

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our pupil premium children for the 2023 to 2024 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	439
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher
Pupil premium lead	Deputy Head
Governor	Keith Bannister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,685
Recovery premium funding allocation this academic year	£1703.75
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	£74,388.75

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 this enables 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 intents for pupil premium children in 2023-2024 are:

- We aim for all pupil premium children (PP) to accelerate progress and to close gaps in learning to enable pupils to achieve the same level of progress as their non-disadvantaged peers.
- Decisions about the allocation of pupil premium 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 pupil premium 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 pupil premium 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-pupil premium children.
- 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 pupil premium children.

Challenge number	Detail of challenge
1	Internal data shows that a small number of pupil premium children with SEND do not always make good progress from their starting points or achieve in line with their peers.
2	Some of our pupil premium children struggle with issues around their mental health, which has an adverse effect on progress and attainment.
3	Poor language and communication skills of pupil premium children in EYFS, Year 1 and Year 2 impact on standards in reading.
4	To ensure regular attendance of pupil premium children.

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
Challenge 1: Pupil premium children, including those with SEND, make good progress from their starting points and achieve well.	The attainment gap between pupil premium children and other groups will demonstrate that the attainment gap is closing and pupils make good progress from their starting points.
Challenge 2: To meet the social, emotional and mental health needs of all pupils and their families.	Families are supported in engaging with provision in school and access to external agencies. Pupils benefit from individual and group sessions and are calmer and less anxious.
Challenge 3: To provide pupils with speech and language needs access to regular provision during the school week.	Most pupils' communication and language skills will improve to help them make progress across the curriculum.
Challenge 4: 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.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £24,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase and use standardised diagnostic assessments (PIRA, GAPS and PUMA).	Standardised tests provide reliable information about specific strengths and weaknesses of each pupil premium child, highlighting areas needing support through interventions. <i>RS Assessment: Hodder Education</i>	1, 2, 3
To train staff on Rosenshine's 10 Principles of Instruction.	Evidence shows that strategies such as modelling, scaffolding, timely feedback and interleaving support pupils to hold learning in their long term memory and therefore make good progress. <i>EEF: Five evidence-based strategies to support high-quality teaching</i>	1, 2, 3
To provide targeted small-group support to help close the gap in phonics, English and maths.	Additional teaching staff employed to lead small group teaching to targeted groups of pupils. <i>EEF: Small group tuition</i>	1, 2, 3

Targeted academic support

Budgeted cost: £16,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Fluency intervention in EYFS and KS1 to be funded in order to close gaps in key maths skills.	Use of the Maths Hub and 15 minute sessions delivered daily to improve maths fluency. <i>DFE Mathematics Guidance: Key stages 1 and 2 (in association with the NCETM)</i> <i>Chafford Hundred Teaching Hub</i>	1,3
Herts Intervention Years 5/6	Targeted support identified by teachers through assessment to support identified gaps	1,3

	<p>in learning can be an effective method to support low attaining pupils or those falling behind.</p> <p>Accredited reading support programme: evidence is that pupils make rapid progress.</p> <p><i>Herts County Council</i></p>	
Precision Monitoring – all	<p>Overlearning supports fluency in key concepts.</p> <p><i>Essex educational psychologist recommended programme</i></p>	1,3
Gym Trail – all	<p>Pupils make progress with their fine and gross motor skills and learn strategies to continue to improve.</p> <p><i>Essex County Council recommended motor skills programme</i></p>	1,2
Talkabout: Developing Social Skills – Year 1	<p>Supporting children’s social skills will help develop their peer relationships and focus and concentration in lessons.</p> <p><i>Educational psychologist and speech and language therapist recommended programme</i></p>	1, 2, 3, 4

Wider strategies

Budgeted cost: £31,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	<p>Pupil premium children are in school regularly and engaging with learning.</p> <p>Reasons for poor attendance identified.</p>	2, 4
Speech and Language TA	<p>Poor speech pronunciation addressed: pupil premium children able to communicate more effectively.</p> <p>EYFS language screen for early identification of speech needs.</p> <p>One-to-one support for pupils by trained TA.</p>	1, 2, 3
Counselling Trained staff	<p>Pupil premium children have opportunities to talk through their difficulties and then engage with learning.</p> <p>Social and emotional needs met.</p> <p>One-to-one sessions for pupils with who need them.</p> <p>Referrals to outside agencies.</p>	2, 4

	Trained mental health lead in school.	
PE funding for playtime clubs	Pupil premium children are motivated and keen to participate which impacts their learning. Trained PE teacher targets pupil premium children to join lunchtime club (eg: girls' club) and after school sports' clubs.	1, 2
Relax Kids	Outside provider teaching relaxation techniques and strategies to cope with stress. Individual sessions for identified needs.	2,4
Sensory Room	To develop a space in the school to support pupil premium children with social, emotional and mental health needs.	1,2,3,4

Total budgeted cost: £72,685

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 2022 to 2023 academic year.

In the statutory tests submitted to the DfE, data indicates that PP pupils are achieving well at Wentworth Primary School:

- Year 1 phonic screen 5/8 PP pupils passed the screen
- Year 4 multiplication tables check 6/9 pupils scored 22/25 or above; 3 pupils scored full marks
- Year 6 86% (6/7) achieved expected or above in Reading, GPS and Maths
- Year 6 71% (5/7) pupils achieved expected or above in Writing and RWM Combined

A trained mental health lead is employed full-time to work across the school day supporting pupils with issues such as bereavement, school phobia and separation anxiety.

The Relax Kids programme has supported every child in Year 2-6 with a six-week programme. EYFS pupils had a programme of Relax Kids sessions. Individual sessions for identified pupils have included pupils in Key Stage 1 and 2. An after-school club has been targeted at pupil premium children. The Relax Kids instructor led a parent workshop which was well-attended. Feedback from parents has been very supportive and positive. This feedback evidences that strategies are being used at home. Teachers and teaching assistants have had training on the programme and are implementing activities and key vocabulary in the classroom. When talking to pupils, they are able to explain how the Relax Kids programme has supported them to be more confident and resilient.

Attendance is 92% for pupil premium children. The majority of these children (90%) are good attenders with attendance above 90%. Those below 90% have social and emotional needs and separation anxiety which can impact their attendance at school. In the 2022/2023 academic year, attendance was also affected by holidays in term time and unauthorised absences. Good relationships with the attendance officer have been maintained with parents who are well informed of their child's attendance and expectations and know the procedures to apply for leave of absence during term time.

There have been clubs in place where pupil premium 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 Zumba. The school has funded trips for pupil premium children, paid for swimming lessons, provided PE and swimming kits, funded instrumental lessons and paid for other resources needed for learning.

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 Fluency Project	Hertfordshire LA
Relax Kids	Relax Kids Ltd
Neurolinguistic Programming	NLP Trained Member of Staff
Little Wandle Phonics	Collins
Maths Hub	Chafford Hundred Teaching Hub