

# Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2022 to 2023 academic year

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	450
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Headteacher
Pupil premium lead	Deputy Head
Governor	Keith Bannister

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,020
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,080

## Part A: Pupil premium strategy plan

### Statement of intent

*Our approach to learning for all children, irrespective of background or challenges, is encapsulated in our school motto Striving for Excellence. We believe these enable all children to become successful learners for life. Our curriculum and wider school experiences provide all our children with a rich range of learning opportunities aimed at developing the whole child: academically, physically, artistically, socially and spiritually as well as supporting them to develop resilience and positive mental health.*

*Our intent for disadvantaged pupils in 2022-2023 are:*

- 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 quality interventions and extra phonic and small group work. 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	Internal data shows children not achieving expected standards by the end of EYFS are at risk of not achieving expected standards in Year 2. Year 5 pupils have been identified as being at risk of not achieving expected standards in Year 6.
2	A small number of our disadvantaged children's have been particularly adversely affected social and emotional needs. Although needs are personal to the individual they are having a significant impact on progress in all subjects.
3	Poor language and communication skills in EYFS, Year 1 and 2, impacting on standards in reading
4	To ensure regular attendance of pupils
5	Learning gaps in mental maths skills particularly in KS1

## 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. (1)	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. To give all pupils the opportunity to address anxieties. NLP/Play Therapy/Relax Kids. (2)	Families are supported in engaging with provision in school. Pupils benefitted from individual sessions and are calmer and less anxious.
To train staff to deliver the NELI programme. To give pupils with speech and language needs access to the Speech and Language Therapist EYFS/KS1 All pupils to be confident with phonics in KS1 (3)	Pupils are well supported in class because staff are well trained and focused interventions and keep up phonics are in place. Most pupils' communication and language skills have improved to help them make progress across the curriculum.

	KS1 phonic screen is above National for DP pupils
Attendance Officer and Educational Welfare monitoring attendance and challenging any below 95% to achieve improved attendance for all pupils particularly disadvantaged and vulnerable pupils.(4)	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.(2)	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 KS1 (5)	KS1 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: £27,114

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 <i><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></i>	1, 2, 5
To train new staff on the Little Wandle programme.	Phonic approach to reading indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils <i>DfE Reading Framework 2021</i>	1, 3
To develop maths fluency EYFS, Year1 and 2 through the use of a focused	To impact on language skills with early identification of difficulties in EYFS through the use of NELI ( <i>Nuffield Early Language Intervention</i> ); <i><a href="http://www.teachneli.org/what-is-neli/">www.teachneli.org/what-is-neli/</a></i>	5, 1

intervention 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.	Wave Three reading programme <i>Fischer Family Trust Wave three</i> reading and writing Intervention based in research  Herts reading programme for KS2 pupils to impact on improvements in reading through an evidence based approach. <i>www.hertsforlearning.co.uk › teaching-and-learningKS2 Reading Fluency Project   Herts for Learning</i>	
Maths Fluency lessons in EYFS and KS1 to be funded in order to close gaps in key maths skills.	Join the Maths Hub and 15 minutes sessions delivered daily to improve maths fluency <i>DFE Mathematics Guidance: Key stages 1 and 2 (in association with the NCETM)</i>	5

## Targeted academic support

Budgeted cost: £36,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	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. 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.	1,2

## Wider strategies

Budgeted cost: £22,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer</i>	Pupils are in school regularly and engaging with learning Reasons for poor attendance identified	2, 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	1, 2, 3
<i>Counselling Trained staff</i>	Pupils have opportunities to talk through their difficulties and then engage with learning Social and emotional needs met One to one sessions for pupils with needs Referrals to outside agencies	2, 4
<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	1, 2
<i>Relax Kids</i>	Outside provider teaching relaxation techniques and strategies to cope with stress Individual sessions for identified needs	2,4
<i>Resources for learning</i>	To purchase relevant resources to support individual needs and to give access to the curriculum	1,2,3,4,5

**Total budgeted cost: £86,080**

## 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 2021 to 2022 academic year.

1. In the statutory tests submitted to the DfE, data indicates that:  
DP pupils are achieving well at these key points  
Year 1 phonic screen all 9 DP pupils achieved the screen  
Year 2 there were no retakes for DP  
Year 4 MTC all pupils scored 22/25 or above, 2 pupils scored full marks

2. Family liaison has resumed after lockdown, engaging with parents and carers. This has included parents attending sessions with their child and also accessing training.

3. TPP programme, all 9 units of training have been rolled out to all teachers and teaching assistants. This has ensured that there has been a consistency of approach to supporting children with individual traumas. Feedback from staff is that they feel more confident in supporting and identifying pupils with high needs and to put support plans in place.

4. A fully qualified counsellor has been appointed and has supported pupils with bereavement, school phobia and a range of anxieties.

The Relax Kids programme has supported every child in Key Stage 2 with a six week programme; individual sessions for identified pupils have included pupils in Key Stage 1 and an after school club has been targeted at pupil premium children. Feedback from parents has been very supportive and positive, strategies are being used at home. Teachers have had training and are implementing activities and key vocabulary in the classroom. When talking to pupils they are able to explain how this has supported them.

5. NELI language development is ongoing until the autumn term, 3 pupils are receiving support, two of these achieved GLD and the ELG in Communication and language. Pupils who were identified for intensive support in group one there was only one pupil who was still below the standard, this pupil has an EHCP application in progress.

6. Attendance is improving overall it is 92% for DP children. 90% of these children have attendance over 90%. Those below have social and emotional needs and separation anxiety. Improvements in attendance have been hindered by Covid before Easter 2022, when the equivalent of three whole classes were absent from school over the

course of a month. There was also an outbreak of chickenpox at KS1 which resulted in there being only ten pupils in some classes.

Good relationships with the attendance officer have been maintained with parents who are well informed of their child's attendance and expectations and procedures to apply for leaves of absence.

7. There have been clubs in place where DP pupils have been prioritised and introduced to a range of sports through taster sessions. These clubs have included cricket, art, athletics, run for fun and animation. The school has funded the trips for DP pupils, purchased resources, swimming lessons, kits, instrumental lessons and other resources needed for learning.

8. In the Year 4 multiplication check there were 6 DP pupils, of these all pupils achieved scores over 22 out of 25; two achieved full marks and 3 achieved 24 out of 25.

In year 2 seven out of nine pupils achieved age related expectations in maths, 78%.

Year 11 disadvantaged pupils: Combined: 3/11 achieved R/W/M

Reading : 8/11 73%, GPS : 5/11 46%, Writing: 5/11 46%, Maths : 6/11 55%

## 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
Herts reading programme	Hertfordshire LA
Relax Kids	Viv Foster
NLP	Amber Craven
Little Wandle Phonics	Collins