

Wellesley Park Pupil Premium Strategy Statement 2022-2023

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	Wellesley Park Primary
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	20.9% (68)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Emmie Hartley-Criddle Deputy Head of School (Acting)
Pupil premium lead	Lucas Upham Deputy Headteacher
Governor / Trustee lead	Michelle Fox Lead Disadvantaged Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91, 994
Recovery premium funding allocation this academic year	£9,860
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	£101,854

Part A: Pupil premium strategy plan

Statement of intent

Our Trust and School ethos, is that every child '**Achieves, Belongs, and Participates**'. We ensure this by providing every child with: a rich and diverse curriculum that engages them; exceptional teaching and pastoral care; encouraged participation in enrichment events and wider curriculum learning experiences.

As part of this, we ensure that:

- Expectations are high for all children. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of individuals and groups.

Additional support is integrated into the teaching programme.

- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate children. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM children.

When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language skills, a lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

We will:

- Use the latest **evidence-based research** on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our children.
- Be **transparent** in our reporting of how we have used our pupil premium, so that our parents/ carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Use **High Quality Teaching and Learning** as the preferred way to narrow the gaps in attainment in the first instance, with high quality interventions with proven evidence of impact.

Impact:

We regularly measure the attainment and progress of all children with particular reference to all our vulnerable groups.

The Trust CEO, Governors, Senior Leadership Team, Trust SENDCo, Trust SEMH Lead and our Phase Leaders evaluate the needs of children and the outcomes of interventions as well as the needs for any additional support that could be put in place.

There is strong communication between pastoral support and curriculum provision, to ensure all our children are tracked carefully and their bespoke needs are met

Outcomes:

Children eligible for pupil premium will have been identified and monitored.

Pupil premium children will achieve above the national average and gaps in attainment will have narrowed.

At Wellesley Park our pupil premium strategy below works towards achieving our objectives by ensuring that teaching and support staff will:

- Maintain the highest expectations of all children and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable children from disadvantaged backgrounds to thrive
- Plan and deliver curriculum to a high standard; supporting the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of children in their class through differentiated planning and teaching
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

Challenges

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

Challenge number	Detail of challenge
1: Attendance	Attendance disparity between PP and non-PP children. Currently 46.7% of all persistent absentees (21 out of 45) are PP.
2: Learning	KS1 - Lower academic results in Reading (54%), Writing (64%) and Maths (82%)
3: Language	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and are less likely to be on track to pass the phonics screening check by the end of KS1 (73%)
4: SEMH	The SEMH and behaviour of some disadvantaged children and the SEMH of their families, continues to be impacted negatively by Covid; in that they are finding it more difficult to readjust to school expectations and requiring significantly more professional guidance and support than others.

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. Attendance: Attendance of disadvantaged / PP higher than the national average.	<ul style="list-style-type: none"> • To ensure attendance of our PP children is higher than the national average – NA absence rate 7.8% (3.7% for non-PP) • Persistent absentees for PP children will be better than the National Average – NA 24.4% (8.3% for non-PP) • The school's suspensions for PP children will be below NA rate of 9.68% (2.82% for non-PP)
2. Learning: Narrowed gap in attainment and progress between our disadvantaged /	<ul style="list-style-type: none"> • PP pupils will reach the expected standard for their year group in reading, writing and maths.

PP and non-PP peers, in school and nationally.	<ul style="list-style-type: none"> Scaled scores of SATs in Years 2 and 6 will be in line with their non-PP peers. PP pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4).
3. Language: Improved reading attainment among disadvantaged / PP.	<ul style="list-style-type: none"> All PP children will pass their Phonics Screening by the end of Year 3.
4. SEMH: Improved wellbeing for all disadvantaged / PP pupils.	<p>Sustained high levels of wellbeing from 2022/23 evidenced by:</p> <ul style="list-style-type: none"> Qualitative data from: bespoke wellbeing interventions, student voice, wellbeing check-ins, student and parent surveys and teacher observations A significant increase in participation in multiple enrichment activities, particularly among disadvantaged pupils (tracked and monitored)

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: **£73,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes	Keeping class sizes to below 30 pupils: Reducing class sizes has a positive impact of 2 months+ allowing for higher quality interactions between teacher and pupil and quantity/quality of feedback received: Reducing class size EEF (educationendowmentfoundation.org.uk)	2 3
Specialist Art Teacher for all	Teacher-led reading interventions for cohort PP children: Arts / Sport participation accelerates progress on average by 2 months/ 10 months (EEF) .	1 2 3 4
Specialist MFL Teacher for Years 5 and 6	To provide teacher release for wider whole school PP interventions: Arts / Sport participation accelerates progress on average by 2 months/ 10 months (EEF) .	1 2 3 4
Specialist Music Teachers for Years 3, 4 and 5	To provide teacher release for wider whole school PP interventions: Arts / Sport participation accelerates progress on average by 2 months/ 10 months (EEF) .	1 2 3 4
Outdoor learning Provision for all	To provide teachers with statutory planning, preparation and assessment time, in order to deliver High Quality Teaching in all subjects, for all pupils: Supporting the attainment of disadvantaged pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools / University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning.	2 3

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

Budgeted cost: **£9,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Tutoring provision for Year 6	To provide additional educational support to close learning gaps	2 3
Academic Interventions across the whole school	To provide additional small group and 1:1 intervention for core academic learning, by identifying learning gaps at the earliest possible opportunity and pin-pointing appropriate support. Interventions and tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 3
Phonic Support, training and provision	Oral language interventions EEF (educationendowmentfoundation.org.uk) 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: Phonics Toolkit Strand Education Endowment Foundation EEF Training, resourcing and embedding of DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. We will also fund ongoing teacher and support staff release time for training.	2 3
Intervention related resources, equipment and training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2 3

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

Budgeted cost: **£18,989**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support	Trust play Therapy access and Pastoral Support - 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: EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Working closely with families of PP children to ensure partnership work to promote good attendance: The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental engagement accelerates progress on average by 3 months (EEF) –	1 2 3 4

	all our children rely on their parents/ carers to get them to school. Children with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English.	
Breakfast club provision	Embedding principles of good practice set out in the DfE's Improving School Attendance advice .	1 2 4
Year 4 and 6 Residential support	Enrichment opportunities for all – ensuring that no child is life-limited in their wider experiences as a consequence of background and/or financial hardship	1 4
Educational Resources and equipment	Contingency for responding to needs not yet identified or recommended resources that would make a difference to points either / all of outcomes 1 2 3 4	1 2 3 4

Total budgeted cost: £101,854

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was even higher than the previous academic year in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were in the most part realised:

OFSTED Report: [50180870 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/reports/50180870)

1. There will be a narrowed gap in attainment and progress between our PP children and their non-PP peers, in school and nationally.

OFSTED February 2022 - Outcomes for our children – Good

EYFS – Spring Term 2022 update:

- GLD All children – 70% / PP - 75%

KS1 Spring Term 2022 update:

- Phonics - All children – 85% / PP - 80%
- Reading - All children – 73% / PP - 54%
- Writing - All children – 69% / PP - 64%
- Maths - All children – 73% / PP - 82%
- Combined - All children – 62% / PP - 46%

KS2 National Averages against WP performance (PP = 10 children)

- Reading was 74% (up from 73% in 2019) - **WP above this at 79%** / PP - 60%
- Writing was 69% (down from 78% in 2019) - **WP above this at 79%** / PP - 60%
- Maths was 71% (down from 79% in 2019) - **WP above this at 74%** / PP - 50%
- SPaG was 72% (down from 78% in 2019) - **WP above this at 81%** / PP - 50%
- Combined Reading/Writing/Maths - was 59% (down from 65% in 2019) - **WP above this at 62%** / PP - 30%

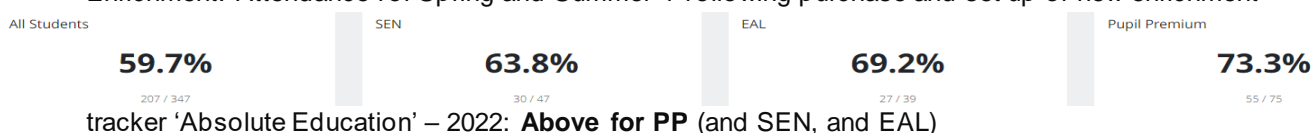
Review of strategy:

Teaching:

- Additional teacher in KS1 to maintain smaller class sizes enabling focussed, teacher-led support and interventions: ensured that High Quality Teaching (including planning, delivery and feedback) remained a top priority
- Tom Sherrington – raising standards for teaching / whole school teaching pedagogy: questioning / assessment for learning: ensured that all teachers have been trained in the latest, best practice pedagogy for teaching
- Phonics – delivery of synthetic phonic – change to ‘Little Wandle’ to bring in-line with IKB – ensuring robust moderation and high-quality planning and delivery in place
- Trust Curriculum Leadership Groups: Raising confidence in subject leadership, curriculum sequencing and ensuring high aspirations and progress for all

Targeted Academic Support:

- Tuition Partners (Yr6 participation / Yr5 participation) Enabled focussed 1:1 intervention support 'on top' of class teaching and learning and in-school interventions enabling a closure of learning gaps and raised attainment
- School-Led tutoring – Summer Term – Spring/Summer 100% PP attendance
- EP – supported the application of 4 new EHCPs – all of which were successful
- NELI – delivered by TA for key groups in Reception/Year 1
- IDL –lowest 5% for additional number and spelling interventions, including those with significant traits of dyslexia supporting children for whom complex cognition and learning needs require more directed support
- ELSA – 16 children have received bespoke emotional literacy support interventions, including 3 PP children who were initially on part-time timetables who have since become full time
- FS – 56 children have been supported with Forest School SEMH support interventions, of which 5 were also SEND with repeat suspensions in previous year, all of which have reduced this year
- Enrichment: Attendance for Spring and Summer 1 following purchase and set up of new enrichment



NB: This does not include data for 2 private pay clubs – Fencing and Fizz Pop Science:

- Fencing – attended by 2 PP / out of 12 children in total
- Fizz Pop Science - attended by 10 PP / out of 54 children in total

In light of our excellent Covid catch-up plans and interventions run by teachers / TAs and 3rd party providers we have not only managed to close our Covid gaps in KS2 – but exceed National Averages data for the UK.

Attendance:

- Persistent absenteeism for PP children has reduced (46.67%) from last academic year (50%) but is still high and a key area of focus for next academic year. Analysis has shown that high levels of SEMH in PP pupils and their families post-Covid is the most significant contributory factor. This years (2022-2023) PP Strategy is ensuring that attendance is a top priority in order to track against academic performance.

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
Talk Boost Talk Speech	Talk Boost Talk Speech
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds
Absolute Education – enrichment tracker	Absolute Education
IDL – literacy and numeracy intervention	IDL

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?	<p>We identified gaps in service children's education which we addressed with targeted support e.g. additional reading opportunities each week with either/or the teaching assistant/teacher.</p> <p>We prioritised and supported service children for wrap around care when necessary due to parent/s needing to be away from home for prolonged periods of time.</p> <p>For next academic year – we will purchase (if required) resource support for children from military families: Little Troopers At School - Little Troopers</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children.</p> <p>Assessments demonstrated progress in subject areas where extra support classes were provided e.g. 100% of service children passing the Year 1 phonics screening check and achieving GLD in Reception.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.