# Wells Hall Primary School



Pupil Premium Strategy Statement

2021-2024

# 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

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| Detail | Data |
| School name | Wells Hall Primary School |
| Number of pupils in school  | 487 |
| Proportion (%) of pupil premium eligible pupils | 19.32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Lily Gore |
| Pupil premium lead | Rosalind Towns  |
| Governor / Trustee lead | Lily Gore |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £130,976 |
| Recovery premium funding allocation this academic year | £ 13,195 |
| 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 | £144,17 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Wells Hall Primary, we believe that all of our children should have equal opportunity to learn, develop and be nurtured during their time with us.

All staff members strive to ensure that every child at Wells Hall will have access to high quality learning every day, and will fully access all enrichment activities and every wider opportunity that the school provides throughout the year without barriers.

Our focus for this strategy is to ensure that we break down barriers to enable all children to reach for the stars and achieve their best possible outcomes both academically and socially. We as a school have identified, understood and have solutions to overcome the challenges we have identified for our children.

All staff members strive for all children at Wells Hall to be confident readers who understand and value reading as a tool for lifelong learning. We are ambitious for our children’s mental health and wellbeing and to ensure we as a school can positively support this.

At Wells Hall, staff understand the importance of high-quality language and of creating a language rich culture throughout the school. Our CUSP curriculum is immersed with language and vocabulary, resulting in the discrete teaching of Tier 2 and 3 vocabulary within every lesson.

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social, emotional and mental health/well-being issues, often with significant emotional trauma/attachment, resulting in limited emotional resilience, low self-esteem and self-confidence. Some result in safeguarding concerns and the need for referrals to a range of services. |
| 2 | Our assessment and observations show us there are higher numbers of children with Speech and language difficulties, on increasing occasions below age related expectations on entry to reception and nursery and throughout the school |
| 3 | Attainment is below age related expectations in KS1. Gaps in learning of key skills, especially in reading & writing. |
| 4 | Limited enrichment experiences and opportunities outside of school |
| 5 | AttendanceOur analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Currently our PP children’s attendance is 92.7% compared to 95% for non-PPG. 25.8% of ‘persistent absentees are PPG compared to 14% for non PP.  |

## 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.

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| Intended outcome | Success criteria |
| All children to leave Wells Hall with more positive confidence levels and strategies to support their own emotional wellbeing  | Use of Thrive and SDQ assessments to demonstrate increases in emotional wellbeing and confidence levels. Children actively engage in emotional wellbeing programmes that increase confidence and teach strategies to support their emotional wellbeing.  |
| Improved oral language and vocabulary skills for disadvantaged pupils. | Teacher assessment of pupils’ oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support verifies these findings in pupils’ day to day learning. |
| Improved confidence and with basic reading and writing skills with a strong confidence with reading.  | KS1 phonics assessment scores reflect our ambition for every child to pass the phonics assessment. Pupils are assessed against the national standard using Pixl assessments for reading and maths, these inform next steps. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more that 5%. |
| Improved wider cultural and enrichment opportunities and experiences. | All children actively engage in wider curricular and in school enrichment. Every child is able to accesses every enrichment opportunity provided by the school. The school provide carefully planned experiences which enhance the learning of all children. The school provide opportunities to support lifelong learning for all children.  |
| Improved attendance for disadvantaged pupils. | Attendance for disadvantaged pupils is at least 95% each half term. In the 2023 academic year the figure was 92.7% |

## 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: £66,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop dialogic teaching across school. This will include professional development, instructional coaching and teacher release time working with external expertise.  | [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 1,2 & 3 |
| Ensuring consistency of teaching of early reading and phonics. This will include professional development, instructional coaching and teacher release time working with external expertise from our English advisor. | <https://www.gov.uk/government/publiations/the-readingframework-teaching-thefoundations-of-literacy><https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearning-toolkit/phonics> | 1 & 3 |
| Teaching of maths – ensuring consistency with the teaching of core mathematical skills in Key stage 1 to provide solid foundations to develop from. This will include professional development, instructional coaching | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching> | 1 & 3 |
| Ensure feedback across the school is meaningful to pupils learning and provides opportunities for children to accelerate the progress they make.  | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches> | 1 & 3 |
| Ensure staff are highly skilled to teach early language and have a strong knowledge of early oracy. | <https://www.nuffieldfoundation.org/project/empowering-staff-to-enhance-oral-language-in-the-early-years> | 2 & 3 |

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

Budgeted cost: £21,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Wellcomm assessment/intervention | [Identifying speech, language and communication needs with WellComm Primary - GL Education (gl-education.com)](https://www.gl-education.com/case-studies/identifying-speech-language-and-communication-needs-with-wellcomm-primary/) | 1&2 |
| Additional phonics sessions with expert support for targeted pupils. Partnership with local English hub to support this. | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/> | 2&3 |
| All PP children have access to a wide range of Quality texts to promote a love of Reading | [reading\_for\_pleasure.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf)<https://www.nuffieldfoundation.org/project/love-to-read-co-designed-intervention-motivate-engage-child-readers> | 2&3 |
| *NELI – speech and language intervention for EYFS* | <https://www.teachneli.org/what-is-neli/evidence-and-programme-development/> | 1&2 |

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

Budgeted cost: £57,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of SCARF for PSE across the school | <https://www.coramlifeeducation.org.uk/scarf/> | 1,5 |
| Free Breakfast club place for key pupils and families who need support with attendance | <https://educationendowmentfoundation.org.uk/projects-and/evaluation/projects/national-school-breakfast-programme/> | 1,2,3,4,5 |
| Additional Nursery hours for PP children offered FREE | [A Fair Start? Equalising access to early education - Sutton Trust](https://www.suttontrust.com/our-research/a-fair-start-equalising-access-to-early-education/) | 1,2,3,4,5 |
| Free club places for PP children – this includes instrument lessons in school.  | <https://www.bbc.co.uk/news/education-36081560> | 1,2,3,4,5, |
| Therapeutic interventions such as ELSA, Thrive and Play therapy | <https://www.thriveapproach.com/impact-and-research><https://www.elsa-support.co.uk/about-elsa-support/><https://www.bapt.info/resources-research/research/> | 1,3 &5 |

**Total budgeted cost: £** £148,000.00

# 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 2020 to 2021 academic year.

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| At Wells Hall all staff have the highest of aspirations for all children. We have focused on increasing outcomes in reading and phonics and ensuring the emotional and social wellbeing of all pupils. As a school we have embedded a vocabulary rich curriculum which builds upon prior learning and provides opportunities for cultural experiences and enhancers. This will continue to develop and improve throughout this year. **1. All children to leave Wells Hall with more positive confidence levels and strategies to support their own emotional wellbeing****Outcomes**Within year 5 and 6 we have seen an increased uptake of clubs such as drama and choir where there is an end performance to an audience. In both clubs there was good participation from our PPG children, this clearly shows an increased confidence. Throughout the school we have seen a strong uptake of responsibility roles such as School Councillors, Class Greeters, Eco leaders and Reading Champions. More children are now expressing an interest in wider opportunities within the school community which is exciting to see. We are seeing less referrals for ELSA and Thrive support and have seen more children being signed off from these interventions within a shorter timeframe than in the previous year. The use of the play therapist has seen positive outcomes for the children referred. SCARF has provided strong resources to ensure confidence and emotional wellbeing are a focus in every class. **2. Improved oral language and vocabulary skills for disadvantaged pupils.****Outcomes**Children across our Early Years were assessed using the WellComm tool, they were then tracked and received daily interventions where required. Further speech and language interventions were received by a trained member of staff. NELI was then introduced to children in the reception year of school. Again, assessments and interventions around spoken word and understanding of vocab and language were carried out. We saw in increase in PPG children achieving the expected level in Communication and Language within the Early Learning goals. We are looking forward to seeing this develop over the coming year. **3. Improved confidence and with basic reading and writing skills with a strong confidence with reading.****Outcomes*** Year 1: 67% of our children reached the expected standard in phonics screening
* Year 2: 94% of our children reached the expected standard in phonics screening

All children in EYFS and Ks1 were assessed regularly on the Read, Write Inc reading scheming and progressed slightly below the expected standard. Those children in year 2 not achieving the expected standard received intervention and continue to have discrete phonics interventions and catch-up reading sessions. Those children not achieving the expected standard in Year 1 received catch up intervention to ensure rapid progress. Our year 6 PPG children achieved +0.01 progress with writing outcomes and 0.68 progress in maths, both were in line with the rest of the year group. All year groups reading curriculum is based around a high-quality literature spin, every year group has a focus book for the half term, each child has a copy of the text to read, pre read and enjoy. Pupil perception of reading has significantly increased from the start of the year – this is evidenced through pupil perception studies and book study. **4. Improved wider cultural and enrichment opportunities and experiences****Outcomes**All children from EYFS to Year 6 had the opportunity to have an enrichment experience away from the school site. These ranged from visits to London, visits to historic sites, a farm visit and a visit to an area of natural beauty. All pupils visited the local library throughout the year, Year 4 and 6 pupils had the opportunity to stay away from home on residentials. 24 places across the year groups were funded to ensure these experiences could happen. All year groups took part in an active week providing opportunities to experience different sports such as golf and gymnastics. **5. Improved attendance for disadvantaged pupils****Outcomes**While end of year data shows overall attendance figures of 93% for the whole school, our Pupil Premium children’s attendance was 90%. While there is still further work to complete to ensure these figures become aligned, the school are proud of many families working hard with us to access resources such as breakfast club which has supported much improved attendance. Positive relationships with families have also contributed to increased attendance, with there being up to a 20% increase in attendance with some families over the course of the year. Attendance for our Pupil Premium families for the previous year was 89%.  |

## 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*

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| --- | --- |
| Programme | Provider |
| NELI | Nuffield Foundation  |
| Play therapy  | British Association of Play Therapists |
| PIXL | PIXL |
| CUSP Curriculum  | Curriculum with Unity Schools Partnership |
| SCARF | Coram Life education  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information (optional)

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| *As a school we continue to support our pupils and families most affected by COVID 19, we provide whole school interventions for attendance and for social and domestic support through our Family Support Worker. We continue to work with other local charities and support networks to ensure our children have the best possible chance of personal success. All staff are committed to reducing the barriers our children face and strive for all the Wells Hall family to have equally fantastic life chances.* |