

Pupil premium strategy statement

Wellesley Park Primary School



Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 last academic year.

School overview

Detail	Data
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Local Governing Committee
Pupil premium lead	Carly Wilkins
Governor / Trustee lead	Grace Osborne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,755
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 9,135 (estimate)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£97,8901

Part A: Pupil premium strategy plan

Statement of intent

At Wellesley Park Primary School, it is our intention that all pupils, irrespective of their background, make good progress and achieve well across the curriculum. We want to ensure that all of our disadvantaged pupils are provided with the necessary support and opportunities to achieve highly and experience the best all-round education in-line with their non-disadvantaged pupils.

Our school's ethos is 'belief in every child' We do this by ensuring every child has: a rich and diverse curriculum that engages them; exceptional teaching and pastoral care; and participation in a broad range of enrichment opportunities.

We aim to ensure that pupils leave our school well-equipped for the next stage of their education and educated so that they enjoy life and live well.

We plan strategically to ensure our most disadvantaged pupils are successful. To ensure this is effective, we will ensure:

- Every child feels valued with all staff valuing the important of strong positive relationships – creating a sense of belonging.
- A coherent and well-sequenced curriculum is in place for all subjects which includes planned reading opportunities.
- High-quality teaching and learning in every subject; ensuring that strong pedagogy strategies reduce the attainment gap.
- Underachievement is identified through PPMs and robust tracking
- Literacy support is consistently in place for targeted pupils with a clear strategy for early reading.
- Disadvantage pupils have the same equity of access to enrichment and participation. Therefore, additional support is available through the provision of resources, funding for trips, priority access to extracurricular activities, and tracking of pupil engagement.
- Pastoral support for disadvantaged pupils is available through targeted interventions
- Extra FSM provision is available to ensure a healthier and more substantial breakfast.

Challenges

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

Challenge number	Detail of challenge
1	There is an attainment gap between PP and non-PP pupils at the end of KS2 for all subjects.
2	There is a gap between pp and non pp pupils achieving the expected standard for phonics at the end of Year 1.
3	Reading attainment of PP pupils are not as high as their peers meaning that they cannot access the curriculum as well as their non-pp peers.
4	Number of suspensions for PP pupils is higher than non-PP pupils.
5	PP attendance is lower than non-PP pupils.
6	PP early oral language skills is lower non-PP pupils
7	PP attendance on enrichment residentials and participation in choice enrichment is lower than Non-PP pupils
8	Increasing number of disadvantaged pupils with SEND incl. SEMH
9	Parental engagement of PP pupils is less than those parents/families of non-pp pupils.

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. Achieve strong academic outcomes at the end of KS2. The gap between PP and Non-PP pupils at the end of KS2 will reduce over time.	<p>Sustained improved academic outcomes from 2023/24:</p> <table border="1"> <thead> <tr> <th>2023 outcomes end of KS2</th> <th>Attainment ARE+ PP (9)</th> <th>Attainment ARE + Non-PP (40)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>65%</td> <td>-32%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>70%</td> <td>-26%</td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>80%</td> <td>-47%</td> </tr> <tr> <td>Combined</td> <td>22%</td> <td>55%</td> <td>-33%</td> </tr> </tbody> </table> <p>Gap reduction- combined (RWM):</p> <table border="1"> <thead> <tr> <th>2024</th> <th>2025</th> <th>2026</th> </tr> </thead> <tbody> <tr> <td>-23%</td> <td>-15%</td> <td>-10%</td> </tr> </tbody> </table>	2023 outcomes end of KS2	Attainment ARE+ PP (9)	Attainment ARE + Non-PP (40)	Gap	Reading	33%	65%	-32%	Writing	44%	70%	-26%	Maths	33%	80%	-47%	Combined	22%	55%	-33%	2024	2025	2026	-23%	-15%	-10%
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<p>2. The gap between PP and Non-PP pupils achieving the expected standard for Phonics will reduce over time.</p>	<p>Sustained improved academic outcomes from 2023/24:</p> <table border="1" data-bbox="572 203 1257 376"> <thead> <tr> <th>2023 Phonics outcomes (yr1)</th> <th>Attainment ARE+ PP (5)</th> <th>Attainment ARE + Non-PP (28)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>60%</td> <td>86%</td> <td>-26%</td> </tr> </tbody> </table> <p>Gap reduction- phonics Yr1</p> <table border="1" data-bbox="572 421 1265 510"> <thead> <tr> <th>2024</th> <th>2025</th> <th>2026</th> </tr> </thead> <tbody> <tr> <td>-22%</td> <td>-18%</td> <td>-15%</td> </tr> </tbody> </table>	2023 Phonics outcomes (yr1)	Attainment ARE+ PP (5)	Attainment ARE + Non-PP (28)	Gap	Phonics	60%	86%	-26%	2024	2025	2026	-22%	-18%	-15%														
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<p>3. Every child a reader – improving literacy</p>	<p>Phonics</p> <ul style="list-style-type: none"> ❖ School maintains fidelity to the phonics scheme and teachers are skilled at high-quality implementation – quality assured by the English Hub. ❖ Phonics attainment to be in line with National average in 2023 and increasing to 85% in 2025 and 90% in 2026. <p>Reading Comprehension</p> <ul style="list-style-type: none"> ❖ Outcomes at the end of KS1 improve over time for PP pupils. <table border="1" data-bbox="572 954 1257 1126"> <thead> <tr> <th>2023 outcomes end of KS1</th> <th>Attainment ARE+ PP (9)</th> <th>Attainment ARE + Non-PP (25)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>84%</td> <td>-28%</td> </tr> </tbody> </table> <p>Gap reduction- KS1 reading outcomes:</p> <table border="1" data-bbox="572 1171 1265 1261"> <thead> <tr> <th>2024</th> <th>2025</th> <th>2026</th> </tr> </thead> <tbody> <tr> <td>-20%</td> <td>-15%</td> <td>-10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ❖ Outcomes at the end of KS2 improve over time for PP pupils. <table border="1" data-bbox="572 1350 1257 1523"> <thead> <tr> <th>2023 outcomes end of KS2</th> <th>Attainment ARE+ PP (9)</th> <th>Attainment ARE + Non-PP (40)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>65%</td> <td>-32%</td> </tr> </tbody> </table> <p>Gap reduction- KS2 reading outcomes:</p> <table border="1" data-bbox="572 1568 1265 1657"> <thead> <tr> <th>2024</th> <th>2025</th> <th>2026</th> </tr> </thead> <tbody> <tr> <td>-25%</td> <td>-20%</td> <td>-15%</td> </tr> </tbody> </table> <p>Wider Curriculum</p> <ul style="list-style-type: none"> ❖ Ensure that PP pupils are confident with disciplinary literacy and subject specific vocabulary across the curriculum. 	2023 outcomes end of KS1	Attainment ARE+ PP (9)	Attainment ARE + Non-PP (25)	Gap	Reading	56%	84%	-28%	2024	2025	2026	-20%	-15%	-10%	2023 outcomes end of KS2	Attainment ARE+ PP (9)	Attainment ARE + Non-PP (40)	Gap	Reading	33%	65%	-32%	2024	2025	2026	-25%	-20%	-15%
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<p>4. Suspension for disadvantaged pupils will decrease as the result of the correct support/provision.</p>	<ul style="list-style-type: none"> ❖ There will be fewer suspensions / improved behaviour for PP pupils. ❖ Students are supported with specific interventions <p>Sustained reduction in the number of suspension days:</p> <table border="1" data-bbox="770 1995 1300 2078"> <thead> <tr> <th>2022-2023</th> <th>2023 – 2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>23.5 days</td> <td>15 days</td> <td>10 days</td> </tr> </tbody> </table>	2022-2023	2023 – 2024	2024-2025	23.5 days	15 days	10 days																						
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5. The attendance of PP pupils will increase from 91.3% to 96%	<p><i>2023 PP Attendance 91.3% / Non-PP 95.2%</i></p> <ul style="list-style-type: none"> ❖ PP pupils will reach the school attendance target. ❖ Persistent absence percentage for PP pupils will decrease. ❖ Attendance will be back to pre-pandemic levels.
6. Early oral language skills will be improved for PP pupils.	<ul style="list-style-type: none"> ❖ Early identification of need in Pre-School and Reception. ❖ Talk Boost staff training and interventions are in place (3 cycles a year). ❖ Speech and language specialist provision is in place. ❖ A reduction in the number of PP pupils entering KS1 with language difficulties.
7. PP pupils have the same access to opportunities as other non-PP pupils.	<ul style="list-style-type: none"> ❖ Increased levels of participation for PP pupils in extra-curricular clubs. ❖ An increased uptake of PP pupils on residential trips. ❖ Attendance of pupils remains high on curriculum enrichment days.
8. Early identification of needs and high-quality intervention	<ul style="list-style-type: none"> ❖ Early identification through graduated response. ❖ Specific interventions are put into place e.g. Pastoral Support / Forest School / ELSA / Social & Communication groups ❖ Effective whole school approach to supporting pupils with SEMH (Social, Emotional, Mental Health) ❖ EP hours
9. Increase the amount of contact time with disadvantaged families.	<ul style="list-style-type: none"> ❖ 100% of disadvantaged families attend parents evening. ❖ Increase the opportunities available for parental engagement through 'open classroom' events throughout the year. ❖ A range of parent workshops are on offer and well attended by PP families. ❖ Pupils are accessing a broad and balanced curriculum and this is celebrated with family and school.

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: £51,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Professional Development including Subject Leader CPD	a) Ensuring that teachers are provided with high-quality professional development opportunities is crucial in improving pupil outcomes.	1, 2, 3, 5, 6

	<p>b) Subject leader CPD opportunities will ensure leader's knowledge is current and relevant to pupil's needs.</p> <p>c) Supporting the recruitment and retention of teaching staff, by providing cover time to undertake professional development such as National Professional Qualifications (NPQs)</p> <p>EEF Professional Development</p>	
Feedback to improve pupil learning	<p>a) Feedback is targeted at specific learning gaps</p> <p>b) Feedback provided encourages pupils</p> <p>c) Written feedback is timely and purposeful.</p> <p>d) Verbal methods of feedback can improve pupil attainment</p> <p>EEF Teacher Feedback</p>	1, 2, 3, 4, 5, 6 & 7
Curriculum Refinement & Development of pedagogy which supports metacognition.	<p>a) Effective use of modelling aloud thought process to develop pupils' metacognitive skills.</p> <p>b) Setting an appropriate level of challenge: chunking learning into small steps</p> <p>c) Carefully designed guided practice allowing pupils to become proficient before independent practice.</p> <p>d) Provide pupils with timely, effective feedback so that they know how effectively they are learning.</p> <p>EEF Metacognition</p>	1, 2, 3, 4, 5
Every child a reader – improving literacy.	<p>a) Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary</p> <p>b) Modelling and extending children's language and thinking during shared reading / wider curriculum subjects will improve pupils' comprehension skills.</p> <p>c) The teaching of decoding / blending is high-quality ensuring that children are confident and with purposeful practice are able to read fluently.</p> <p>EEF KS1 Improving Literacy</p> <p>EEF KS2 Improving Literacy</p>	1, 2, 3, 6 & 8
Dedicated Leadership Time	<p>a) Phase Leaders / DHT have directed release time to support teachers to ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for disadvantaged pupils.</p> <p>b) Early Career Teachers are well supported.</p>	1, 2, 3, 4, 5, 6 & 8

	EEF Guide to Pupil Premium	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,265.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring through existing school staff.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF Small Group Tuition EEF 1:1 Tuition	1, 2, 3, 6 & 8
Teaching Assistant Led Interventions / Shine Programme identification of learning gaps	Identification learning strengths of gaps in learning. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals. Example interventions include: Phonics, Comprehension, Maths, Forest School EEF Teaching Assistant Interventions	1, 2, 3, 6 & 8
Speech and Language Therapist (Trust)	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: EEF Oral Language Interventions	6

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

Budgeted cost: £23,804.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on PP attendance: Pastoral Lead	a) Relationship building from pastoral support can lead to increased attendance and engagement of PP learners. b) Identification of attendance patterns and understand the barriers to good attendance.	1, 2, 3, 5 & 9

	<p>c) PP pupils who are frequently late or have poor attendance to be offer a free place at breakfast club.</p> <p>EEF Attendance Interventions EEF breakfast Club</p>	
Invest in robust tracking system that will monitor participation levels of disadvantaged pupils; particularly those that are eligible for FSM.	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>EEF Extending the school day</p>	
Increased Parental Engagement	<p>Parents/ families are in involved in supporting their children’s academic learning. This includes:</p> <ul style="list-style-type: none"> - Parent workshops; - Encouraging parents to support with reading and homework; - Pupils showcasing their learning and achievements. <p>EEF Parental Engagement</p>	

Total budgeted cost: £94,482.03

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

2023 Outcomes

GLD Outcomes (4 Pupils)	50% achieved GLD		
Yr 1 Phonics (5 pupils)	60% Passed their phonics screener		
KS1 Outcomes (9 pupils)			
Subject	Attainment	Progress	Attainment Gap between pp and Non-PP
Reading	56%	-23%	-28%
Writing	44%	-27%	-28%
Maths	78%	-2%	-10%
KS2 Outcomes (9 pupils)			
Subject	Attainment	Progress	Attainment Gap between pp and Non-PP
Reading	33%	-13%	-32%
Writing	44%	3%	-26%
SPAG	33%	-9%	-36%
Maths	33%	-9%	-47%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils. The data demonstrated that there is still work to be done to narrow the gap between pp and non-PP pupils, especially in KS2.

We have reviewed our strategy plan and have made up a 3-year gap reduction plan, as outlined in the strategy.