

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Wellington Community Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	24% (96 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs A Webb
Pupil premium lead	Mrs A Webb
Governor / Trustee lead	Mrs V Hotham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080
Recovery premium funding allocation this academic year	£0
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	£142,080

Part A: Pupil premium strategy plan

Statement of intent

At Wellington Community Primary School, our aim is to provide all students with the opportunity to reach their full potential. Members of staff and governors understand and accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are dedicated to meeting our pupils' academic and pastoral needs, as well as their personal, social, emotional, and developmental needs in a nurturing and inclusive environment.

High-quality teaching and learning are at the heart of our approach, with a focus on areas in which disadvantaged pupils require additional support. This is proven to have the greatest impact on closing the disadvantage attainment gap, while at the same time, benefiting the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, our vision and intentions are for non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners. We recognise that the Pupil Premium funding is allocated to children in receipt of free school meals, looked after children and post looked after children, collectively known as 'disadvantaged pupils' and is a means of addressing some of the issues associated with social disadvantage and, in narrowing and closing any gap in attainment where this exists. In making appropriate provision, we also acknowledge that not all pupils in receipt of free school meals, those that have been over the past 6 years, as well as those looked after, and post looked after are socially disadvantaged.

Our approach as a School, will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our pupils excel and flourish while attending our school.

The overarching objectives for our pupils who are in receipt of Pupil Premium funding are:

- High-quality teaching and learning for all. As a school, we place a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching, focussed on meeting individual learning needs.

- Early intervention and assessment to identify level of need and action required. Immediate intervention to close gaps in learning.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	The attendance of pupils in receipt of Pupil Premium funding is below that of peers and a greater proportion are classed as persistent absentees.
2. Communication and Language	A high proportion of pupils joining the school with communication and language delay. A much higher number of pupils than found nationally are 'disadvantaged' and eligible for Pupil Premium funding. Alongside this, the school ranks highly on the deprivation indicators.
3. Parental Involvement	Parents require a high level of support and parenting can be a challenge, especially with supporting the work within school, setting expectations, routines, and boundaries.
4. SEND	Some pupils who qualify for Pupil Premium funding have additional Special Educational Needs.
5. Enrichment Opportunities	For some families, a lack of financial stability limits out of school opportunities and enrichment activities to enhance cultural capital.

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 attend school more frequently and have good behaviours for learning	<ul style="list-style-type: none"> • Attendance is tracked for all groups of pupils and comparisons can be made and specific absence area identified and addressed. • Children come to school every day and on time. • Family Support Worker to liaise with identified families and provide support where needed.

	<ul style="list-style-type: none"> • Play Leader to identify key children during break and lunchtimes as well as delivering small group play based learning.
Stronger assessment for learning and a deeper knowledge of where each child is at with their learning, particularly in reading, writing and maths, will ensure that teaching and learning much more closely matches children's next steps in learning and, teachers and staff will have a much greater knowledge and understanding of which groups children fall into to best meet their needs.	<ul style="list-style-type: none"> • Tracking and assessment systems hold accurate assessment data for all children, specifically in reading, writing and maths (also these combined). • Teachers and staff are aware which groups all children across the federation form part of and therefore, have an accurate knowledge of which children are disadvantaged. • Assessments and tracking clearly show where children are at in their progress and attainment, particularly in reading, writing and maths. • Focused CPD provided for Teaching and Support staff during Inset Days and PDM • Staff communication and continuous assessment and moderation to be robust throughout the academic year, ensuring professional dialogue is at the centre of professional judgements.
High quality provision (teaching and learning) is afforded to all children in an inclusive environment and culture of high expectations. That barriers to all learning are identified and overcome/removed, so that all children achieve standards in line with those expected for all pupils nationally, and especially in reading, writing and maths. Progress is rapid and tailored to individuals and groups of children, so that they can all reach the same attainment goals.	<ul style="list-style-type: none"> • Teaching and learning is good or good with outstanding elements. Children make accelerated progress because the teaching and learning is pitched appropriately and within high expectations and adapted where needed • Children make rapid and sustained progress, through progressive and sequential learning journeys. • Outcomes are in line with the targets. • Focused CPD provided for Teaching and Support staff during Inset Days, PDM and LSA training
Early interventions and focus groups to be identified and in KS1 and 2 to successfully support vulnerable children and families to access learning successfully.	<ul style="list-style-type: none"> • Social, behavioural or emotional issues are resolved or minimised and children and families feel supported to address issues so that learning takes place. • Fewer behavioural incidences recorded for these children. • In school case studies show that children who receive targeted support make accelerated progress. • Interventions and 'focused intervention groups across KS1 and KS2 are embedded and delivered, and progress is evident. (Evidence taken from data drops, pupil progress meetings and reports to Governor). Fast trackers included.
Early interventions and an enriching curriculum to be delivered to successfully support vulnerable children and families to access learning successfully.	<ul style="list-style-type: none"> • Targeted curriculum, immediate interventions and 'Keep up" Learning to be embedded and delivered with regular monitoring. (Evidence taken from data drops,

	progress meetings and reports for Governor).
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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
CPD development: Literacy Tree courses for new staff/ ECTs Maths mastery training for new staff/ ECTs lead by external practitioner Additional in house ECT training – subject knowledge LSA subject knowledge training – weekly every half- term lead by subject leads	% of good and better teaching increases across the school to ensure all children are accessing quality first teaching Subject knowledge expertise so gaps in learning can be closed. External writing and maths CPD for new teachers/ ECTs to develop their expertise and innovative teaching strategies in-line with school expectation. All LSA's subject knowledge is excellent to support the intervention and 'keep up' for children.	2 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group/ individual immediate intervention for disadvantaged pupils falling behind age-related expectations	Continue to cater for these children by providing 'bespoke' individual / small group immediate interventions linked to their prior learning that day so they 'keep up'.	2 4 5

in KS1&2 in RWM to ensure 'Keep Up' not 'Catch Up'.	Establish internal key study/focus groups in Key Stage 1 and 2 to monitor progress throughout the academic year and compare against non-PP children.	
To embed reading catch up across KS1 and KS2 for children who are not fluent readers 1 to 1 reading x3 days a week with a trained LSA or teacher	All children are accessing the whole curriculum as they read with fluency. Children attainment and progress is good or better for reading across the school. Children are reads and their fluency creates pleasure for reading.	
To embed pre teaching for 'sneaky Peaks' in reading across KS1	Further embedded RWI interventions pre teaching through small intervention groups. Children are ready to access their RWI and 'keep up' not 'catch up'.	2 4 5
Year 3/4 phonics groups- Lexia. Short and intensive provision to ensure all pupils secure in phonics	All pupil premium children in lower key stage 2 secure in phonics and any new arrivals in Upper key stage 2 and therefore able to access the national expectation for reading and writing. All Pupil Premium children at national expectation for reading across lower and upper key stage 2.	2 4
Further targeted intervention for handwriting, spelling, reading and number.	These skills secure the children's ability to access the curriculum and are key skills across the core subjects. Raising attainment across the core curriculum areas.	4 5
Fast trackers before school KS1 phonics and KS2 disadvantaged children – Autumn 2 onwards.	The children secure core skills in RWM to 'keep up' and not a 'catch up'. Children reinforce understanding and build on core skills.	1 2 4
Fast trackers phonic session before school for children at risk of not meeting aged related expectations- KS1 Autumn 2 onwards.	The children close the gap to expected in phonics and they are ready for reading journey in year 2.	1 2 4

Speech and Language Therapy delivered for identified pupils	Continue to cater for these children by providing 'bespoke' individual / small group interventions. Focus KS1 to catch up quickly. KS2 continued where needed.	2
Parent workshops embedded to support parents helping their children at home - Phonics - Reading Targeted children below expectation	Children who keep up and have the strategies for reading will be ready for their next stage of education. % Increase children at expected or greater depth.	
Rockstars, which support basic number skills and fluency in mathematics. Pupils can access the programme at home (ICT-based programme) on a range of ICT devices. It develops their independence as learners and challenges them against their peers. Home link.	Impact on number skills and improve % of children at national standard for mathematics across the school.	2 4 5

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

Budgeted cost: £ 57,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from Family Support Worker (safeguarding Officer) who will monitor and identify vulnerable pupils and families- key support needed to ensure attendance is maintained and readiness to learn	Pastoral support from Family Support Worker for vulnerable children and families - key support needed to ensure attendance is maintained and readiness to learn. Attendance is directly linked to pupil outcomes.	1 5

EG coffee morning, parenting programs, home visits etc		
Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention and 'bubble' time to promote children's social skills, wellbeing, and confidence. Lego Therapy embedded and Young Carers.	ELSAs provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact is measured through reassessment at the end of programme with evidence of difference. All PP children ready to learn. Bubble time, Lego therapy and Tala all embedded. Further training so x2 ELSAs for support.	3
Trained and embedded Emotional Literacy Support Assistants	1x ELSA to support all children requiring bubble time or a program.	2 5
Supported by Primary Behaviour Services	Links to PBS to support pupils displaying social, emotional and behavioural difficulties. Utilise CPD and support programs. LSAs and Teachers attending linked training.	1 5
Trained and embedded Play Leader	Lunchtime Play Leader in post to promote and support positive play and behaviours at lunchtime. Deployment of Year 5 and 6 play leaders Purchase of weather appropriate games/equipment Continued training throughout the year.	5
Play Therapist weekly to support the most vulnerable children so they are ready to learn	The children can be ready to learn by addressing any ACEs and having specialist provision to deliver this.	2 3

LSA's timetables structured to deliver:	Teaching Assistant timetable structured to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning as well as targeted interventions	2 4 5
Pastoral groups		
Positive play at playtimes		
Out-door learning		
Playleader overseeing lunch and focused teaching sessions pm	Children develop their skills for play and social interaction so they are ready to learn. Focuses children for communication and speaking and listening pm – KS1.	

Total budgeted cost: £142,080

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 2020 to 2021 academic year.

Wellington Community Primary School

Attainment and Progress at End of KS1 2023-2024 of PP children

Attainment:

Expected

Subjects	Wellington	Hampshire (2023)	National (2023)
Reading	50%	69%	68%
Writing	50%	62%	60%
Maths	70%	69%	70%

Greater Depth

Subjects	Wellington	Hampshire (2023)	National (2023)
Reading	20%	22.7%	19%
Writing	10%	10.1%	8%
Maths	0%	17.2%	17%

Attainment and Progress at End of KS2 2023-2024 of PP children

Attainment:

Expected

Subjects	Wellington	Hampshire	National
RWM	33.3%	39.2%	46.0%
Reading	41.7%	57.9%	62.7%

Writing	41.7%	54.0%	59.1%
Maths	50.0%	52.7%	59.6%
Greater Depth			
Subjects	Wellington	Hampshire	National
RWM	0.0%	2.0%	3.1%
Reading	8.3%	15.2%	18.2%
Writing	8.3%	5.0%	6.5%
Maths	16.7%	8.3%	13.1%

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
TTRockstars	Maths Circle Ltd
Lexia	Lexia Learning
Clicker 8	Crick Software