

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	351
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2023/24-2024/25
Date this statement was published	1 st December 2021
Date on which it will be reviewed	January 2024 / May 2024 / September 2024
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	£196,425
Recovery premium funding allocation this academic year	£19,865 (135 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	£216,290

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 and persistent absence and lateness are of particular concern
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 writing skills of all children in receipt of Pupil Premium as these many are achieving below those expected of children their age</p> <p>Currently writing ARE across school is 49%.</p> <p>Y6- 53%, Y5- 47%, Y4- 42%.</p>	<p>Attainment in Years 4-6 reaches NA (end of KS2 data) of 63% ARE</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>Reading attainment for PP children is closer to NA. Currently PP attainment in reading is 53% with non-PP 69%</p> <p>Children in receipt of PP attained 71% in Y1 PSC and 84% of non-PP children passed the PSC.</p>	<p>Children in receipt of Pupil Premium attain closer to those who do not receive PP and the attainment gap is reduced.</p>
<p>To improve whole school attendance and punctuality ensuring children with persistent absence attend school more frequently and consistently</p> <p>Attendance for 22-23 whole school was 93%</p> <p>Lateness last year= 469 incidents</p>	<p>Average attendance increase for the academic year 2022/23 (93%)</p> <p>Number of persistent absentees continues on a downward trend from 2022/23 academic year 21% (75 children), – much higher than national.</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: £68,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths hub training for Y4, Y5, and 2 x HLTAs</p> <p>New Maths Specialist in post, partly funded by Goldsmiths Company</p>	<p>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.</p>	1
<p>Whole school writing training and introduction of new scheme</p> <p>English Lead has had release time to monitor writing, deliver CPD and feedback to staff.</p> <p>Writing plans have been changed across school following Ofsted inspection (Jan 23)</p>	<p>Improved writing attainment across school</p> <p>Trackable from Reception to Y6 to enable monitoring of progress</p> <p>Uses learning Phonics and Early Years curriculum demands</p> <p>Follow a systematic plan, and feed into whole school provision</p> <p>Meets DfE expectations</p>	1 2
<p>Reading continues to improve across school and new schemes are embedded.</p>	<p>Reading Plus allocated to new cohorts of Y4, Y5 and Y6</p> <p>Fluency of reading improves from each child's prior attainment.</p> <p>Advice from EEF when introduced.</p>	1
<p>One fte HLT/TA out of class providing listening matters interventions, Nurture Group, and Lego Therapy</p>	<p>To retain the high profile of SEMH support in school. To upskill pastoral lead to engage in national and local provision for our children</p> <p>More HLTAs involved in SEMH support and support provision meets the needs of a wider range of children</p>	6

Nurture group provision 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 2 days per week holding meetings with persistent absence families, gathering data, liaising with attendance improvement team.	Families know how well their children's attendance is improving and when support is needed. The LA has accurate documentation to support school to take firm action when attendance is persistently an issue.	3

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

Budgeted cost: £66,857

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
Continues use of Reading Plus for Years 4-6	3 rd year of 3 year package, due to be renewed May 24	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, writing and maths	Small group intervention for maths, reading and writing each day, with Bug Club, Maths Hub, basic skills focus.	1 2
Pastoral support for children and families in crisis and planned support for emotional wellbeing.	1:1 support for children 1:1 support for parents/ carers Targeted support for small groups	6 7

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

Budgeted cost: £81,243

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 (42Kish)	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		3

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	
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 HLTA's with Play Leader status – one on each site (half hour extra per day per LTS	2 6 7
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	Engagement in whole class and small group music making including drumming, ukulele, brass and steel pans	2 6
All children to engage in singing across the school and choir (£8,500 for all music provision)	Singing Teacher works across school including with 2x choirs in KS2 to improve vocal work.	8 6

Total budgeted cost: £216,290

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.

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

Success criteria 1 – EY and KS 1 reflects improved phonics progress (Y1 Phonics 73% in 21/22 and EY GLD was 56.5%) Data at end of 22/23 shows EY GLD 67% and Y1 Phonics data was 81%.

Y1 boys data was 73.1%, above 72% NA (based on 2022 data)

Y2 boys reading data (57.1%) fell from the 2019 data (86%), hence retention of reading focus for this year.

Greater Depth reading in 2023 was significantly higher than NA – 34% (increase of 19% against 2022 data).

Success criteria 2 – Maths fluency for boys is closer to NA. A huge discrepancy remains between boys and girls and is decreasing, hence this being retained as a focus this year. Maths specialist targeting KS2 including coaching and planning review.

Fluency in maths for girls – KS1 girls increased from 73% to 78%, KS2 girls increased from 50% to 77%.

Success criteria 3 – Writing at length is more effective- focus on boys

KS2 75% of boys achieved ARE, NA 71%

KS1 school data 48% ARE in writing with national at 58%.

Writing remains a focus this year.

Children provided with structure opportunities to write through provision of events, visits and visitors. 2x TLR holders in post to manage and monitor opportunities and visits planned for all year groups across the year.

Success criteria 4 – Attendance improvement for all children.

Persistent attendees continue to reduce from 85 children in 20/21 to 75 children in 22/23. This is retained as a focus as persistent absence is a concern (currently 66 children in 1st term of 23/24)

Success Criteria 5- Numbers of children and families engaging in SEMH/ EWB support and programmes increases.

Children and families are engaging in programmes has increased.

60+ children engaged in Decider School (PoM Team)

Children from Y2-Y5 engaged in We Eat Elephants programme

Numbers of families engaged in Teams Around the Family have risen.

Parenting Programmes attended by over 10 families.

Further information

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