

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wingfield Primary School
Number of pupils in school	529
Proportion (%) of pupil premium eligible pupils	14% (72)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	November 2021- November 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Ross Silcock (Head teacher)
Pupil premium lead	Megan Borthwick (Class Teacher)
Governor / Trustee lead	Mike Bright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,864.67
Recovery premium funding allocation this academic year	£10,730.00
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	£108,594.67

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 specifically focus on the needs of our children, regardless of whether they are disadvantaged or not. The strategy looks at age groups that have been highlighted to benefit from targeted support, as well as areas that have been challenging for all children since the start of the pandemic. 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 several children across nursery and reception cohorts. Some children are entering school with low oral communication and vocabulary acquisition and the earlier these are addressed the better the outcome.
2	Data analysis in years 3 and 4 suggests a need for wider academic support due to gaps in learning. Some pupils need access to 1:1 or small group support both in and out of the classroom, particularly in phonics and reading.
3	Mental health support is needed for children due to school closures, particularly those who have not had support at home, both academically and mentally.
4	Social wellbeing of children has been affected by the last couple of years as they have missed out on a wide range of activities which would support them to become more socially well rounded. Now that these are becoming more accessible it would be beneficial for as many children to take part as possible.

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.	Children will make rapid progress from when they enter the school. This will be measured by their improved language skills to support them in their learning throughout their school life and beyond.
Years 3 and 4 will have narrower gaps between attainment levels in their learning, particularly in phonics and reading.	Children will have improved phonics and reading skills which will enable them to access a wider range of learning across the curriculum. Children will then achieve expected levels by the end of the year.
Improved emotional and mental health for vulnerable children post covid.	Children 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.
Children will have access to rich and varied curriculum entitlements.	Children 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.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicit direct instruction is embedded as a pedagogical approach in teaching across our curriculum and experienced intervention teachers areas are used to support this further in particular year groups.	Based on cognitive science, studies have shown that good progress is made with this approach, especially SEND and disadvantaged children.	2, 3
University of Sheffield Project with all staff in EYFS- focus on high quality, accessible provision based on children's interests to improve interactions between adults and children and peer to peer play.	Children who are accessing high quality provision based on their own interests will flourish in their learning. This method will encourage and support their language skills as well as engagement with the curriculum, therefore enabling them to meet their full potential.	1, 3, 4
Quality first, precise, effective teaching, particularly targeting training staff in the new EYFS framework.	Having consistent understanding and use of new EYFS framework and freedom to spend more time on 1:1 conversations will support all children to achieve their potential in a language rich environment. Discussions and	1, 3

	training will support all staff to ensure this is being embedded across the curriculum.	
After school extra-curricular sessions to support mental health and wellbeing of children.	Children who are more physically active will have improved mental health and wellbeing.	3, 4

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction 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 years 3 and 4, 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
Experienced intervention teachers in years 2, 3 and 4.	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
School led 1:1 tutoring	As a result of precise timely intervention, children make accelerated progress and close gaps quickly. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	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	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

mental well-being i.e., Charlton Athletic coaches, learning mentor.		
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

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

Budgeted cost: £ 3,500

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
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: £ 108,500

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 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p>		
Outcome	Lessons learned	Cost
Children who are in receipt of Pupil Premium make rapid progress to entering school reach the end of Early Years with GLD. Measured by improved communication skills.	Welcomm and NELI have been inconsistent due to COVID, however NELI is a more comprehensive program and has appeared to be very successful for all chn involved, particularly PP chn so will continue in 2021-22.	£24,000
Year 2 and Year 3 Pupil Premium children re-taking the Phonic Checker, (or would have taken due to Covid-19) will meet the expected standard.	The range of interventions has had a positive impact on phonics learning in these year groups.	£24,000
Children accessing learning from home will make good progress during self-isolation/quarantine periods.	All chn need to have access to the same resources if we want them to achieve their potential.	£2,000
Disadvantaged pupils more emotionally and socially secure leading to them making better progress; improved skills of communication and better self-esteem	Learning mentor time has been very stretched this year due to the impact of Covid. More chn have required LM support especially with Mental Health and Wellbeing issues. Lego therapy continues to be a practical and effective interaction tool supporting speech, language and communication. Early Eaters is an essential for these chn, providing a balanced breakfast with adult communication and a listening ear.	£30,000
Increased access to rich and varied life experiences raises pupil and parent aspirations. Monitoring of the attendance of PP families at school events.	Chn need rich life experiences to support them both academically but even more importantly their mental health and wellbeing, particularly during these unprecedented times.	£3,000
Improving nutrition of disadvantaged children	To keep promoting to parents of children who enter year 3.	£805
		Total cost: £88,700

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
Welcomm	G L Assessment