



Wellstead Primary School

Sowing the Seeds of Success

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

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	417
Proportion (%) of pupil premium eligible pupils	20.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025 (reviewed annually)
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn term 2024
Statement authorised by	Amanda Greenwood Headteacher
Pupil premium lead	Amanda Rowe Inclusion Leader
Governor lead	Governor for Pupil Premium - under review

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,505
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£142,685

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 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>For lots of reasons, 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. 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..</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 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 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 between disadvantaged and non-disadvantaged children for the</p>

	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 may 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. School staff have a thorough understanding of the barriers to good school attendance	Rates of low absence (<95%) for disadvantaged children are inline with school pupil premium percentage (currently 20%), or gradually the gap is narrowing. Rates of persistent absence (<90%) for disadvantaged children are below 25% of the children who are

	for those pupil premium children whose attendance is low. Appropriate support and sanctions are put in place as effective and necessary.	persistently absent <i>by the end of summer term 2025</i> .
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 within 5% of local authority percentage 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>	Interventions, including boosters, are effective at showing good progress for at least 95% of children who access them, relevant to targets set.
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	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.	Average SDQ scores for disadvantaged children over a three year period will show improvement from baseline average (Dec 2022).

	<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 where 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 its 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 within 5% of 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: £79,400

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
INSET Training for all staff on curriculum, SEND, and positive behaviour for learning. x4 days £2200	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 x6 Assessment & Moderation x 6 Pupil Premium, SEND and Vulnerable children x 6 Deployment of Teaching Assistants x 1 English and maths Development x12 £3,200	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 £28,500	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	2, 3, 5, 6.
HIAS Support £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 Pupil Premium networks £400	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 Standardised testing Language Modelling 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>£1800</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>£700</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>£2500</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		
Teaching staff curriculum-based leadership training development courses throughout the year, including: English leadership Maths leadership SMSC/SCARF Computing PE RE Science SEND maths £5400	EEF Effective Professional Development EEF Improving Literacy in Key Stage 1 / 2	1, 3.
SLT Coaching of Subject Leaders/other teaching staff £3000	EEF Effective Professional Development	3, 6.
SENCo Assistant release time to enable greater strategic planning, support, coaching and mentoring re PPG by IL £9000	EEF Effective Professional Development EEF Pupil Premium Guidance	All
HLTA development; mentoring, training and other CPD £3000	EEF Making Best Use of Teaching Assistants EEF Effective Professional Development	3.
Purchase of Pupil Premium related CPD resources £200	EEF Effective Professional Development EEF Pupil Premium Guidance	All
ELSA, TALA, Family Support Worker (FSW) and pastoral teacher supervision and training	EEF Effective Professional Development EEF Working with Parents to Support Children's Learning	6, 7.

£1000		
Technology to enhance and enrich curriculum	EEF Using Digital Technology to Improve Learning	3, 8.
£10,000		
Spelling and Phonics Shed Subscriptions	EEF Teaching and Learning Toolkit EEF Improving Literacy in Key Stage 1 / 2	3, 4.
£1000		
Training relating to development of Ready 2 Learn Group (Team Teach, PBS LSA training, PDA training etc).	EEF Effective Professional Development EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	6, 7.
£1000		

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

Budgeted cost: £34,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Estimated spend</i>		
Targeted interventions and boosters (academic)	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
£25,000		
Nessy Reading and Spelling intervention licensing costs	EEF Using Digital Technology to Improve Learning EEF Improving Literacy in Key Stage 1 / 2	4
£420		
Private Speech and Language Therapist 1-1 Intervention, assessment of pupils,	EEF Improving Literacy in Key Stage 1 / 2 EEF Teaching and Learning Toolkit	4, 5, 6, 7.

and feedback to parents 40% of 1.5 days of direct therapy/parent support time £6800	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) £350	EEF SEND in Mainstream Schools	2, 4, 5, 6.

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

Budgeted cost: £ 52,800

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
ELSA/TALA interventions and wider pastoral support by ELSAs £10,000	EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	2, 6, 7.
Burrow Club over lunchtimes	EEF Improving Behaviour in Schools	2, 6, 7.

£2400	EEF Improving Social and Emotional Learning in Primary Schools	
Pastoral Teacher time (2 days); including direct support (e.g. Circle of Friends, TALA), leading of lunchtime quiet club, development of school council and peer buddies, and enrichment opportunities for PPG pupils £19,000	EEF Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	1, 2, 6, 7, 8.
Resources for pastoral support, including ELSA, TALA and lunchtime 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 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/doc	7, 8. 7, 8.

<p>Discounted school visits, including residential:</p> <p>£2000</p>	<p>uments/Louisa%20McGeehan%2C%20Director%20of%20Policy%2C%20Rights%20and%20Advocacy%2C%20Child%20Poverty%20Action%20Group.pdf</p>	<p>7, 8.</p>									
<p>Other enrichment discounts and contributions, including clubs, school uniform, milk, peripatetic music lessons:</p> <p>£5000</p>	<table border="1"> <thead> <tr> <th data-bbox="539 344 1066 360">Early Years and Education</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 360 1066 383">How are you promoting funded childcare to families?</td> </tr> <tr> <td data-bbox="539 383 1066 423">How are you supporting parents re 'voluntary' parental contributions & charges for materials and activities?</td> </tr> <tr> <td data-bbox="539 423 1066 450">How is Pupil Premium (and EYPP) used to support families effectively?</td> </tr> <tr> <td data-bbox="539 450 1066 495">Is there sufficient affordable extended school provision to enable parents to work outside school hours?</td> </tr> <tr> <td data-bbox="539 495 1066 521">How do schools work to reduce the cost of education for families? (trips, uniforms, clubs etc)</td> </tr> <tr> <td data-bbox="539 521 1066 548">Is childcare provision of high quality including in areas of highest deprivation?</td> </tr> <tr> <td data-bbox="539 548 1066 575">How do you ensure all children can access enriching activities regardless of low income?</td> </tr> <tr> <td data-bbox="539 575 1066 602">Are all staff trained to identify and support/signpost families and children living in poverty?</td> </tr> </tbody> </table>	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?	<p>7, 8.</p>
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Total budgeted cost: £166,570

Current additional spend is £23,885 from non pupil premium funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy Review 2022-2023

Review of Progress Towards Intended Outcomes on the Three Year Pupil Premium Strategy

Key for success criteria: **Exceeded** **Met** **On track** **Some progress** **No progress**

	Intended outcome	Success criteria	Evaluation and Next Steps (for strategy revision)
1	<p>Children who are disadvantaged at Wellstead will be understood academically and pastorally by all staff who work with them.</p> <p>Staff will have a greater understanding of their specific cohort of pupil premium children, with their support and teaching of these pupils adapted.</p>	<p>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>.</p>	<ul style="list-style-type: none"> The Inclusion Leader (Pupil Premium Lead) and AHT completed the HIAS led Pupil Premium strategy course, including a supportive visit from a HIAS inspector. This visit was positive, and identified strength in our analysis of barriers and strategic planning for impact. Staff understanding of wider barriers faced by pupils they worked with was strong. Staff are very aware of who their pupil premium learners are. Staff training has delivered understanding of disadvantage, and potential barriers to learning, based on research, national data and school-specific information. School has made significant steps in unpicking barriers to learning for our disadvantaged children. Teaching staff have completed a wider barrier analysis of children in receipt of pupil premium, looking at aspects such as frequency of reading at home, language barriers, family dynamics etc. analysis of this indicated some key areas which tend to be higher for our pupil premium recipients who are not currently on track academically. Higher correlated factors included reported challenging behaviour at home, homework rarely completed, 3 or more children in the household, and English as an additional language. SDQs were completed for all disadvantaged pupils. Wider, pastoral and familial barriers are well understood. Further steps now need to be taken in understanding the specific academic barriers to learning for pupils.
2	<p>Children and families will feel a strong sense of belonging with the school, and see attending school as a positive. Absenteeism is reduced, particularly</p>	<p>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</p>	<p>Low absence:</p> <ul style="list-style-type: none"> 109 children were recorded as low absence last academic year (attendance between 90% and 95%). Of these, 33 children were disadvantaged. Percentage disadvantaged of low absence = 30.3% <p>Persistent absence:</p> <ul style="list-style-type: none"> 27 children were recorded as persistently absent last academic year (attendance below 90%). Of these, 14 children were disadvantaged.

<p>those who are persistently absent.</p> <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>are below 25% of the children who are persistently absent <i>by the end of summer term 2025.</i></p>	<ul style="list-style-type: none"> Percentage disadvantaged of persistent absence = 51.9% <p>Other information:</p> <ul style="list-style-type: none"> FSW supported vulnerable families who were persistently absent last year. School continued to follow Hampshire guidance regarding appropriate sanctions for requests for holidays during term. Some families on both lists contain siblings within the same household.
<p>3 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>	<p>Attainment:</p> <ul style="list-style-type: none"> Analysis of data at statutory markers shows that, in some places, disadvantaged pupils at Wellstead exceed the attainment of disadvantaged pupils across the local authority. This is especially true at the end of KS2 statutory assessments. However, in some places, attainment at expected level is lower for Wellstead disadvantaged pupils than the LA average for these pupils. (See full version for further detail) <p>Progress:</p> <ul style="list-style-type: none"> Progress for pupil premium learners has been accelerated in reading and writing, and also for maths in some year groups. In many cases, the data shows that disadvantaged pupils are making better progress than non disadvantaged pupils. Regular pupil progress meetings, and setting of specific targets around pupil premium progress for both teaching and support staff, have meant that pupil premium progress is a high priority for the school. The school now will continue to accelerate the progress of these learners, so that attainment gaps are gradually reduced.
<p>4 Children who are disadvantaged but do not have an SEND make more than expected progress when</p>	<p>Interventions, including boosters, are effective at showing good progress for at least 95% of children who access</p>	<p>Tutoring:</p> <ul style="list-style-type: none"> The impact of the National Tutoring Programme was good. In all cases, children who were disadvantaged in the programme made inline with or better progress than non-disadvantaged children. For reading and maths, a greater percentage of disadvantaged children made accelerated progress (more than expected) compared to non-disadvantaged,

<p>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>them, relevant to targets set.</p>	<p>SEND Progress:</p> <ul style="list-style-type: none"> SEND children with lower levels of learning made good progress on their standardised testing through the year. All SEND children made good or better progress in their reading accuracy. Almost all made good or better progress in their reading comprehension. In analysis of progress on the comprehension test and Vernon spelling, pupil premium SEND pupils did slightly better than non-pupil premium SEND pupils. There were 8 blocks of the precision teaching delivered to disadvantaged children last academic year. All blocks (100%) showed progress towards their precision teaching target as meeting or exceeding their target. 50% of the blocks showed progress as exceeding targets. Precision teaching continues to be a very impactful intervention.
<p>5 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 (speech, language and communication needs) will be identified, assessed and appropriate support and intervention put into place.</p> <p>Staff skill in supporting the development of</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>	<p>EYFS:</p> <ul style="list-style-type: none"> The gap for speaking and comprehension narrowed significantly between summer 2022 and summer 2023. However, the gap for listening, attention and understanding widened slightly. Two EYFS LSAs have completed the ELKLAN speech and language training course within the last two years. Makaton was taught weekly. An action plan has been drawn up for the coming academic year in joint collaboration between the Inclusion Leader, EYFS Leader and Speech and Language Therapist, with a focus on further enhancing the provision for language and communication in EYFS. <p>SLCN:</p> <ul style="list-style-type: none"> Three additional LSAs completed ELKLAN Level 3 accreditation this year, bringing the total number of LSAs with this accreditation to 6. Some children made good progress towards their SLCN targets. However, in some places, delivery and quality of language therapy sessions varied. Inclusion Leader and SaLT have now centralised SLCN interventions and allocated these directly to LSAs from autumn 2023. These will be reviewed termly, with support offered for staff development by the school-based speech and language therapist as needed.

<p>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>6 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>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</p>	<p>Average SDQ scores for disadvantaged children over a three year period will show improvement from baseline average (Dec 2022).</p>	<ul style="list-style-type: none"> ● SDQs completed December 2022. This is the baseline assessment, and so we are unable to judge progress on this criteria until they are repeated later this academic year. ● Senior Mental Health Lead completed accredited training. An initial action plan has been devised for mental health. ● ELSA continues to be allocated, with a high proportion of children accessing this provision being disadvantaged. 14 out of the 42 (33%) children offered ELSA support last academic year were pupil premium. ELSA pre and post assessment shows positive impact of ELSA sessions. ● Staff completed INSET training from the Primary Behaviour Service around managing behaviour that challenges. The behaviour policy has been re-written and implemented, incorporating appropriate, updated school values. ● ABCC charts and IBMPs (Individual Behaviour Management Plans) are being used with greater consistency to support vulnerable children who may display behaviour that challenges, ● School will now consider universal offerings for developing an emotional toolkit.

	<p>managing this effectively, especially where this relates to behaviour that challenges. A trained Senior Mental Health Lead will be in position.</p>	
<p>7 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 by the end of summer term 2025.</p>	<ul style="list-style-type: none"> • AHT and pastoral teacher completed HIAS parental engagement course. • Initial baseline measure of parental engagement taken across the school. This shows that, whilst some parents of children in receipt of pupil premium engage very well with the school, parents of pupil premium recipient children are more likely to have lower levels of parental engagement than is typical to the whole school cohort. Of the children whose parents demonstrated the lowest levels of engagement with school, 58.3% of them were pupil premium (well above the approx 20% pupil premium school percentage). • Further measures are needed to break down types of engagement e.g. parents evenings, workshops etc. A document to log this through the year has now been set up. • The Family Support Worker continues to have a good impact on vulnerable families in receipt of pupil premium. She has completed PEEP training, and school will be planning how to use this to engage harder to reach parents in younger year groups.
<p>8 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>PPG pupil attendance at extra curricular clubs will be inline with school PP percentage (currently 20%) by end of summer term 2025.</p>	<ul style="list-style-type: none"> • There has been an increased offering of extra curricular clubs, including some targeted specifically for children who are disadvantaged. • Cub attendance at staff clubs last academic year averaged at 15%, which is below the approximately 20% pupil premium within school. The highest % attendance at clubs was during spring term, where a staff-run PP specific club included 100% PP children. • There was a high percentage (60%) of children in receipt of pupil premium who attended the Honeypots residential last year. Other children included were identified as emotionally vulnerable. This received extremely positive feedback.

<p>School will develop its 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>		
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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:

- 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.