

Wellesley Primary School

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Heather Small Head Teacher
Pupil premium lead	Heather Small Head Teacher/ Liz Harding-Adams Deputy Head Teacher
Governor / Trustee lead	Stewart Osgood Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£26,035

Part A: Pupil premium strategy plan

Statement of intent

At Wellesley Primary School, we work to ensure that all of our children have equitable access to the very best education, in order that they reach their full potential academically, personally, socially and emotionally. This is at the core of our school vision and values. We expect that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well academically, personally, socially and emotionally so that ultimately they are fully prepared for their transition to secondary school. We will use Pupil Premium funding to support all disadvantaged children whatever their needs in order to maximise this progress.

In line with the Education and Endowment Foundation funding evidence, our main approach is to deliver Quality First Teaching for all pupils and then to provide 1:1 time with teachers to support any identified areas of need for our disadvantaged pupils. Alongside this there can be the need for specific, short term interventions which may be administered by class teachers or teaching assistants. Intrinsic to this approach is ongoing formative assessment of pupils to identify and address needs quickly and efficiently.

At Wellesley, we pride ourselves on knowing our children well; teachers use their knowledge of the children in the class to inform decisions about how provision supported by Pupil Premium Funding is utilised. We have a relatively small number of children entitled to Pupil Premium Funding, and each pupil is unique in their needs, therefore the best way to ensure their progress is to personalise the provision that is in place for them. Staff devise personalised programmes of support for each child aimed at ensuring that the children in their class can overcome barriers to their learning, and have equitable access to the education we provide. We take account of evidence-based research when devising our strategy and determining our interventions.

Some of our disadvantaged children also have other needs which can impact their readiness for learning, and part of our assessment of needs looks at the whole child and what may be required to help them engage with learning fully.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations and discussions with pupils indicate that many of our children have poor communication and language skills. This is evident across the school.
2	Internal and External data on achievement and progress shows that some of our disadvantaged children are not achieving in line with their peers in reading, writing and maths.
3	Observations and Parent Questionnaires show that many of our parents have difficulties in supporting learning at home (this was particularly notable during Covid and more prevalent in our disadvantaged families).
4	Observations and discussions have highlighted some children not being ready to learn due to emotional wellbeing, particularly first thing in the morning as well as on Mondays and Fridays.
5	Many of our children have a lack of wider opportunities to increase life-experiences and raise aspirations. This has been exacerbated by the restriction during and following Covid lockdowns.
6	Some of our families are in financial difficulties and lack the money for extended school opportunities and children may not have the equipment they need or the necessary school uniform.
7	Lack of support networks to help parents cope with parenting difficulties, e.g. behaviour outside of school.

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
Children will be understanding and using a wider vocabulary.	Staff will have engaged with our Oracy project and implemented agreed strategies in class. Children will be excited and enthusiastic about learning the meaning of new words and using them in their own speech and work. Children will be implementing Oracy skills taught.
Children achieve individual targets set by class teachers (academic, personal, social or emotional) due to planned actions/ interventions.	Children will be meeting targets set. Teachers will have identified individual areas of need and set targets to address these needs through 1:1 pupil feedback time or planned interventions. These targets will have been reviewed and changed termly. Support will subsequently be directed at children struggling to attain their targets.
Improved attainment in reading writing and maths by the end of KS2.	Termly review of targets with teachers highlight progress made and targets achieved as well as continuing areas of need. 80% of disadvantaged children will be meeting national expectations in reading, writing and maths by the end of KS2.

<p>Children vulnerable for achievement post-lockdown will be attaining in line with their peers.</p>	<p>Vulnerable children's progress monitored through planning scrutiny, book looks and pupil conferencing. Progress tracked carefully across each year by Class Teachers and SLT.</p> <p>Children closing the gap from the missed learning through lockdowns.</p>
<p>Barriers to learning for vulnerable children addressed to help them achieve their individually assessed priorities.</p>	<p>Children being engaged and ready to learn.</p> <p>Children having access to all aspects of school life.</p> <p>Children dressed and equipped for school</p>
<p>Children's general knowledge will have improved.</p>	<p>School signed up for Children's University (or similar)</p> <p>Children accessing a wide range of experiences and broadening their general knowledge.</p>
<p>Parents supporting children's learning at home effectively.</p>	<p>Children will be enthusiastic about learning beyond the school gates. Children will routinely be completing their homework to a good standard.</p> <p>Parents will be accessing support to help them with home learning.</p>

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: £867

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress in Maths Focus on embedding problem solving and children's understanding of how to address problems, including understanding of the language involved. Supply cover - LHA £567 for 3 days for monitoring.</p>	<p>Education Endowment Foundation - Improving Mathematics . Cites the importance of teaching children how to problem solve Education Endowment Foundation – Cognitive Science Approaches in the classroom Highlights the benefits of staff using cognitive science strategies in different mathematical learning situations.</p>	2
<p>KS1 Provision Develop KS1 provision to include more opportunities to investigate and explore, developing language and gaining more experiences. Resources £300</p>	<p>Based on the work of Alistair Bryce-Clegg.</p>	1, 5
<p>Staff CPD Provide training for staff in cognitive science approaches.</p>	<p>Education Endowment Foundation – Cognitive Science Approaches in the classroom Highlights the benefits of staff using cognitive science strategies in different learning situations.</p>	1, 2

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

Budgeted cost: £17,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Feedback:</p>	<p>Education Endowment Foundation – Teaching and Learning Toolkit Feedback has a strong correlation on accelerated learning.</p>	2

Teachers to be given 1:1 time with disadvantaged children. 1 Supply cover - £7,144 for 1 day per week		
1:1/Group Support: Children being supported and coached to achieve their best. Monitored termly by SLT. DH Time - £1203 This includes personal, emotional and social support from our ELSA. TA Time SJ - £4,858	Hm Government – Promoting children and young people’s mental health and wellbeing Gov.UK - Mental Health and Behaviour in Schools	2, 4
Reading Reading Assistant to read regularly with targeted children so that they achieve in line with their peers and are able to access KS2 curriculum. Teaching Assistant Time – £1,250 (remainder funded by school led tutoring grant) Children to have a 1:1 weekly reading session with class teacher to develop fluency and comprehension skills so that pupils make accelerated progress.	Education Endowment Foundation – Teaching and Learning Toolkit Reading Comprehension instructions has a strong correlation on accelerated learning.	2
Writing Children to have weekly 1:1 time with class teacher to get personalised feedback.	Education Endowment Foundation – Teaching and Learning Toolkit Feedback has a strong correlation on accelerated learning.	2
Support for External Testing Providing targeted support in Y2 and Y6 to allow children access to the key stage tests – focused group work that allows children to overlearn skills. Supporting children to develop their meta-cognition skills. Booster Groups Y6 - £2,592	Education Endowment Foundation – Cognitive Science Approaches in the classroom Highlights the benefits of staff using cognitive science strategies in different learning situations.	2

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

Budgeted cost: £9,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Emotional Support Small group intervention for children build self-esteem and help with emotional well-being to help them be 'ready to learn'. TA time</p> <p>Happy Minds £2,500 annual cost</p> <p>Sensory Areas to create a calm space for children. £2,000</p>	<p>Education Endowment Foundation – Teaching Toolkit Teaching Assistant Interventions have a moderate impact</p> <p>To support children to be able to talk about their mental health and well-being and understand how their brain works.</p> <p>To create an area for children to attend to help them calm down and regulate their emotions so they are ready to learn.</p>	4
<p>Targeted Therapy Targeted play/art/sand therapy for specific individual children to address their emotional needs in order for them to be able to access learning. Teaching Assistant time – £504.00 Alternative provision</p>	<p>Recommended by our Educational Psychologist for specific children.</p>	4
<p>Breakfast Club Provision Paying for provision so that targeted children are ready for the school day. £570.00</p>	<p>We have trialled and noted that access to Breakfast Club for some of our children can really calm them and make the start of the school day much more positive.</p>	4
<p>Financial Support for Families Equipment/School Uniform £100 Extended Schools Provision, e.g. trips and clubs £300 School Lunches £437.00</p>	<p>Over the past two years we have noticed a real decline in the financial situations of many of our families and have more parents approaching us for support.</p>	5, 6
<p>Contingency Fund £100.00</p>	<p>We are trying to keep a small amount of money to use in case of extreme need following the rise in inflation and energy costs. We anticipate that these will have a significant impact on many of our families who generally struggle to manage on a day to day basis financially.</p>	
<p>General Knowledge Sign up for Children's University or similar.</p>	<p>Staff report that children often have little or no knowledge or understanding of much in the world around them.</p>	5

<p>Supporting Parents Information/Curriculum Sessions Time for teachers to complete Supply costs 3 x days = £564.00</p> <p>Access to Google Classroom and sign posting to resources online that can be of help with homework. Parent Forum to explore way of reaching out to parents.</p>	<p>Education Endowment Foundation - Parental Engagement has moderate impact for low cost.</p>	<p>3</p>
<p>PSA PSA available to support families facing a range of challenges from behaviour to bed wetting to housing issues. £2,110</p>	<p>All evaluations from parents have stated how valuable they have found the support from our PSA. Early Help is a South Gloucestershire strategy.</p>	<p>7, 3</p>

Total budgeted cost: £26,999

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.

Research suggests the best form of intervention should be from the class teacher, therefore the use of a regular and familiar supply teacher to ensure continuity for the children in school has enabled teachers to work on a one to one basis with disadvantaged children. Teachers have been able to support disadvantaged children with their learning, working on pre-teaching, editing and redrafting, maths and hearing them reading weekly. They have also been able to check on children's well-being and address any concerns a child may have. Disadvantaged children are also part of a teacher's 'spot light' group, which means they have targeted support from the class teacher in lessons. The use of a regular supply teacher has also meant continuity for children when there have been staff shortages.

The support for disadvantaged children with school trips and uniform has enabled children to participate in a range of activities during the current economic crises when families have struggled to pay. As a school we have experienced a noticeable increase in providing food vouchers and food boxes for disadvantaged families in the last year. Children are provided with new uniform, shoes and P.E kit when it is required. They have also been provided with the necessary equipment for residential school trips. This provides extra-curricular activities that improve self esteem and gives the children an opportunity to experience a wide range of different activities outside of school.

For some disadvantaged children we have provided free breakfast club for them to ensure they start school having had breakfast and are able to start the school day calm, organized and ready to learn. This has meant for some of our children they are in school on time and have a better school day due to having had a positive start.

Although as a school we are disappointed with the external data, which has not shown an improvement from 2022, we recognize areas for development. We will continue to support our disadvantaged through quality first teaching strategies and support them with their emotional well-being ensuring they are ready to learn and have all the appropriate equipment for the school day.

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
The Oracy Project	South Gloucestershire
Google	Google
White Rose Maths	White Rose
PSHE	Jigsaw

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.