

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	Wingate Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2022/23 – 2023/24
Date this statement was published	1 st December 2021
Date on which it will be reviewed	January 2022 / May 2022 / September 2022
Statement authorised by	Marie-Louise Binks
Pupil premium lead	Marie-Louise Binks
Governor / Trustee lead	Ashley Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,085
Recovery premium funding allocation this academic year	£10,512 (158 pupils)
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	£219,597

Part A: Pupil premium strategy plan

Statement of intent

At Wingate Primary we aim to provide a broad, balanced and enriched curriculum which engages our children and is tailored to their needs. We teach and promote basic skills from the very beginning and will support children to do the very best that they can.

We will endeavour to use high quality resources and provide first hand experiences and opportunities through their time with us. We use GEM powers and adopt a rights based approach at all times to support learning behaviours. Pupil Voice and emotional wellbeing will focus on developing children's resilience, independence, confidence and collaboration skills.

Through this strategy, barriers to engagement and inequality should be removed and children should benefit to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Reading skills and maths skills of children entering the school are well below those expected of children of their age
2	Children join the school with skills which are well below expected levels for their age for speech, language and communication which make it difficult for those pupils to regulate emotions and engage in the curriculum
3	Attendance is below national expectations
4	High levels of poverty within the catchment area
5	The opportunities for enriching life experiences is limited for children outside of school
6	Parent's and children's social, emotional and mental health issues and lack of confidence to engage with school
7	Children's ability to play and negotiate with each other

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
<p>Improved reading and phonics skills of boys are well below those expected of children their age</p> <p>Bridge the achievement gap of 37% between boys and girls</p>	<p>EYs and KS1 pass rate reflects improved phonics progress from 2021/22 (73% Y1 phonics,</p> <p>Y1 boys data is closer to national average (82%)</p> <p>Boys reading data for Y2 is closer to or above school data for 2019 (86%)</p> <p>KS2 reading data to be closer to or above national average (65%)</p>
<p>To improve attainment in maths across the whole school particularly multiplication tables and number</p>	<p>Maths fluency for boys is closer to national average in KS1</p> <p>Sustain fluency of girls in maths</p>
<p>Writing at length is more effective, children have stamina, ideas and knowledge to write and ability to apply spelling punctuation and grammar within their own pieces of writing</p>	<p>All children especially boys are closer to or above national average across the school</p> <p>Children are provided with cultural capital in order to have experiences to write about</p>
<p>To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently</p>	<p>Average attendance increase for the academic year 2021/22 (93%)</p> <p>Number of persistent absentees continues on a downward trend from 2020/21 academic year (85 children)</p>
<p>To raise levels of parental and child emotional wellbeing</p>	<p>Numbers of children and families engaging in mental health support programmes – MHST, Counsellors, Listening Matters and bereavement and LM drop-ins, Triple P parenting programme.</p>

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: £12,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths hub training for Y1, Y2, Reception (new staff) and 2 x HLTAs	Data already showing progress with fluency in Rec and Y1 – Maths lead has identified that place value and number is the more significant data gain from national tests.	1
Whole school Bug Club training	Improved access to reading both at home and at school Trackable from Reception to Y6 to enable monitoring of progress Matches Phonics and Early Years curriculum demands Meets DfE expectations Elements of EEF research projects can be incorporated into the scheme – eg PALS and reciprocal reading	1 2
Reading Lead has had release time to monitor reading and feedback to staff	Trackable from Reception to Y6 to enable monitoring of progress	1
One HLTAs out of class providing listening matters interventions, two more HLTAs providing additional LM support.	To retain the high profile of SEMH support in school. To upskill pastoral lead to engage in national and local provision for our children More HLTAs involved in SEMH support	6
Nurture group training and additional payment for 6 HLTAs (programme is during lunchtime)	Opportunities for less confident children to engage more confidently in a small groups and transfer this to the wider cohort. Raised self esteem for these children. To ensure all children in our school have a voice.	6 1 2 4

Attendance lead 1 day per week holding meetings with persistent absence families, gathering data, liaising with attendance improvement team.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
More home reading support to enable parents/carers to increase involvement with pupils reading – through Bug Club and Phonics Bug	<p>Improved access to reading both at home and at school</p> <p>Trackable from Reception to Y6 to enable monitoring of progress</p> <p>Matches Phonics and Early Years curriculum demands</p> <p>Meets DfE expectations</p> <p>Elements of EEF research projects can be incorporated into the scheme – eg PALS and reciprocal reading</p>	1
School led tutoring in Y5/Y6 for 2 terms writing <i>(external tutor – need to know agreed salary)</i>		1
Additional reading sessions during lunchtime with lunchtime supervisors and HLTAs	1:1 reading practise and support to enable those children who are less able to access support at home to engage with their books (allocated from Bug Club)	1
Teaching Assistant targeted intervention and catch-up in Y4 and Y5 for phonics, reading and maths	Small group intervention for maths, reading and writing each day, with Bug Club, Maths Hub, basic skills focus.	1 2
Recruit 2 additional FT TAs to support in Y5 and Reception	Closing the gap focus for TA-supporting children in reading and maths	1 2

Maths coaching, intervention and talk across the school supporting teachers and children delivered by maths lead		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brian Honour sports skills after school club provision	Increased hours of provision inside and outside of school day to improve engagement and experiences	5
Circurama circus skills clubs and provision	Increased hours of provision inside and outside of school day to improve engagement and experiences	5
Teatime club – provision across both sites until 5pm including homework support	Poverty proofing Children’s language, use and breadth of vocabulary through exposure to new experiences and literature Questionnaire regarding pupil choice Pupil leadership team minutes	2 3 4 5
Cultural Capital experiences for each year group now planned into curriculum (38Kish)	Planning for all subjects and year groups reflects additional experiences for children linked to equality of opportunity/cultural capital	2 4 5
Pastoral Manager involvement to; Carry out home visits Make daily phone calls to absentees Monitor attendance daily	More specific targeted support required for certain families where attendance is inconsistent or below average Attendance data Greater ability to breakdown data to specific families/children with attendance issue	3

Pastoral Manager to; Provide parent support advisor duties	Increased parental engagement opportunities to further develop links between home, school and the community	3
Additional lunchtime support for OPAL	One new LTS at Church Street plus two HLTAs with Play Leader status – one on each site (half hour extra per day per LTS)	
Poverty Proofing – HLTA and Children North-East support	HLTA to manage food and fuel support for vulnerable families. (£12,984) HLTA and Pastoral Manager to ensure spare and new clothing for children who need them.	3 4
Music provision from Y2-Y6 to enable every child to play an instrument		
All children to engage in singing across the school and choir (£8,500 for all music provision)		

Total budgeted cost: £225,650

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.

Intended outcome: Improved reading and phonics skills of children well below those expected of children their age

Success criteria 1 - Y2 pass rate reflects improved phonics progress from 2020/21 (70%)

Autumn 2022 review - out of 49 pupils 76% passed phonics assessment in the Autumn Term and of these 20 were PP and of these 70% met the standard.

Success criteria 2 - Y1 data is closer to national average (76%)

Autumn 2022 review – Y1 data at NA (76%) for all children. NA E6 is 62%, school is 70% = 8% higher but gap with All Children is -6%.

Success criteria 3 – Reading data for Y2 is closer to or above school data for 2019 (86%)

Autumn 2022 review - Reading data in Y2 is 76% ARE for all children which is above NA(national average) 67% ARE. Girls (school) ARE is much higher than national average for all children (89%), for girls NA is 71%. Boys (school) is 63% and boys NA is 63% so at par but much lower than girls for our school. E6 school is 44%, NA E6 is 51% so gap of -7%.

Success criteria 4 - KS2 reading data to be closer to or above national average (65%)

Autumn 2022 review – KS2 reading data is closer to national average at 66% (based on 53 chn), NA is 74%. Although below NA, the figure is up from 2019(64%) and up from 2018 (55%) showing an improving picture. Reading E6 KS2 ARE is 61%, NA E6 is 63%. In school our E6 data shows a 17% increase from 2019 E6 data (44%)

Intended outcome: To improve attainment in maths across the whole school

Success criteria 1 - Improved fluency through use of the Maths Hub number project, maths end of KS data and ability to solve problems and reasoning questions

Autumn 2022 review - Maths fluency programme implemented and worked well.

Reception school data for number is 76% NA ARE was 78%, Girls Number (83%) data is higher than NA (78%) and higher than girls NA (80%). E6 school (Number) data is 57%, NA is 64%. In 2019 school data was 57%, NA in 2019 80% so we are now closer to NA for E6 children.

KS1 ARE was 72%, NA was 68% so school is +4%. E6 Maths for KS1 was 39%, NA E6 was 52%. (Focus for 22/23 is E6 and boys). A large group of E6 high SEND boys are in this group. (National E6 has also decreased by 10%)

KS2 school data shows 63% ARE, below national ARE (71%) but boys performed at national average. The dip for girls was due to emotional wellbeing issues during the assessment process. Boys HS (25% was above NA (22%). E6 school data 67%, E6 NA ARE is 57% so school is higher than national.

Intended outcome - To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning

Success criteria - The number of pupils identified as requiring speech and language support improve their fluency, evidenced by S&L assessments, NELI progress and support plan targets

Autumn 2022 review - S&L GLD speaking listening and attention and understanding has increased

17 children accessed S&L therapy and of those 7 were discharged fully by the end of the year having met targets

NELI – listening understanding and speaking were both above national level. In 2019 understanding and speaking were both below national. In 2022 listening attention and understanding and speaking were both above national and both higher than the 2019 rate.

Intended outcome - To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently

Success criteria 1 - Average attendance increases for the academic year 2020/21 (95%)

Success criteria 2 - Number of persistent absentees continues on a downward trend from 2020/21 academic year (38 children)

Autumn 2022 review – Attendance data is skewed due to extreme impact of covid in Spring 2022. This impacted on attendance resulting in 195 lost pupil days. This led to 85 children being classed as persistently absent. Online learning continued and headteacher has now taken over the role of attendance lead

Intended outcome - To raise levels of parental and child emotional wellbeing

Success criteria – Increased numbers of children and families engaging in mental health support programmes (MHST, Counsellors, Listening Matters and bereavement and LM drop-ins, Triple P parenting programme.)

Autumn term 2022 review - 2 cohorts accessed Triple P parenting programme with parents. MSHT worked with Year 4.

Listening matters supported several children in Year 5 who had severe emotional needs. 2 EHCPs were awarded for children with autism in Year 4 who had extreme emotional outbursts Current Year 5 (previous Year 4) is very settled and Year 6 (previous Year 5) are far more engaged with the curriculum

Further information

Phonics and Reading

School moved to Bug Club/ Phonics Bus in September 2021. Data across school for phonics has improved as a result with fidelity to the DfE accredited scheme monitored closely. The scheme was selected to provide continuous phonics and reading provision from EY to KS2. KS2 Reading Plus scheme is proving to be effective and licenses cover Y5 and Y6.

Maths

Maths lead in 22/23 is non class based to promote better maths talk and raise confidence especially of girls in KS2. Maths Project with Goldsmiths approved for 22/23 to raise data across school.