

Pupil premium strategy statement – Wellington Primary

Summary information					
School	Wellington Primary School				
Academic Year	22/23	Total PP budget	1385 x 129 = £178,665	Date of most recent PP Review	September 2022
Total number of pupils	808 22.11.22	Number of pupils eligible for PP	129	Date for next internal review of this strategy	July 2023

INTENT

At Wellington each and every pupil is precious to us. We intend for all of our pupils from a disadvantaged background to leave us as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play an musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

Very low communication baseline assessments on entry to Nursery and Reception

Poor self-care and independence levels on entry

36 pupils SEND + PPG (28%)
4 Disadvantaged EHCP children with complex social communication needs

External barriers (*issues which also require action outside school, such as low attendance rates*)

- High cases of domestic violence in the local area
- High levels of deprivation including hidden deprivation
- Attendance rate currently – 92.5% (Sep 22) – term time leave for international families - The school's self-evaluation states that 97% of the pupils are from minority ethnic groups with approximately 65 first languages other than English. The largest ethnic groups are Indian (47%), Pakistani (10%) and White Eastern European (9%).
- Overall, 50% of pupils live in financially challenged, adverse conditions or not in private households. The deprivation level is higher than the FSM, because a large number of our families reside in multiple occupancy homes. Additionally, many of our families are not entitled to claim public funds due to their immigration status.
- Catch-up, Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up to achieve age-related expectations across the curriculum.

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Targeted Early years (Reception) support programmes for Speech and Language – NELI 3 NNEB's taking small groups to support up to 6 children 3x weekly	Rapid improvement in Early Years speech and communication skills
	Targeted Early years support programmes for Social Communication skills – Bucket and Special Time Supported by commissioned SALT team	Attention and listening skills of those targeted pupils move more in line with their peers Appropriate further support in place if required – feeding into reports based on outcomes of sessions Further insight of needs gained Rapport and relationship building
	Engaging parents in workshops and curriculum events to promote English and Mathematics skills – phonics workshops EYFS/KS1	Engagement in their children's learning – ability to support learning at home, using the schools methods
	Parental workshops focused on toilet training and support with self-care and independence	Improved self-care within the classroom, allowing for further teacher engagement in learning activities
	To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers” This could include <ul style="list-style-type: none"> • Access to our learning mentors - TLG • Individual mentor for all disadvantaged pupils to be their ‘champion’ (follows them throughout their school journey at Wellington)
	Mentoring scheme for those in KS2 – children to be targeted by SLT and external mentors from TLG	Aspirational role models for pupils who require support – timely support given to achieve successful outcomes.
	Play therapy programme to support those with disadvantaged or vulnerable backgrounds	8 children accessing weekly play therapy across the school Increased understanding of themes, structures and systems in mainstream teaching – trauma informed Building relationships with vulnerable families Outside agency support, therapeutic parenting programme

Attainment KS1

2018/2019	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
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% achieving in reading	80%	94%
% achieving in writing	70%	92%
% achieving in maths	70%	94%

Attainment KS2		
2018/2019	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading	70%	63%
% achieving in writing	87%	91%
% achieving in maths	70%	63%

Attainment KS1		
2019/2020	Pupils eligible for PP 12	Pupils not eligible for PP 106
% achieving in reading	91%	86%
% achieving in writing	83%	84%
% achieving in maths	91%	88%

Attainment KS2		
2019/2020	Pupils eligible for PP 16	Pupils not eligible for PP 44
% achieving in reading	88%	89%
% achieving in writing	88%	89%
% achieving in maths	81%	91%

Attainment KS1			
2020/21		<i>Pupils eligible for PP</i> 16	<i>Pupils not eligible for PP</i> 100
% achieving in reading		87%	73%
% achieving in writing		75%	73%
% achieving in maths		69%	74%
Attainment KS2			
2020/21		<i>Pupils eligible for PP</i> 18	<i>Pupils not eligible for PP</i> 42
% achieving in reading		66%	87%
% achieving in writing		67%	89%
% achieving in maths		77%	89%
Attainment KS1			
2021/22		<i>Pupils eligible for PP</i> 20	<i>Pupils not eligible for PP</i> 100
% achieving in reading		77%	96%
% achieving in writing		73%	95%
% achieving in maths		77%	95%
% achieving combined standard		73%	95%
Attainment KS2			
2021/22		<i>Pupils eligible for PP</i> 19	<i>Pupils not eligible for PP</i> 41
% achieving in reading		100%	83%
% achieving in writing		83%	81%
% achieving in maths		94%	88%
% achieving combined standard		83%	81%
3. Planned expenditure			
Academic year	22/23		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in Reception B. Improved progress for high attaining pupils	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	DHT inclusion and EY Lead	July 2023
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). SLT member to target and track more able PPG children	DHT - Inclusion LG – SLT lead on more able PPG	July 2023
Continued CPD for use of Thinking Frames and ways to support extended thinking and questioning with new staff Metacognition and 'learning to learn'	CPD on providing stretch for all pupils from their starting points Tools to use at home with families Workshop approaches for families	Advanced thinking skills accredited school Benefits of thinking skills approach widely known throughout the education sector	CPD and INSET days used to cover targets etc... DHT to evaluate lesson readiness of pupils and use of thinking frames across the school	DHT	Autumn term 2022
Total budgeted cost					60,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved oral language skills in reception and Nursery	121 and small group provision of Talk Group intervention for children in Reception. Chatterbox group run in KS1 and EY Use of commissioned SALT to train key staff in EYFS and KS1 language interventions	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EH – TA DHT OT and SALT commissioned support	July 2023
Use of Third Space Maths one-to-one tutoring weekly with a group of PPG children in year 5 and 6	Weekly small group sessions in maths and reading for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’	Impact overseen by maths and English co-ordinator. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	HN – maths KK – English DHT - inclusion	July 2023
Use of FFT Lightning Squad for Years 4, 5 and 6 – catch up reading programme	Daily reading over 6 weeks for each cohort 30 mins per day – 1-1- and peer coaching	Using part funding catch up, part PPG spend to support disadvantaged children close gaps post lockdown Used during 20-21 with success – those taking part made an average of 6 months catch up over the 6 weeks.	Baseline to end of intervention monitoring – completed by FFT	DHT – Inclusion Wider SLT	March 2023
Play therapy – Purple Elephant and Phoenix Counselling	8 children able to access – 4 Phoenix and 4 Purple Elephant sessions each week	Vulnerable children able to access specific play therapy support in line with their ongoing needs. Class teachers receive input and trauma based training on supporting in class Parents have access to therapeutic parenting support through Phoenix.	Ongoing team around the child meetings with play therapists – feedback to SLT and CT’s Reports written based on input Reports available for outside agencies	DHT – Inclusion Wider SLT	Ongoing 2023

Total budgeted cost					95,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Sustained involvement in extracurricular activities	Part funding for extra curricular	Sports lead to keep evidence of those attending who are PPG More time spent within school – team element etc... Needs based funding	Register of take up for extra curricular SENDCo to monitor	DHT – Inclusion HK – Sports Lead	July 2023
Sustained participation in school trips and visits	Part funding for trips and visits	Life skills and enhanced experiences outside the classroom Building relationships with peers and adults alike	Register of take up for PPG and trips SENDCo to monitor	DHT - Inclusion	July 2023
Masterminds – wellbeing programme Summer 2023	Wellbeing programme for vulnerable pupils KS2	Wellbeing, Nurture and Life Skills programme to enhance elements of choice Discussion of behaviour, mindfulness, self-management	SENDCo to implement and monitor Use of SaW overview of each child to analyse difference made over the weeks of intervention	DHT - Inclusion	July 2023
Increased awareness of reading for pleasure	Reading Café – KS2	Promoting a love of reading with those who may not have access to quality literature at home Providing quality texts and reading role models	Monitor weekly attendance to reading café – feedback from reading mentors and DHT	DHT – Inclusion DHT – English Lead	July 2023
Mentoring for disadvantaged pupils	TAG mentors + utilising youth and family team Hope Church	Monitoring of pupils – building rapport and relationship with children – providing an outlet for those with more difficult home circumstances – planned and unplanned mentoring	Mentoring programme – online records through TAG Half termly meetings with youth worker and team	DHT - Inclusion	July 2023
Year 6/7 transition group and cafe	Vulnerable Year 6 and 7 pupils – transition group and cafe	Support for transition and wellbeing through exit to Year 7	Review Summer 2022	DHT - Inclusion	July 2023
Total budgeted cost					30000