



Wellstead Primary School

Sowing the Seeds of Success

Pupil Premium Strategy Statement Wellstead Primary School 2022-2023 to 2024-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025 (reviewed annually)
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn term 2023
Statement authorised by	Amanda Greenwood Headteacher
Pupil premium lead	Amanda Rowe Inclusion Leader
Governor / Trustee lead	Susan Perrin Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,465
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£133,645

Part A: Pupil premium strategy plan

Statement of intent

At Wellstead Primary School, we value each child as an individual with a unique set of strengths and needs. We pride ourselves on knowing our children well, understanding their social, emotional and academic needs and meeting them through a combination of High Quality Inclusive Teaching, targeted support and a strong pastoral care offering.

Our overarching aim is for our disadvantaged children to be supported so that they achieve their potential both academically and pastorally. This includes ensuring that any attainment or progress gaps between disadvantaged and non-disadvantaged pupils narrow over time, and also that all children leave Wellstead with the necessary social and emotional skills to succeed at secondary education.

High Quality Inclusive Teaching (HQIT) is our primary tool for ensuring this. The cornerstone of our pupil premium strategy is the development of HQIT to a consistently excellent standard, with the progress of disadvantaged pupils at the centre of it.

For those that need targeted support, we carefully plan boosters and interventions based on a clear picture of gaps in learning. We use the Recovery Premium funding to further support lost learning due to Covid-19, especially for those who are disadvantaged.

We use our ELSA-trained LSAs and pastoral teacher to provide emotional literacy support for children that need it. We know that some children and families can require additional support at times of crisis, and our Family Support Worker works hard to support these families.

We are clear that no child should miss out on opportunities due to low income or family circumstances, and support our families by subsidising trips, visits, specialised teaching and residential.

We want all parents to be active members of our school community and encourage them to work in partnership with us to achieve the best outcomes for their child.

Our vision “Sowing the Seeds for Success” is driven by our Learning Values which support all of our children to be forward-thinking, aspirational young people with a range of strategies to be successful as they journey into adulthood.

Our recently revised Learning Values are:

 **Respectful**  **Reflective**  **Aspirational**  **Adaptable**  **Collaborative**  **Independent** 

Provision for children in receipt of the Pupil Premium Grant (PPG):

Proportions of funding for teaching development, targeted intervention and wider support are broadly in line with guidance published by the EEF (Education Endowment Fund); EEF Guide to the Pupil Premium, April 2022.

The details below show the focused aims of the spend for Wellstead's Pupil Premium Strategy:



Challenges

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

Challenge number	Detail of challenge
1: Deeper Analysis of Barriers	<p>Research (EEF) and professional advice around the best way to support children who are disadvantaged involves schools having a thorough understanding of their specific cohort of pupil premium children, and their barrier to successful outcomes. Due to a number of factors - including Covid-19, changes in leadership and a significant rise in the school pupil premium percentage (15% in 2019 to 20% 2022) - Wellstead school staff are working hard to ensure that they have in-depth and current understanding of their pupil premium children, their families, and the challenges they may face. This means support can be as precisely focused as is needed for maximum impact.</p>
2: Attendance	<p>Some families find it difficult to maintain a good level of school attendance for their children. Analysis of attendance data shows that for current absence below the target 95%, disadvantaged children are slightly overrepresented (25.8%). For persistent absenteeism (<90% attendance), the percentage of these children who are disadvantaged is higher than would be expected based on school pupil premium percentage (32.6%).</p>
3: Attainment-HQIT	<p>Evidence (EEF) indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Analysis of school data from the last academic year shows that there are some significant gaps between the attainment of pupils who are disadvantaged and those who are not. This is evident in most year groups and across both English and maths.</p> <p>Analysis of progress data from last academic year also shows a significant gap between disadvantaged and non-disadvantaged pupils for reading in Years 2-6.</p>
4: Attainment: Interventions and Boosters	<p>Analysis of disadvantaged and SEND register overlap shows that disadvantaged pupils at Wellstead have a significantly higher chance of being on the SEND register than non-disadvantaged pupils. These children may face additional challenges to good progress and attainment, and therefore may need additional support via interventions to ensure this.</p> <p>In addition, as disadvantaged children have a higher chance of being on the SEND register, pro-active academic support (e.g. interventions, boosters, higher levels of in-class support) may be needed to prevent the gap from widening and the child being added to the SEND register unnecessarily.</p> <p>Evidence shows (DfE) that children who are from disadvantaged backgrounds will have more lost learning and are therefore further behind due to Covid. School based analysis from this time shows that less PPG pupils accessed online learning during the period of school closure at this time.</p>
5: Language	<p>Evidence (EEF) shows that some children from some families in receipt of the PPG have reduced language and communication skills, and this impacts on their learning. In-school analysis of last year's end of EYFS data shows gaps</p>

	between disadvantaged and non-disadvantaged children for the Communication and Language areas of learning. The gap for the specific aspect of Literacy - Comprehension was also significant, and this will have been underpinned by poor language skills.
6: Emotional and Social	Evidence (Office for National Statistics, 2019) shows that children and adolescents who live in social housing, and whose families rely on support from benefits may be at greater risk of developing a mental ill health. Some disadvantaged children therefore need support to develop their emotional and/or social skills to support their wellbeing. This is also true for children who have experienced adverse life experiences. Social and emotional skills also support effective learning and are linked to positive outcomes later in life (EEF).
7: Wider Pastoral Community Support	Evidence (Education Policy Institute) shows that children who face multiple family risk factors over an extended time period do less well in school. Initial school-based analysis mirrors this, as children with a high number of co-occurring risk factors are more likely to be working below age related expectations, and need a high level of support in school. In addition, some families who are in receipt of the PPG can need additional support in times of crisis. Evidence (EEF) also shows that levels of parental engagement are consistently associated with improved academic outcomes.
8: Enrichment	Evidence (Child Poverty Action Group) shows that an increasing number of children are living in poverty. Families who are low income cannot always afford to pay for extra-curricular clubs and other enrichment activities, and so their child may be disadvantaged from accessing these opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan at the end of summer term 2025**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	Children who are disadvantaged at Wellstead will be understood academically and pastorally by all staff who work with them. Staff will have a greater understanding of their specific cohort of pupil premium children, with their support and teaching of these pupils adapted.	School has a thorough understanding of their cohort of disadvantaged pupils, including their barriers to success. The pupil premium strategy is adapted to focus on the specific challenges faced by the Wellstead PPG cohort, with impact beginning to be seen on overcoming focus barriers <i>by the end of summer term 2025</i> .
2	Children and families will feel a strong sense of belonging with the school, and see attending school as a positive. Absenteeism is reduced, particularly those who are persistently absent.	Rates of low absence (<95%) for disadvantaged children are inline with school pupil premium percentage (currently 20%). Rates of persistent absence (<90%) for disadvantaged children are below 25% of the children

	<p>School staff have a thorough understanding of the barriers to good school attendance for those pupil premium children whose attendance is low. Appropriate support and sanctions are put in place as effective and necessary.</p>	<p>who are persistently absent <i>by the end of summer term 2025</i>.</p>
3	<p>Children who are disadvantaged will attain academic outcomes inline with their learning potential and the national picture.</p> <p>School staff at every level focus on the attainment and progress of pupil premium children as one of the core elements of <i>High Quality Inclusive Teaching</i>.</p>	<p>Attainment for disadvantaged pupils at statutory markers is inline with national average for reading, writing, maths and phonics <i>by the end of summer term 2025</i>.</p> <p>Progress gaps between disadvantaged and non-disadvantaged in Years 2-6 for reading will be 5% or less <i>by the end of summer term 2025</i>.</p>
4	<p>Children who are disadvantaged but do not have an SEND make more than expected progress when supported by boosters or interventions.</p> <p>Children who are disadvantaged and also have SEND are well-supported in school, and make good progress relative to their starting points and SEND.</p> <p>Staff plan and deliver relevant, high quality interventions and tailor additional support for disadvantaged pupils.</p>	<p>Interventions, including boosters, are effective at showing good progress for at least 95% of children who access them, relevant to targets set.</p>
5	<p>Children in Year R will receive an enriching language experience, where their development in this area is fostered by a language-development focused curriculum.</p> <p>Children across the school with SLCN will be identified, assessed and appropriate support and intervention put into place.</p> <p>Staff skill in supporting the development of language and communication will be improved; an increasing number of LSAs will have completed ELKLAN training and be working as a language champion within a year group, and wider staff will have received further training on supporting SLCN.</p>	<p>The gap between disadvantaged and non-disadvantaged pupils in Communication and Language and the for Literacy - Comprehension aspect at the end of EYFS will be narrowed over a three year period.</p> <p>Children with identified SLCN will make expedited progress towards their set language targets.</p>
6	<p>All children, including those who are disadvantaged, will have a developing toolkit of strategies to manage emotional and social challenges. The curriculum and school ethos, including learning values and behaviour-related policies, will support this development.</p>	<p>Average SDQ scores for disadvantaged children over a three year period will show improvement from baseline average (Dec 2022).</p>

	<p>Some children who need specific support will be identified and supported via appropriate pastoral support programmes (e.g. ELSA).</p> <p>Staff will be increasingly confident in identifying children who need social and emotional support, and more skilled in managing this effectively, especially which this relates to behaviour that challenges. A trained Senior Mental Health Lead will be in position.</p>	
7	<p>Families who need support will receive it either directly from school, or via school signposting to relevant services.</p> <p>Parents of children who are in receipt of pupil premium will feel engaged with school, and attend relevant school-based community events.</p> <p>Staff - including the wider pastoral team - will increasingly be able to support parental engagement in school.</p>	<p>Measurable increase in parental engagement for children who are in receipt of the PPG. This includes high (95% +) attendance at parents evenings, and also strong attendance at relevant parent workshops <i>by the end of summer term 2025</i>.</p>
8	<p>Children who are disadvantaged will access the same wider enrichment opportunities offered by school as those who are non-disadvantaged. In some cases, additional enrichment experiences (e.g. specific visits) will also be offered.</p> <p>School will develop it's extra-curricular offering, and monitor the attendance of PPG pupils as part of this. Where attendance of PPG children is lower than expected, adaptations for the offering will be made to foster greater involvement.</p>	<p>PPG pupil attendance at extra curricular clubs will be inline with school PP percentage (currently 20%) <i>by end of summer term 2025</i>.</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: £75,820

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
INSET Training for all staff on curriculum, learning values/school ethos, and positive behaviour for learning. x4 days £2000	EEF Putting Evidence to Work: A School's Guide to Implementation EEF Effective Professional Development EEF Improving Behaviour in Schools EEF Improving Social and Emotional Learning in Schools EEF Teaching and Learning Toolkit	2, 3, 6.
Professional Development Meeting Planning and Training on: SOLO (HQIT) and Scaffolding x10 Assessment & Moderation x 6 Pupil Premium, SEND and Vulnerable children x 6 Deployment of Teaching Assistants x 2 English Development x6 £3,000	EEF Putting Evidence to Work: A School's Guide to Implementation EEF Effective Professional Development EEF Teacher Feedback to Improve Pupil Learning EEF Making Best Use of Teaching Assistants <i>Plus other relevant evidence as linked to specific subject areas</i>	1, 3, 4, 5, 6, 7.
PPG Pupil In class Support	EEF Making Best Use of Teaching Assistants	2, 3, 5, 6.

£28,000	EEF Improving Literacy in Key Stage 1 / 2 EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3 EEF Teaching and Learning Toolkit	
HIAS Support - EYFS Moderation £400	EEF Making Best Use of Teaching Assistants EEF Early Years Toolkit	3, 4, 5, 6.
HIAS Training- Curriculum Development £1200	EEF Putting Evidence to Work: A School's Guide to Implementation EEF Effective Professional Development EEF Leadership	3, 6, 8.
INSIGHT tracking system for tracking assessment and reporting on progress for all groups including Pupil Premium £1600	EEF Putting Evidence to Work: A School's Guide to Implementation EEF Improving Literacy in Key Stage 1 / 2 EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3 https://www.insighttracking.com	1, 3, 4.
HIAS Training - Pupil Premium Leadership including strategy review £1000	EEF Putting Evidence to Work: A School's Guide to Implementation EEF Effective Professional Development EEF Pupil Premium Guidance EEF Leadership	All
LSA Professional Development Meeting Training including: Supporting positive behaviour Phonics Handwriting Precision Teaching Dyslexia HQIT incl scaffolding Pupil premium and vulnerable pupils/SEND	EEF Making Best Use of Teaching Assistants EEF Effective Professional Development EEF Teacher Feedback to Improve Pupil Learning EEF Improving Literacy in Key Stage 1 / 2 EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3	1, 3, 4, 6, 7.

Autism <i>approx 8 per term</i> <i>£1500</i>	EEF Teaching and Learning Toolkit	
Training sessions for LSAs on speech and language strategies and interventions for all children (delivered by Speech and Language Therapist - SALT) Speech sounds Narrative Therapy Blank levels of questioning <i>£600</i>	EEF Making Best Use of Teaching Assistants EEF Teaching and Learning Toolkit EEF Improving Literacy in Key Stage 1 / 2 ICAN Research: <i>Likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation. 63% of children living in care have language difficulties</i>	4, 5.
10 week ELKLAN-based programme for LSAs delivered by Speech and Language Therapist (SALT) <i>£3000</i>	EEF Making Best Use of Teaching Assistants EEF Teaching and Learning Toolkit EEF Improving Literacy in Key Stage 1 / 2 ICAN Research: <i>Likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation. 63% of children living in care have language difficulties</i>	2, 3, 4, 5.
SaLT support for professional development of EYFS, plus teacher feedback from observation in other year groups. <i>£2400</i>	EEF Making Best Use of Teaching Assistants EEF Teaching and Learning Toolkit EEF Improving Literacy in Key Stage 1 / 2 ICAN Research: <i>Likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation. 63% of children living in care have language difficulties</i>	1, 3, 4, 5, 6,
LSA/HLTA training/refresher training on dyslexia screening	EEF Making Best Use of Teaching Assistants EEF Improving Literacy in Key Stage 1 / 2	1, 3, 4.

£300		
<p>Teaching staff curriculum-based leadership training development courses throughout the year, including:</p> <p>English leadership x 3 SMSC/SCARF Computing PE RE Science SEND maths</p> <p>£5000</p>	<p>EEF Effective Professional Development</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p>	1, 3.
<p>SLT Coaching of Subject Leaders/other teaching staff</p> <p>£3000</p>	EEF Effective Professional Development	3, 6.
<p>SENCo Assistant release time to enable greater strategic planning, support, coaching and mentoring re PPG by IL; over two terms</p> <p>£6000</p>	<p>EEF Effective Professional Development</p> <p>EEF Pupil Premium Guidance</p>	All
<p>Maths Training (SLE) cover for 2 days £520</p> <p>Maths Mastery training through Solent Hub x 3 teachers £1100</p>	EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3	2, 3.
<p>HLTA development; mentoring, training and other CPD</p> <p>£3000</p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Effective Professional Development</p>	3.

Purchase of Pupil Premium related CPD resources <i>£200</i>	EEF Effective Professional Development EEF Pupil Premium Guidance	All
ELSA, TALA, Family Support Worker (FSW) and pastoral teacher supervision and training <i>£1000</i>	EEF Effective Professional Development EEF Working with Parents to Support Children's Learning	6, 7.
Technology to enhance and enrich curriculum <i>£10,000</i>	EEF Using Digital Technology to Improve Learning	3, 8.
Spelling and Phonics Shed Subscriptions <i>£1000</i>	EEF Teaching and Learning Toolkit EEF Improving Literacy in Key Stage 1 / 2	3, 4.

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

Budgeted cost: £34,200

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and boosters (academic) <i>£25,000</i>	EEF Making Best Use of Teaching Assistants EEF Improving Literacy in Key Stage 1 / 2 EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3 EEF Teaching and Learning Toolkit	4
Nessy Reading and Spelling intervention licensing costs <i>£400</i>	EEF Using Digital Technology to Improve Learning EEF Improving Literacy in Key Stage 1 / 2	4
Private Speech and Language Therapist 1-1 Intervention,	EEF Improving Literacy in Key Stage 1 / 2 EEF Teaching and Learning Toolkit	4, 5, 6, 7.

assessment of pupils, and feedback to parents 40% of 1.5 days of direct therapy/parent support time £6700	ICAN Research: <i>Likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation.</i> <i>63% of children living in care have language difficulties</i>	
Educational psychologist time direct working with staff/pupils/families £1000	EEF Working with Parents to Support Children's Learning EEF Improving Literacy in Key Stage 1 / 2	1, 3, 4, 5, 6, 7.
EPAC meetings and support £800	EEF Working with Parents to Support Children's Learning EEF Improving Literacy in Key Stage 1 / 2	1, 3, 4, 5, 6, 7.
Specific resources to support SEND disadvantaged children, relevant to their SEND (e.g. ADHD resources book, Social Skills programme, ADHD resources, OT resources) £300	EEF SEND in Mainstream Schools	2, 4, 5, 6.

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

Budgeted cost: £ 51,700

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
ELSA interventions and wider pastoral support by ELSAs £10,000	EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	2, 6, 7.
Pastoral Teacher time (2 days); including direct support (e.g. Circle of Friends), leading of	EEF Improving Social and Emotional Learning in Primary Schools	1, 2, 6, 7, 8.

lunchtime quiet club, development of school council and friendship ambassadors, and enrichment opportunities for PPG pupils £19,000	EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	
Resources for pastoral support, including ELSA and quiet club £500	EEF Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	6, 8.
Attendance monitoring for PP children; including Arbor costs £1800	EEF Working with Parents to Support Children's Learning	1, 2, 3, 7.
Parent workshops on core curriculum areas, plus monthly parent coffee mornings £600	EEF Working with Parents to Support Children's Learning EEF Improving Literacy in Key Stage 1 EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3	7.
Family Support Worker (FSW) costs £7500	EEF Working with Parents to Support Children's Learning Specific families within our school community have been through/are going through periods of crisis. Following support from our FSW, identified areas of support needs are food and before/after school care.	2, 6, 7.
Resources for families in crisis, including wraparound care £2000	Research from the Child Poverty Action Group (CPAG) <i>Tackling Child Poverty: A Guide for Schools</i>	2, 7.
Costs of PPG specific trips and residential: £2000	Also CPAG summary of COVID impact at https://local.gov.uk/sites/default/files/documents/Louisa%20McGeehan%2C%20Director%20of%20Policy%2C%20Rights%20and%20Advocacy%2C%20Child%20Poverty%20Action%20Group.pdf	7, 8. 7, 8.
Discounted school visits, including residential: £2000		7, 8.
Other enrichment discounts and contributions, including		7, 8.

clubs, school uniform, milk, peripatetic music lessons: £5000	Early Years and Education	
	How are you promoting funded childcare to families?	
	How are you supporting parents re 'voluntary' parental contributions & charges for materials and activities?	
	How is Pupil Premium (and EYPP) used to support families effectively?	
	Is there sufficient affordable extended school provision to enable parents to work outside school hours?	
	How do schools work to reduce the cost of education for families? (trips, uniforms, clubs etc)	
	Is childcare provision of high quality including in areas of highest deprivation?	
	How do you ensure all children can access enriching activities regardless of low income?	
Are all staff trained to identify and support/signpost families and children living in poverty?		

Total budgeted cost: £161,720

Current additional spend is £28,075 from non pupil premium funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy 2021-2022

Review of Progress Towards Intended Outcomes

Intended outcome	Success criteria	Evaluation and Next Steps (for strategy revision)
Families of disadvantaged children to feel part of the school community	<p>100% of disadvantaged families attend at least one school event over the course of the year.</p> <p>Parental engagement at parents evening to be comparable with non-disadvantaged pupils</p>	<p>Disadvantaged families generally engage with school events, especially those involving their own children. There have been an increasing number of these following Covid; however, we are only just getting back to pre Covid levels of parental opportunities to come into school.</p> <p>Other opportunities - parent coffee morning, phonics parent workshops etc - have also increased in number.</p> <p>Next steps are to build a robust picture of disadvantaged parental attendance and engagement with school.</p>
Children to have high opinions of themselves and high future aspirations	<p>Proportion of disadvantaged pupils applying for positions of responsibility and School Council is in line with those of non-disadvantaged pupils</p> <p>Teachers will have high expectations of pupils with PPG to ensure that they are challenging themselves and are aspirational about their own outcomes</p> <p>Children will demonstrate characteristics of a Growth Mindset</p>	<p>Introduction of SOLO has provided a level of clarifying learning outcome expectations, supported scaffolding for those who need, and greater challenge for some. This has begun to raise aspirations. There has been greater emphasis on in-class teaching and learning as the primary method for securing progress, rather than relying on interventions.</p> <p>A review of learning values for the school as a whole has led to greater clarity regarding the elements needed for growth mindset.</p> <p>33% of last year's school councillors were pupils in receipt of the pupil premium grant. This shows above school pupil premium average (21%) representation in this position of responsibility.</p> <p>Next steps are to embed learning values, and gain a deeper picture of pupil premium representation for key responsibilities.</p>
Staff to maintain focus on the attainment and progress of disadvantaged pupils.	Disadvantaged children to be identified in planning. Attainment of non-SEND disadvantaged pupils is in line with that of their peers	<p>Pupil progress meetings have a clear focus on PP progress and attainment. PP children feature on planning as needed.</p> <p>Some PP children, including some with SEND, have narrowed the gap between them and their peers.</p>

		<p>As we did not have robust data at the start of the year, it is difficult to judge whether gaps have narrowed or not.</p> <p>Pupil premium lead, along with the assistant headteacher, is attending the Effective Pupil Premium Leadership course, run by Hampshire, this academic year. This has further developed leadership knowledge and experience of pupil premium barriers and strategies to overcome these/</p> <p>Next step is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</p>
Staff confidence is increased in HQIT strategies with a particular focus on scaffolding learning for lower attaining pupils	Lesson observations and planning will show clear use of SOLO and scaffolding	<p>SOLO is beginning to be well embedded across the curriculum. Teachers and support staff have had significant professional development through the year to ensure this. Scaffolding is clearer for children, and in many cases supports progress.</p> <p>Next steps are to break down the levels and types of scaffolding to fine tune this, and further develop assessment for learning, so that all staff know precisely where children are, and how to support them effectively.</p>
Disadvantaged pupils to have further developed their language and communication skills	Progress of non-SEND disadvantaged pupils across speaking and listening, reading and writing is improved over time	<p>Staff knowledge and confidence in supporting children with speech and language needs is increasing. A further 3 LSAs have completed ELKLAN training at an accredited level 3.</p> <p>The school's speech and language therapist has provided support and advice for staff working with children with language needs, including those with pupil premium.</p>
Children with language difficulties are identified at the earliest opportunity and supported effectively	Improved language skills and vocabulary	<p>Language assessments have been completed for PP children for whom there are concerns. The school-based therapist has provided direct support for approximately 44 children last academic year. A significant proportion of these are PP, or are otherwise vulnerable.</p> <p>As we did not have robust data at the start of the year, it is difficult to judge whether gaps have narrowed or not.</p> <p>Next steps are to develop further the support for language development in Year R at a cohort level, and to narrow the gaps for disadvantaged pupils in reading and writing over time.</p>
Use Covid Recovery Premium funding with a specific focus on implementing interventions and boosters	Attainment of non-SEND disadvantaged pupils is in line with that of their peers	<p>Some pupil premium pupils have made more than expected progress in some areas. As we did not have robust data at the start of the year, it is difficult to judge whether gaps have narrowed or not.</p> <p>We have now been able to specifically analyse progress and attainment for non-SEND pupils who are</p>

for PPG and low-middle attainers who have been significantly impacted by lockdowns		<p>disadvantaged/not disadvantaged, so a clearer picture of the gaps is emerging.</p> <p>Next steps are to narrow the gaps for disadvantaged pupils over time.</p>
No child faces restrictions on an activity due to family finances.	School to provide a minimum of 25% subsidy on all paid-for activities. 100% of disadvantaged children are able to access paid-for activities such as residential trips, clubs etc.	<p>School has provided a subsidy of 25% as planned. PP children have accessed school trips and off site residential in line with their non-PP peers.</p> <p>Additionally, school has provided an additional enrichment trip this term just for PP pupils, and is planning a residential similarly for a small number of PP pupils who are developing their social and emotional skills.</p> <p>Next steps are to gain a clear picture of PP attendance at clubs/other enrichment activities.</p>
Parents will be supported with how to support learning at home	Parents will feel more confident talking to their children and school staff about learning	<p>Parent workshops have been provided on key aspects of learning such as reading and phonics. These were well attended.</p> <p>Next steps are to further develop methods to engage hard to reach PP families with their child's school experience and learning.</p>
Families that need additional support will have access to a Family Support Worker	Families feel supported and the link between home and school is strong	<p>The school FSW has worked directly with around 40 families last academic year. The majority of these relate to children in receipt of the pupil premium. Some of this had involved intensive work over an extended time period; almost all of these are PP families. She is also running the Family Link parenting course with key families; 66% of the Wellstead families attending have children in receipt of pupil premium.</p>
Families and children have support for their SEMH needs either from the school FSW/ELSA or by clear signposting to outside agencies	<p>Families know that they are able to contact the school for support. Parents are open and honest about family life and know that they can seek support for that.</p> <p>Children with SEMH needs within school are well supported</p>	<p>Parents are also provided with informal opportunities via monthly parent coffee mornings, run by the FSW and inclusion leader.</p> <p>ELSA support has been provided for a large number of pupil premium children; this group represents the majority share of ELSA time allocation.</p> <p>The school has developed the role of the pastoral teacher, so that children who are vulnerable - including PP - have a holistic approach to their support at both a wider and targeted level.</p> <p>Training has also been provided for the whole staff team regarding supporting children's challenging behaviour, and the school's behaviour policy has been rewritten to reflect current thinking on good practice in this area.</p>

		Next steps are to further define and develop the role of the pastoral teacher, so that the impact on pupil premium children can be directly measured, and to further increase parental engagement with school for harder to reach families.
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected includes an online platform to self-assess, gather further data, and plan appropriate development for mental health and wellbeing. It will also provide access to online training for staff, including training around supporting children's social and emotional skills.
- offering a wide range of high-quality extracurricular activities for all children to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also implemented advice from HIAS (Hampshire Inspection and Advisory Service) in analysis of our pupil premium pupils' risk factors.

We looked at a number of sources regarding the current picture for pupil premium/disadvantaged pupils nationally and locally, and also the effective use of pupil premium and the impact of disadvantage on education outcomes. These included the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.