SEN (4 SEN support, 2 EHCP)

## 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
Narrow the attainment gap between disadvantaged and non-disadvantaged children.	Narrow the gap at all statutory assessment points Narrow the attainment gap within the schools' internal assessment process
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment scores of disadvantaged pupils in; EYFS – Literacy, maths, physical development, communication and language The phonics reading check KS1 reading, maths, writing and the combined measure	Increase the number of disadvantaged pupils achieving a good level of development and narrow the gap between disadvantaged and all pupils. KS1 PSC outcomes show that 90% of disadvantaged pupils meet the expected standard. KS1 reading, writing, maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved attainment for disadvantaged pupils at the end of KS2 in; maths, reading, writing and combined measure Multiplication times table check	Increase the progress measure between advantaged and disadvantaged in reading, writing by and maths ensuring that all three are above 0. Improve the percentage of pupils achieving expected standard in all core subjects to above 65% Increase the in the MTC by 5 points (raw score)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
SEN provision meets the needs of PP pupils with SEN and that accelerated progress for SEN pupils diminishes the difference between SEN PP pupils and non-SEN PP pupils	Data shows the gap between PP with SEND and PP pupils is narrowed by 2024/25

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise the attainment of disadvantaged pupils by developing the quality of teaching and learning. The school has a focused commitment to drive improvement by focusing on exceptional teaching in every lesson and from every lesson.</p> <p>Review of Pupil Premium strategy</p> <p>Clear expectations are established with teachers in pupil progress meetings regarding expected progress and attainment of PP pupils. Baselines and targets are established. Identify under attaining disadvantaged pupils and HA disadvantaged pupils</p> <p>Identified target teachers, support programme put in place and progress is monitored every 4 weeks.</p> <p>Regular CPD for staff and Teaching assistants - including monitoring for Impact</p> <p>Termly data analysed and tracking used to identify and monitor attainment gap. PP pupils identified to target for GD and strategies discussed. PP pupils who are not on track (progress and prior attainment) are discussed and plan of action put in place. Pupil progress meetings to plan provision and strategies to address pupils identified as under achieving.</p> <p>Monitoring demonstrates teachers use effective strategies within lessons to target PP pupils. The school curriculum meets the needs of PP pupils. Regular work scrutiny for PP pupils takes place between progress meetings. Coordinator work scrutiny includes PP pupils. SLT meetings evaluate the effectiveness of provision for PP pupils and agree actions.</p> <p>To continue to develop teachers understanding of scaffolding learning to meet challenge, include deepening and modelling and scaffolding strategies.</p>	<p>'Evidence-based education' states that a 'focus on great teaching in every lesson, from every teacher is our most powerful key for driving improvement.'</p> <p>Evidence of the impact of QF teaching</p> <p>EEF/Sutton Trust 'New Primary School Guide to the Pupil Premium, Effective Strategies'</p> <p>Evidence of impact of interventions</p> <p>Evidence of impact of English and mathematics co-ordinators on teaching and learning</p> <p>Evidence of impact of use of tracking system for targeting</p>	<p>1,2,3,4,6</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. ( Write stuff)</p> <p>We will purchase resources and fund ongoing teacher training and release time. Training and purchasing resources for Neli. Continue with the layered vocabulary approach in nursery and reception.</p> <p>Employ speech and language support staff (POP AT trained) to deliver interventions across the school.</p> <p>Provide 1:1 support, targeted interventions and CPD from in house speech and language specialists</p>	<p>The report by Snowling et al. (2011) demonstrates the link between language and communication and later attainment, indicating that language skills are among the best predictors of educational success.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Continuation of RWI approach to secure stronger phonics teaching for all pupils. RWI training for staff. Employ and train 1 staff member to deliver Neli interventions for reception. Nursery staff to continue with letters and sounds.</p> <p>Nelli to be incorporated into the Nursery and Reception curriculum to combat language development</p> <p>Essential phonics training and resources provided from Nursery, reception, Year 1 and 2 for teachers and support staff. Phonics training for all staff to understand how to teach phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery in number training).</p> <p>Accessing resources from the NCETM, including the training and support materials related to the DfE non-statutory guidance, which includes the ready to progress criteria.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Train staff in emotion coaching</p> <p>All staff implemented the book called the 'Colour Monster' to support pupils to recognize different emotion through colours. Worry monsters in KS1 to support pupils with feelings and in KS2 a worry bag.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5,</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Neli to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Accelerate progress from low baselines for PP pupils in Nursery and Reception to ensure attainment across all abilities is at least national average by the end of FS and the difference is diminished</p> <p>Establish areas of need on entry and plan curriculum accordingly</p> <p>Targeted and well trained teaching support for interventions. Establish an intervention programme</p> <p>Curriculum workshops for parents</p>	<p>EEF research of teaching assistants on small groups, interventions</p> <p>We have used interventions / approaches in reception and nursery over the last 2 year successfully to improve low baselines. End of year data shows a steady increase in GLD.</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Reception, year 1 and year 2 pupils are in small focused ability groups.</p> <p>Phonics knowledge in Y1 and Y2 is reinforced across the curriculum</p> <p>PP pupils are specifically targeted.</p> <p>Y1 and Y2 pupils are grouped according to stage for phonics teaching and moved to a higher group when appropriate.</p> <p>All staff receive training. New staff receive additional training and support which includes observing other staff. They are closely monitored and appropriate support is put in place if needed.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Previous data has demonstrated the effectiveness of settings and interventions</p>	<p>3,</p>
<p>To release Yr. 6 class teacher to provide bespoke English and mathematics interventions, addressing misconceptions from the morning lessons or pre-teaching</p> <p>Booster groups – after school / lunchtime intervention in maths for pupils who are not on track to get expected based on data.</p>	<p>Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.</p> <p>EEF states that research focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six addi-</p>	<p>3,4</p>

<p>Spring term – use staff member to take small group of pupils in English and maths sessions., also 1:1 reading support</p>	<p>tional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF research on small group tuition</p> <p>As stated by the EEF, reducing class sizes through targeted mixed ability interventions will enable the class teachers to have increased flexibility for organising learners and improve the quality and quantity of feedback each pupil receives.</p>	
<p>Teaching and learning support from the school SENCO</p> <p>Teachers identified as underperforming from data, lesson observations and book scrutines have support from SENCO and support plan is put in place.</p> <p>Teachers targeted by SENCos for ongoing support</p> <p>SENCO working with class teachers to ensure provision is appropriate ( See Saw / learning packs) when pupils have to do remote learning. SEND pupils receive regular phone class during lock downs from our SENCO to support their learning.</p> <p>Call in outside agencies to support pupils (eg Educational psychologist)</p>	<p>Recommendations that reflect the impact of good practice in a high achieving school.</p> <p>J. Hattie’s research evaluation re. not labelling pupils</p>	<p>6</p>

### Wider strategies (related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Individualised behaviour support programmes / interventions</p> <p>Introduction of emotion coaching and zones of regulations</p> <p>Use outside agencies to support ( behaviour support team)</p> <p>Individual behaviour plans devised if needed.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF research on behaviour interventions</p> <p>External advice from accredited external advisers</p>	<p>5</p>
<p>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments</p> <p>Trained TA providing programme that supports the emotional and social development of some PP pupils</p>	<p>Evidence of previous year’s individualised behaviour programmes</p>	<p>5, 6</p>



<p>Mental Health ambassador introduces whole school approaches to support mental health and well-being, trains staff and monitors approaches and interventions used. advisers to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing,</p> <p>Introduction and training for 'emotion coaching'</p> <p>Support those pupils who have been identified to need additional support for their mental health and wellbeing with outside agencies – (counselling –'Butterflies.)</p> <p>Embed the PSHE curriculum to support pupils mental and physical wellbeing. Which sits with our values-based curriculum to support the well-being of the children at WPS.</p>	<p>External advice from accredited external</p> <p>School curriculum based on good practice of national PHSE Association curriculum</p>	
<p>The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils. Supporting parents to overcome their challenges (socially isolated, limited qualifications, emotional and mental health needs) has a direct, positive impact on pupils</p> <p>Termly parent curriculum workshops in reading, phonics, writing, mathematics and SEN</p> <p>More effective collaboration with parents – Head of school to organise effective parental engagements and workshops across the school</p> <p>Development of literacy and numeracy skills of parents</p> <p>1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded</p>	<p>EEF states that parental engagement positively impacts on average of 4 months' additional progress.</p> <p>Parental feedback re. curriculum workshop impact on parents understanding of how to support their child's learning from previous year</p>	<p><b>1, 2, 3, 4, 5, 6</b></p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>ALL</p>

**Total budgeted cost:**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We appointed a member of staff and trained them ready to implement wellbeing interventions for identified pupils.