

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Wingfield Primary School |
| Number of pupils in school | 652 (including Nursery) 600 (excluding Nursery) |
| Proportion (%) of pupil premium eligible pupils | 15.64% (102 children) (Including Nursery) 15.64% (102 children) (Excluding nursery) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | November 2024- November 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Yasmin Melehi (Head of School) |
| Pupil premium lead | Megan Borthwick (Class Teacher) |
| Governor / Trustee lead | Bradley Marshall |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £150,960.00 |
| 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 | £150,960.00 |
| | |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children are supported to be confident, independent and inquisitive learners regardless of their background or other challenges that they face. Through our quality first teaching, it is our aim to narrow the gap for disadvantaged children and ensure that our curriculum is used to fill the gaps in knowledge and experiences that children may have. We view knowledge as a right for all children and equality of opportunity to a rich and varied curriculum is key to enabling social engagement and flourishing. We aim for all children to make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to provide targeted support in defined areas of need within our school to enable children to achieve the above goal, including progress for those children who are already high attainers. The activities we have planned aim to focus on the needs of our children, regardless of whether they are disadvantaged or not. High quality teaching is at the heart of our approach as it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in the school. The National Tutoring Programme is also used for school led tutoring at Wingfield to specifically target areas of need for our disadvantaged children.

The key principles for our strategy plan are:

- Act as children enter the school to limit challenges later on.
- All staff be aware of lowest 20% and to target these appropriately.
- Adopt a whole school pedagogical approach in which the structure of lessons is keep up not catch up.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication and language barriers are present for an increasing number of 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. |
| 2 | This is a national priority due to 'seismic shift in parental attitudes to attendance' and subsequently an increase in EBSA (Emotionally Based School Avoidance). |
| 3 | Child and parental mental health continues to be a concern. This often has an impact both academically, mentally and emotionally. |
| 4 | Chn need support starting within school, to encourage them to become more socially well rounded and with a wider skill set outside of academic education. Now that these are increasingly accessible with a growing bank of activities, it would benefit chn to take part in as many as they can. |

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 |
|---|--|
| Early years communication and language will improve so that as many children as possible reach GLD at the end of reception. | 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. |
| Attendance will improve across the school due to focus on EBSA. | Staff trained on the issues around attendance and EBSA will allow teachers and TAs to be aware of potential cases and to have early conversations with parents and children around absence. This will encourage them to attend school regularly and feel like a valued member of the school. |
| Improved emotional and mental health for all including vulnerable children. | Chn will be able to better access learning in the classroom if they have access to |

| | |
|--|---|
| | <p>support emotionally and socially in school. They will emerge with improved communication skills and better self esteem and academic outcome.</p> |
| <p>Children will have access to rich and varied curriculum entitlements.</p> | <p>Chn will become more confident and social individuals which will support them to attempt new challenges as they grow up, increase their knowledge and raise their aspirations. There will be more PP families attending school clubs and events.</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: £38,948

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 'Aspirational education for all' priority from SDP involving fundamental teaching points within sequences of lessons in both English and Maths. | Based on various peer reviewed research including work from Dylan William, EEF, Christine Counsell as well as the following books: Doug Lemov- Teach Like a Champion Daniel Willingham- Why Don't Teachers Like School Daisy Christoudoulou- Making Good Progress Craig Barton- How I Wish I'd Taught Maths The Writing Revolution- Judith Hochman Responsive Teaching- Harry Fletcher-Wood | 1, 2, 3 |
| ELSA trained member of staff. | Children who access ELSA support when needed will have enhanced well being and development. This method of support will encourage and support chns emotional resilience, social skills and positive mental health, therefore enabling them to meet their full potential at school. | 1, 2, 3 |
| Quality first, precise, effective teaching, particularly targeting training staff in the new EYFS ambition framework. | Having consistent use of new EYFS framework and emphasis on skills being taught rather than activities will support all chn to achieve their potential in a language rich environment. Staff will have a share understanding of how children learn. | 1, 3 |
| During and after school PE sessions to support mental health and wellbeing of children. | 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. | 3, 4 |
| Hemisphere training | This training for staff supports adults to feel confident in having conversations | 3 |

| | | |
|--|---|--|
| | about race that they might otherwise feel nervous navigating. | |
|--|---|--|

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

Budgeted cost: £106,125

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Development of the Nuffield Early Language Intervention (NELI) programme in EYFS. | This targeted intervention will support those children who are entering school with lower than expected communication and language skills to make rapid progress, with an aim to achieve expected in communication and language by the end of the EYFS. | 1, 3 |
| High quality reading and phonics interventions for KS2, i.e. toe by toe. | Children who are continuing to find reading challenging but can access 1:1 or group support will make more rapid progress across the year and aim to achieve expected by the end of the year. | 2, 3 |
| High quality phonics interventions in year 2 | Children will receive high quality direct modelling and support in all areas across the curriculum in order to close any gaps in attainment. | 2, 3 |
| Key children to have access to 1:1 or group support or rest breaks where necessary to support academic and social, emotional and mental well-being i.e. Charlton Athletic coaches, learning mentor. | Children who need an adult to talk to or sport or rest breaks will make better progress when in the classroom and are therefore more likely to achieve their potential. | 2, 3, 4 |
| Learning mentor available and review of school RHE programme to support children's mental health i.e bereavement counselling, healthy relationships, peer on peer abuse. | Children 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. School council leaders provide a pupil voice for those children who find it challenging to speak openly to an adult. | 3, 4 |

| | | |
|--------------------|--|---------|
| ELSA interventions | Children who access ELSA support when needed will have enhanced well being and development. This method of support will encourage and support chns emotional resilience, social skills and positive mental health, therefore enabling them to meet their full potential at school. | 1, 2, 3 |
|--------------------|--|---------|

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

Budgeted cost: £ 5,887

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Children to have opportunities to experience rich curriculum entitlements e.g. school journey, pantomime, after school clubs. | Extra curricula experiences broaden children's knowledge of the world around them and can raise aspirations. They also develop confidence and self-esteem, knowledge and an enhanced feeling of well-being. | 3, 4 |
| Improving nutrition of disadvantaged children with offer of milk every day. | Milk contributes to a balanced and healthy diet for growing children and is particularly essential for those children who may not have access to this at home. This has been a national requirement since Jan 2016. | 3 |
| Breakfast club provided by learning mentor. | This daily session supports chn who may not be provided with a nutritious breakfast some time to eat and a space to share how they are feeling. | 1, 2, 3, 4 |
| Development of Forest School for Early Years children. | Children 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 every ability child's learning and is an environment where everyone feels equal. | 1, 3, 4 |

Total budgeted cost: £ 128,040.00

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 2023 to 2024 academic year.

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.

| | | RWM Attainment | Progress reading | Progress writing | Progress maths |
|--------|-------------------|----------------|------------------|------------------|----------------|
| Year 1 | Disadvantaged | 38% | 1.8 | 1.8 | 2.4 |
| | Non-disadvantaged | 85% | 3.2 | 3.2 | 3.2 |
| Year 2 | Disadvantaged | 43% | 2.4 | 2.4 | 2.2 |
| | Non-disadvantaged | 88% | 3.0 | 3.0 | 3.1 |
| Year 3 | Disadvantaged | 58% | 2.4 | 2.3 | 2.4 |
| | Non-disadvantaged | 84% | 3.2 | 3.3 | 3.2 |
| Year 4 | Disadvantaged | 33% | 2.5 | 2.4 | 2.9 |
| | Non-disadvantaged | 81% | 3.0 | 3.2 | 3.2 |
| Year 5 | Disadvantaged | 42% | 3.7 | 3.2 | 3.3 |
| | Non-disadvantaged | 81% | 3.2 | 3.3 | 3.3 |
| Year 6 | Disadvantaged | 75% | 3.2 | 3.7 | 3.5 |
| | Non-disadvantaged | 79% | 3.3 | 3.5 | 3.4 |

EYFS Neli intervention to support communications and language has been successful. 100% pupil premium children passed the final assessment compared to 43% of non-pupil premium children.

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 |
|--------------------------------------|-------------------------------|
| Nuffield Early Language Intervention | Nuffield Trust |
| Early Talk Boost | Early Intervention Foundation |
| ELSA training | ELSA support |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |