



Wingfield
PRIMARY SCHOOL

Wingfield Primary School
Three-year Pupil Premium Strategy

SUMMARY INFORMATION:			
Current Pupil information – 2021-2022			
Total number of pupils:	487	Total number of pupils eligible to pupil premium:	91
Total pupil premium budget:	£122,395	Amount of pupil premium received per child:	£1345

COHORT INFORMATION (CHILDREN ELIGIBLE TO PUPIL PREMIUM)		
Characteristics	Number in group	Percentage as a group
Boys	46	51
Girls	45	49
SEN Support	17	19
EHC	5	5
EAL	30	33

EYFS						
	Pupils eligible for pupil premium	All pupils School data	National average	Data from previous years		
				2017-18	2018-19	2019-20 School data
Good level of development (GLD) Overall	50%	76%		81%	81%	69%

Reading (GLD)	50%	79%			80%	80%
Writing (GLD)	50%	78%			80%	74%
Number (GLD)	80%	87%			81%	84%
Communication and Language (GLD)	90, 80, 80	88, 85, 86			84, 85, 83	-, -, 86%

YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			2017-18	2018-19	2019-20 School data
	85%		85%	76%	69%

END OF KS1

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average School data	National average	2017-18	2018-19	2019-20 School data
% achieving expected standard or above in reading, writing and maths	50%	72%		77%	73%	55%

% achieving expected standard or above in reading	50%	78%		77%	77%	62%
% achieving expected standard or above in writing	50%	72%		77%	73%	55%
% achieving expected standard or above in in maths	50%	72%		77%	81%	66%
% achieving above expected in reading, writing and maths	0%	0%		25%	8%	22%
% achieving above expected in reading	0%	0%		28%	21%	29%
% achieving above expected in writing	0%	0%		25%	8%	24%
% achieving above expected in maths	0%	0%		28%	21%	31%

END OF KS2

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average School data	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths combined	43%	70%		58%	72%	80%
% achieving expected standard or above in reading	57%	80%		58%	79%	80%
% achieving expected standard or above in writing	57%	75%		83%	83%	82%
% achieving expected standard or above in GPS				79%	86%	82%
% achieving expected standard or above in maths	43%	73%		71%	79%	82%
% exceeding the expected standard in reading, writing and maths combined	0%	23%		13%	17%	28%
% exceeding the expected standard in reading	7%	36%		17%	34%	52%

END OF KS2

% exceeding the expected standard in writing	7%	30%		16%	21%	34%
% exceeding the expected standard in GPS				46%	66%	60%
% exceeding the expected standard in maths	7%	34%		33%	31%	54%
Progress				Maths -1.1 Reading -3.1 Writing 0.5	Maths 3.5 Reading 2.7 Writing 2.9	Maths 2.4 Reading 1.9 Writing 1.8

OTHER DATA

Look at:	Strengths	Areas of development
Attendance data	All year groups attendance is higher than the average for the MAT.	To improve attendance in year 2.
Behaviour data	As a school we have lower persistent absentees than the MAT average.	To improve persistent absentees in year 2 and 5.
Safeguarding referrals	As a school we have a low rate of referrals.	To develop a safeguarding team to support DSLs.

Recovery Premium:

Amount of funding: £10, 730
(School led tutoring - £8, 991)

Specific focus area identified	Rationale:	Expected Impact:	Link to SDP Pupil premium? if appropriate
To address gaps in children's progress and attainment due to school closure.	<p>Children lost out on learning due to covid. Therefore tasks have been put in place to support these chn across the year groups:</p> <ul style="list-style-type: none"> • Pupil/teacher conferencing 1:1 about day to day learning. • Continuation of Nuffield Early Language Intervention (NELI) programme in EYFS. • Use of 60 new iPads. 	Gaps in children's learning identified and effectively planned for.	<p>Linked to area of the SDPs specifically targeting disadvantaged children post COVID-19.</p> <p>Link to PP priority for year 4 and 6 support.</p>
To review and make explicit the use of oral language interventions.	Disadvantaged chn find reading and comprehension skills particularly challenging, even more so since they have not been able to practice in class. Therefore daily activities have been put into the timetable to	To ensure disadvantaged chn engage in the explicit discussion of comprehension and reading skills in the classroom.	<p>Direct link to SDP.</p> <p>Link to PP priorities for gaps in learning and wider experiences as this group of chn are unlikely to have had experiences to widen</p>

	<p>ensure these skills are a focus throughout the year.</p> <ul style="list-style-type: none"> • 1:1 reading aloud and book discussion every day for disadvantaged chn. • Use of pre-teaching every day to explicitly extend the spoken vocabulary for all disadvantaged chn. 		<p>their vocabulary as much as their peers.</p>
<p>To review and make explicit the use of social and emotional learning interventions.</p>	<p>Chns attitudes to learning have been impacted by time out of school due to lock downs. Support in the social and emotional component of learning across the key stages will aim to change this.</p> <ul style="list-style-type: none"> • SENCO and learning mentor to review social and emotional learning interventions and identify appropriate intervention for each key stage in addition to circle time. • Phase leaders to plan a weekly whole class 	<p>To improve attitudes to learning and social relationships for all disadvantaged chn.</p>	<p>Direct link to SDP.</p> <p>Link to PP priority regarding emotional needs.</p>

	social and emotional learning intervention.		
To build on the use of technology developed during school closure to expand pedagogy.	<p>The use of technology during school closures had a huge impact on chns access to learning from home and chn became familiar with the format of teaching used, some of which can continue to be useful as additional teaching in the classroom.</p> <ul style="list-style-type: none"> • Teachers to use videos to support pre-teaching for all disadvantaged chn. • Teachers to use showbie to support flipped learning for all disadvantaged chn. • Home learning policy reviewed to build on use of technology developed during school closure. 	To improve access to learning for all disadvantaged chn.	<p>Direct link to SDP.</p> <p>Link to PP priority identifying gaps in years 4 and 6.</p>

LONG-TERM PLAN (3-YEAR TIMESCALE):
(3 – 5 priorities)

Priority		Rationale (Why is it a priority?)	Expected impact	Links to SDP
1.	Early years communication and language.	Communication and language barriers are present for several chn across both nursery and reception cohorts. Some chn are entering school with low oral communication and vocabulary acquisition and the earlier these are addressed the better the outcome.	Chn will make rapid progress when entering school with an aim of meeting GLD at the end of EYFS. Measured by their improved language skills to support them in their learning throughout their school life and beyond.	Link to area of SDP 'closing the gap' and professional learning-new EYFS framework.
2	Wider academic support for gaps in learning- particularly for years 4 and 6	Data analysis of these year groups shows there is a need for some pupils to be able to access 1:1 or small group support both in and out of the classroom, particularly in phonics and reading.	Chn will be able to access a wider range of learning across the curriculum if their phonics and reading skills are a focus and improve. Chn to achieve expected levels by the end of the year.	Link to area of SDP 'closing the gap'
3	Emotional and mental health needs to be supported post covid	School closures last year have been mentally challenging for all chn, especially those who have not had support at home both academically and mentally.	Chn will be able to catch up more quickly if they have access to support emotionally and socially in school. They will emerge with improved communication skills and better self esteem.	Link to area of SDP focussing on 'mental health and wellbeing'
4	Chn to have access to rich and varied curriculum entitlements.	Chn have missed out on a wide range of activities over the last couple of years that would support them to become more socially well rounded and now that these are becoming more	Chn will become more confident and social individuals which will support them to attempt new challenges as they grow up, increase their knowledge	Link to area of SDP 'closing the gap' and 'mental health and wellbeing'

		accessible it would benefit children to take part in as much as they can.	and raise their aspirations. There will be more PP families attending school clubs and events.	
--	--	---	--	--

PRIORITY 1

Member of staff responsible:

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
1. Quality first, precise, effective teaching of new framework across EYFS	Having consistent use of EYFS framework and freedom to spend more time on 1:1 conversations will support all chn to achieve their potential in a language rich environment.	Staff to have training in the new EYFS curriculum and how us as a team will ensure there is more time to support communication and language embedded across the curriculum.	Jess Travers	Summer 2	New curriculum framework	Enhanced progress of chn across EYFS, particularly in PSE and C and L development.

<p>2. Project with University of Sheffield- focus on high quality, accessible provision based on chns interests to improve interactions between adults to chn and peer to peer play.</p>	<p>Chn accessing high quality provision to support learning in class, as well as interests with encourage and support their language skills and engagement in the curriculum, therefore enabling them to reach their full potential.</p>	<p>Teacher meetings with university project leaders to feedback and share ideas on a regular basis.</p> <p>Observations of key chns interests fed into provision plans for following day/week.</p> <p>EYFS staff to interact with chn engaging in their interests and model language used to enhance vocabulary and conversation skills.</p>	<p>All EYFS staff</p>	<p>Reviewed termly</p>	<p>Laptops for remote meetings with lecturers.</p> <p>High quality, purposeful provision.</p> <p>Effective planning.</p>	<p>Key chn to work towards closing the gap in their development across the EYFS, particularly C and L.</p>
--	--	--	-----------------------	------------------------	--	--

3. Introduction of the Nuffield Early Language Intervention (NELI) programme in EYFS.	Chn with lower than expected communication and language skills to make rapid progress from when they enter Reception and achieve expected by the end of the EYFS.	EYP to deliver NELI programme to Reception chn identified as needing support in this area of development.	Danielle Ashley-Brown	Summer 2	NELI folder of resources.	Rapid progress made by the chn receiving the programme.
---	---	---	-----------------------	----------	---------------------------	---

PRIORITY 2

Member of staff responsible:

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
------------	-----------------	---------------------	---------	--	------------------	---------------------

<p>1. High quality reading and phonics interventions- toe to toe</p>	<p>Chn accessing 1:1 or group support with their reading will make more progress across the year and aim to achieve expected by the end of the year.</p>	<p>Termly tracking of reading levels of PP chn</p> <p>Professional development for TAs/volunteers supporting these chn.</p> <p>Direct instruction teaching taking place</p> <p>Additional adults in years 4 and 6.</p>	<p>Staff in years 4 and 6.</p>	<p>Summer 2</p>	<p>Toe by toe resources.</p> <p>High quality phonics resources.</p> <p>Additional adults.</p>	<p>Chn will make accelerated progress across the year with an aim to achieve expected by the end of the year.</p>
<p>2. Experienced teachers to provide targeted support in small group and 1:1 in key areas</p>	<p>Chn will receive high quality direct modelling and support in maths mastery in order to close their gaps in attainment.</p>	<p>Intervention teacher to be employed to support those year groups.</p>	<p>New teacher</p>	<p>Reviewed termly</p>	<p>High quality teaching resources for phonics, reading and maths.</p>	<p>Chn will begin to engage more in whole class learning as their confidence grows in their core skills.</p>

3. Use of adaptive technology to support learning	Chn with access to technology will have engaging resources to support and encourage their learning and therefore making more progress across the year.	Staff to have regular apple training to support them in apps appropriate for supporting these chn. Set up and distribution of 60 ipads.	KS2 teachers	Reviewed termly	IPads	Chn using technology for additional learning to make accelerated progress when engaged in a programme they enjoy.
---	--	--	--------------	-----------------	-------	---

PRIORITY 3

Member of staff responsible:

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
------------	-----------------	---------------------	---------	--	------------------	---------------------

<p>1. Key chn to have access to 1:1 or group support where necessary</p>	<p>Chn who need an adult to talk to or sport rest breaks will make better progress and are more likely to achieve their potential.</p>	<p>Learning mentor time allocated where necessary</p> <p>Lego therapy available for specific groups</p> <p>Early eaters group to be reinstated.</p> <p>Charlton Athletic Club for rest breaks</p>	<p>Learning mentor</p> <p>Charlton Athletic sports coach</p>	<p>Reviewed termly</p>	<p>Sports equipment</p> <p>Lego</p> <p>Creative resources</p>	<p>Chn accessing this support will make progress in their learning and have more focus in class.</p>
--	--	---	--	------------------------	---	--

<p>2. Review of school RHE programme, collective worship and role of school council in support of mental health</p>	<p>Chn will feel more open to talk about how they are feeling and any worries and concerns they have which will support them in becoming successful learners.</p>	<p>RHE programme encourages talk about healthy relationships and peer on peer abuse.</p> <p>Assemblies to include discussion about mental health and physical well being</p> <p>School council to support school in project about 'healthy bodies and healthy minds'</p>	<p>Robyn Hudson</p>	<p>Reviewed termly</p>	<p>'You Choose' programme</p>	<p>Chn will feel more able to express their feelings to adults and peers which will therefore enable them to focus on their learning when needed.</p>
---	---	--	---------------------	------------------------	-------------------------------	---

<p>3. During and after school PE sessions to support mental health and well being</p>	<p>Chn who are more physically active will have improved mental health and well being.</p>	<p>Daily mile to be re-established as part of schools PE provision.</p> <p>After school clubs to include activities to support mental wellbeing and health</p>	<p>Danni Wiggan</p>	<p>Reviewed termly</p>	<p>PE equipment</p>	<p>Chn with healthy bodies and minds will be more able to access learning in school.</p>
---	--	--	---------------------	------------------------	---------------------	--

PRIORITY4

Member of staff responsible:

Objectives	Expected impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
------------	-----------------	---------------------	---------	--	------------------	---------------------

1. Forest School sessions available throughout EYFS	Chn who access regular Forest School sessions develop confidence and self-esteem as well as improved language and knowledge and understanding of the world. It supports childrens learning of all abilities where everyone feels equal.	Forest school sessions for each class across the EYFS over the school year.	Megan Borthwick and Jessica Travers	Reviewed termly	Wide range of forest school resources.	Chn who attend Forest School will gain confidence and self-esteem and apply skills they learnt outdoors to their learning in the classroom.
2. After school clubs and events to take place.	Chn who take part in a range of activities outside of school will have a wider range of language, skills and knowledge, as well as an enhanced feeling of well being.	After school clubs arranged and priority given to chn in receipt of PP.	Danni Wiggin	Reviewed termly	PE equipment	Chn who attend after school clubs and events will gain skills to support their attention for all areas of learning.
3. School Journeys available for years 4 and 6.	Chn who attend school journeys will have their knowledge of the world broadened and will have raised aspirations.	Allocation for chn in receipt of PP to allow them to access school journey irrespective of means.	Jess Travers	Summer 2	Financial allocation	Chn who attend school journey may have raised aspirations and be more motivated to learn at school.

