

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	Wentworth Primary
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Headteacher
Pupil premium lead	Deputy Head
Governor	Keith Bannister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,320
Recovery premium funding allocation this academic year	£8120
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	£86,440

Part A: Pupil premium strategy plan

Statement of intent

- *We aim for all disadvantaged children (DP) to accelerate progress and to close gaps in learning to enable pupils to achieve the same level of progress as their non-disadvantaged peers and for our high attainers to make progress.*
- *Decisions about the allocation of Disadvantaged Pupil Funding are based around principles of equity, excellence and effectiveness. We will consider all groups of vulnerable pupils: those with social workers and our young carers, regardless of whether they are disadvantaged or not.*
- *The Disadvantaged Pupil Funding is used by the school to address any underlying inequalities between children by ensuring that funding reaches the pupils who are entitled and those who are vulnerable. The impact in educational attainment from the expenditure of the Disadvantaged Pupil Funding is reflected in the results of the school, it also impacts on the positive behaviour and well-being of the children. The school has termly monitoring and support systems in place to improve outcomes for all pupils, including those who are most vulnerable.*
- *High quality teaching is provided for all our pupils and interventions and support are targeted to improve progress for disadvantaged, vulnerable and non-disadvantaged pupils.*
- *Plans for education recovery include all pupils receiving targeted support through Catch Up sessions in KS2 and extra phonic and small group work in KS1. We use pre and post assessment to measure the impact on pupils' progress.*
- *All staff take responsibility for the outcomes of disadvantaged and vulnerable pupils.*

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID 19 among our disadvantaged pupils, including the impact of home schooling in 2020/2021 on pupil progress
2	The trauma from the lockdown on pupils' mental health
3	Phonics, poor language and communication skills in EYFS, Year 1 and 2, impacting on standards in reading

4	Impact of interrupted attendance on pupils due to covid and social circumstances
5	Learning gaps in mental maths skills particularly due to covid absences

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
All pupils to make progress from their starting points through the use of tailored interventions and additional teacher support.	The attainment gap between Disadvantaged Pupils and all other pupils is diminishing. This has enabled them to 'keep up' as well as 'catch up'.
To meet the social and emotional needs of all pupils and their families by Play Therapy and Family Support Liaison Workers.	Families are supported in engaging with provision in school.
To deliver the TPP programme to all staff to achieve and sustain improved wellbeing for all disadvantaged, vulnerable and all pupils.	Greater understanding of the impact of trauma on pupils and creating a consistent ethos to deal with individual traumas.
To give all pupils the opportunity to address anxieties. NLP/Play Therapy/Relax Kids.	Pupils benefitted from individual sessions and are calmer and less anxious.
EYFS NELI programme. Speech and Language Therapist Speech Therapy early identification and intervention in FS with TA ongoing support and intervention for individuals.	Pupils are well supported in class because staff are well trained and focused interventions are in place. Most pupils' communication and language skills have improved to help them make progress across the curriculum.
Attendance Officer and Educational Welfare monitoring attendance and challenging any below 95% to achieve improved attendance for all pupils particularly disadvantaged and vulnerable pupils.	To improve attendance for identified pupils. Good relationships maintained with parents and improved attendance percentage over the school year to over 95% for this group of pupils.
To support individual pupil and family needs, as they arise. To encourage wider participation in the school curriculum through attending clubs, trips and sport's events.	Pupils are able to access school, attend clubs, trips and have the necessary resources for their learning.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that a high percentage of disadvantaged and vulnerable pupils met the expected standard.

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

Budgeted cost: £27,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use standardised diagnostic assessments. To purchase PIRA and PUMA.	Standardised tests provide reliable information about specific strengths and weakness of each pupil, highlighting areas needing support through interventions	1, 5
To purchase a DfE validated Systemic Synthetic Phonics programme Little Wandle and to train all staff with delivery.	Phonic approach to reading indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2
To develop reading and language in all key stages through the use of interventions from validated resources. To train staff to use NELI; FFT Wave 3 reading and writing intervention: Herts reading intervention at KS2 to purchase and train staff.	To impact on language skills with early identification of difficulties in EYFS through the use of NELI (Nuffield Early Language Intervention); Fischer Family Trust Wave three reading and writing Intervention based in research; Herts reading programme for KS2 pupils to impact on improvements in reading through an evidence based approach.	2
Maths tutoring to be funded for all of KS2 in order to embed gaps in key maths skills.	Small group tuition available for all pupils including disadvantaged and vulnerable pupils, as recommended by EEF.	5
To develop fine and gross motor skills to improve access to curriculum for all pupils. Funding for trained member of staff to deliver programme.	Twice weekly sessions for targeted individuals needing support with fine and gross motor skills. Essex approved and recommended.	1

Targeted academic support

Budgeted cost: £36,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch Up - Years 3/4/5</i>	Targeted support identified by teacher through assessment to support identified gaps in learning can be an effective method to support low attaining pupils or those falling behind.	1,5
<i>NELI EYFS</i>	Accredited language support programme to support needs of pupils whose early language needs targeted support. Evidence shows that pupils receiving NELI intervention improve their understanding of language.	1,3
<i>Wave 3 Year 1/2</i>	Accredited reading and writing support programme. Pupils identified through assessment and progress is evidenced through improved ongoing assessments. An effective ten week programme working individually with trained member of staff.	1,3
<i>Herts Intervention Years 5/6</i>	Accredited reading support programme, evidence is that pupils make rapid progress.	1,3
<i>Gym Trail – all</i>	Essex CC Recommended motor skills programme, pupils make progress with their fine and gross motor skills and learn strategies to continue to improve.	1,4

Wider strategies

Budgeted cost: £22,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TPP Trainers</i>	Essex accredited training Whole school approach Emotional needs met	4
<i>Attendance Officer</i>	Pupils are in school regularly and engaging with learning Reasons for poor attendance identified	4
<i>Speech and Language TA</i>	Poor speech formation addressed, pupils able to communicate more effectively EYFS language screen for early identification of speech needs One to one support by Speech Therapist and trained TA	3

<i>Counselling Trained staff</i>	Pupils have opportunities to talk through their difficulties and then engage with learning	2,3
<i>Play Therapy Trained staff</i>	Social and emotional needs met One to one sessions for pupils with needs	4,2
<i>Yoga teacher</i>	Relaxation techniques taught	4,2
<i>PE funding for playtime clubs</i>	Pupils motivated and keen to participate, impact on learning Trained PE teacher targets pupils to join lunchtime club (eg: girls' club) and after school sports' clubs	4,2
<i>Relax Kids</i>	Outside provider teaching relaxation techniques and strategies to cope with stress Individual sessions for identified needs	1,4
<i>Resources for learning</i>		1,2,3,4,5

Total budgeted cost: £86,440

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.

SATs tests 2021 for Year 2 and Year 6 did not take place due to the learning time lost in school. A mixture of teacher assessment and SATs style testing took place late in the summer term and from this we are able to see that in EYFS 82% DP were making expected progress, in Year 2 57% of DP met age related expectations; in Year 6 86% of DP were at the level to have achieved reading, writing and maths SATs. In 2018/19 Disadvantaged pupils at year 6 received good outcomes, 80% working ARE in reading, writing and maths.

Interventions and a recovery curriculum were put in place again, once pupils returned to school on March 12th. All KS2 pupils had after school sessions for maths and English, KS1 pupils had extra phonics lessons from their class teachers; wave 3 reading and writing intervention and EYFS pupils were screened as part of the NELI intervention and those who needed it, had one to one sessions three times weekly, resulting in good progress for these pupils.

Pupils perceptions were sought in June 2021 and Pupil Premium children were included in every class, they shared their work and were enthusiastic about their learning. Pupils did not feel that they had missed out on any education this year.

Attendance is higher than the national average for disadvantaged pupils.

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
Trauma Perspective Practice	Essex County Council
Herts reading programme	Hertfordshire LA
Relax Kids	Viv Foster
NLP	Amber Craven
Little Wandle Phonics	Collins

