



Wellstead Primary School

Sowing the Seeds of Success

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

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	416
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025 (reviewed annually)
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn term 2025
Statement authorised by	Amanda Greenwood Headteacher
Pupil premium lead	Fern Guise
Governor lead	Governor for Pupil Premium - Silas Bingley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,880
Recovery premium funding	£6090
Total budget for this academic year	£125,970

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. During regular pupil progress meetings, children who are pupil premium and identified as off track are discussed with clear targets put in place to ensure they make accelerated progress by the next data drop.

We use our ELSA-trained LSA, Child and Family Support Worker 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. Subject leaders plan for additional provision for pupil premium children to ensure they have the same opportunities as non-pupil premium children; this could include sporting competitions, trips to the library or other curriculum enrichment activities.

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 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.</p> <p>Wellstead prides itself on knowing the children well, understanding their barriers and clearly identifying next steps for them, through a robust understanding of progress and attainment data, but also by knowing the whole child and any barriers that they might be facing. This means support can be as precisely focused as is needed for maximum impact on overall outcomes.</p>
2: Attendance	<p>For lots of reasons, some families find it difficult to maintain a good level of school attendance for their children.</p> <p>Last academic year's data shows that 10.3% of disadvantaged pupils were persistently absent (below 90%) with a further 34% of disadvantaged pupils at less than 95%; however the attendance percentage of disadvantaged pupils for the academic year was 94.9% which was slightly higher than national. Analysis shows there is a gap between the attendance of disadvantaged and non-disadvantaged pupils.</p> <p>The use of Insight enables staff to track the attendance of pupils, particularly pupil premium children, and identify patterns in the absences in order to make improvements. Families with children who are persistently absent work with the school and the Family Support Worker to improve their attendance.</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. The data at the end of Summer term shows the gap is smaller in Year 6 and for writing in Year 1. Throughout the year, attainment gaps have narrowed, particularly in writing.</p> <p>External data analysis shows the gap between disadvantaged and non-disadvantaged pupils is closing in EYFS with Wellstead's gap being lower than National and LA. In the multiplication check, the gap has reduced over the past 3 years. End of KS2 data shows there are gaps between disadvantaged and non-disadvantaged pupil's attainment; however these have narrowed against National over the past 3 years.</p> <p>Analysis of progress data from last academic year also shows a gap between disadvantaged and non-disadvantaged pupils, however, in most year groups this gap is small with Year 1, 4 and 6 having positive gaps in particular</p>

	<p>subjects. There are large gaps between disadvantaged and non-disadvantaged pupils for their progress in maths for Years 1 and 5 and moderate gaps in reading for Years 2 and 3; writing in Years 3 and 5 and maths for Years 2 and 3.</p>
<p>4: Attainment: Interventions and Boosters</p>	<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>
<p>5: Language</p>	<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.</p> <p>In-school analysis of last year's end of summer data shows that 20% of PP children were below for listening, attention and understanding; writing and speaking. The largest gap between disadvantaged and non-disadvantaged was in listening, attention and understanding where the gap was 12%. In speaking the gap was 10% and writing it was 6%.</p>
<p>6: Emotional and Social</p>	<p>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).</p>
<p>7: Wider Pastoral Community Support</p>	<p>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.</p> <p>Evidence (EEF) also shows that levels of parental engagement are consistently associated with improved academic outcomes.</p>
<p>8: Enrichment</p>	<p>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.</p>

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	<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>
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 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>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 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 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>	<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>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>	<p>Average SDQ scores for disadvantaged children over a three year period will show improvement from baseline average (Dec 2022).</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</p>	<p>PPG pupil attendance at extra curricular clubs will be inline within 5% of school PP</p>

	<p>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>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: £81,740

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
<p>INSET Training for all staff on curriculum, HQIT task design in Maths, SEND, and behaviour, Rosenshine. x4 days</p> <p>£2600</p>	<p>EEF Putting Evidence to Work: A School's Guide to Implementation</p> <p>EEF Effective Professional Development</p> <p>EEF Improving Behaviour in Schools</p> <p>EEF Improving Social and Emotional Learning in Schools</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Outdoor Adventure Learning</p>	<p>2, 3, 6.</p>
<p>Professional Development Meeting Planning and Training on:</p> <p>HQIT (Rosenshine) and Scaffolding x2</p>	<p>EEF Putting Evidence to Work: A School's Guide to Implementation</p> <p>EEF Effective Professional Development</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	<p>1, 3, 4, 5, 6, 7.</p>

<p>Assessment & Moderation x 9</p> <p>Pupil Premium, SEND and Vulnerable children x 3</p> <p>English x5</p> <p>Maths x3</p> <p>Transition x4</p> <p>Pupil conferencing x1</p> <p>£4.050</p>	<p><i>Plus other relevant evidence as linked to specific subject areas</i></p>	
<p>PPG Pupil In class Support</p> <p>£28,500</p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p> <p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>EEF Teaching and Learning Toolkit</p>	<p>2, 3, 5, 6.</p>
<p>HIAS Support for EYFS, maths focus on PP, core provision for maths and English, curriculum networking, EYFS briefings, SEND conference,</p> <p>£5000</p>	<p>EEF Early Years Toolkit</p> <p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>EEF Teaching and Learning Toolkit</p>	<p>3, 4, 5, 6.</p>
<p>ECT training additional PBS training x8</p> <p>£1600</p>	<p>EEF Improving Behaviour in Schools</p>	
<p>HIAS PP review</p> <p>£300</p>	<p>EEF Putting Evidence to Work: A School's Guide to Implementation</p> <p>EEF Effective Professional Development</p>	<p>3, 6, 8.</p>

	EEF Leadership	
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 Autism <i>approx 8 per term</i> £1,800	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 EEF Teaching and Learning Toolkit	1, 3, 4, 6, 7.
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 £700	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.</i>	4, 5.

	<i>63% of children living in care have language difficulties</i>	
<p>10 week ELKLAN-based programme for LSAs delivered by Speech and Language Therapist (SALT)</p> <p><i>£3000</i></p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p> <p>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></p>	2, 3, 4, 5.
<p>SaLT support for professional development of EYFS, plus teacher feedback from observation in other year groups.</p> <p><i>£2500</i></p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p> <p>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></p>	1, 3, 4, 5, 6,
<p>SLT Coaching x6</p> <p><i>£2370</i></p>	EEF Effective Professional Development	3, 6.
<p>SLT coaching of year leaders x3 per year lead</p> <p><i>£2800</i></p>	EEF Effective Professional Development	
<p>SENCo Assistant release time to enable greater strategic planning, support, coaching and mentoring re PPG by IL</p> <p><i>£9000</i></p>	<p>EEF Effective Professional Development</p> <p>EEF Pupil Premium Guidance</p>	All

<p>HLTA development; mentoring, training and other CPD</p> <p><i>£1500</i></p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Effective Professional Development</p>	<p>3.</p>
<p>Purchase of Pupil Premium related CPD resources</p> <p><i>£200</i></p>	<p>EEF Effective Professional Development</p> <p>EEF Pupil Premium Guidance</p>	<p>All</p>
<p>ELSA, TALA, Family Support Worker (FSW) and pastoral teacher supervision and training</p> <p><i>£1000</i></p>	<p>EEF Effective Professional Development</p> <p>EEF Working with Parents to Support Children's Learning</p>	<p>6, 7.</p>
<p>Technology to enhance and enrich curriculum</p> <p><i>£10,000</i></p>	<p>EEF Using Digital Technology to Improve Learning</p>	<p>3, 8.</p>
<p>Spelling and Phonics Shed Subscriptions, maths.co.uk and kinetic letters</p> <p><i>£1700</i></p>	<p>EEF Teaching and Learning Toolkit</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p>	<p>3, 4.</p>
<p>Training relating to development of Ready 2 Learn Group (Team Teach, PBS LSA training, PDA training etc).</p> <p><i>£1000</i></p>	<p>EEF Effective Professional Development</p> <p>EEF Improving Behaviour in Schools</p> <p>EEF Teaching and Learning Toolkit</p>	<p>6, 7.</p>
<p>SATs revision books</p> <p><i>£120</i></p>		

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

Budgeted cost: £19,039

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and boosters (academic) <i>£10,019</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>£420</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, assessment of pupils, and feedback to parents 40% of 1.5 days of direct therapy/parent support time <i>£6800</i>	EEF Improving Literacy in Key Stage 1 / 2 EEF Teaching and Learning Toolkit 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, 6, 7.
Educational psychologist time direct working with staff/pupils/families <i>£1000</i>	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 <i>£800</i>	EEF Working with Parents to Support Children's Learning EEF Improving Literacy in Key Stage 1 / 2	1, 3, 4, 5, 6, 7.

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

Budgeted cost: £74,150

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 £2400	EEF Improving Behaviour in Schools EEF Improving Social and Emotional Learning in Primary Schools	2, 6, 7.
Dance Live - 6 chn PP £1000		
Pastoral Teacher time (1 day); 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 £8,000	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.
Ready to Learn provision £30,000	EEF Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	

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/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: £4050		7, 8.
Other enrichment discounts and contributions, including clubs, school uniform, milk, peripatetic music lessons: £4300		7, 8.

Total budgeted cost: £ 174,929

Current additional spend is £48, 959 from non pupil premium funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy Review 2023-2024

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"> • 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. • Wider, pastoral and familial barriers are well understood and academic barriers are being addressed in pupil progress meetings.
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 those who are persistently absent.</p> <p>School staff have a thorough understanding</p>	<p><i>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 who are persistently absent by the</i></p>	<p>Analysis of last academic year's data shows the attendance percentage of disadvantaged pupils for the academic year was 94.9% which was slightly higher than national and roughly in line with LA. This has improved from the attendance figure of 2022-2023 which was 94.1%.</p> <p>Low absence:</p> <ul style="list-style-type: none"> • 103 children were recorded as low absence last academic year (attendance between 90% and 95%). Of these 32 children were disadvantaged which was 34.8%. <p>Persistent absence:</p> <ul style="list-style-type: none"> • 26 pupils were recorded as persistently absent last academic year (attendance between 50 and 90%) with 10 children being disadvantaged which was 10.9%.

	<p>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><i>end of summer term 2025.</i></p>	<ul style="list-style-type: none"> The percentage of disadvantaged pupils who were persistently late last year has reduced by 5% from the previous year. <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. Use of Insight to analyse and track attendance data.
3	<p>Children who are disadvantaged will attain academic outcomes inline with their learning potential and the national picture. 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, the gap between pupil premium and non-pupil premium children is reducing. This can be seen in EYFS where 2022-2023 data showed a gap of 40% compared to 2023-2024 where the gap had decreased to 8%. This figure is below National and LA. In phonics, the gap has also decreased and is now at its lowest point at 20%. This is inline with LA but not yet in line with National. In the multiplication check, the average point score gap has reduced so now there is only a slight gap (2%). This is slightly lower than LA and National. KS2 data shows a larger gap with PP and non-PP attainment compared to 2023, however, this in 2023, there were no Pupil Premium children with SEND. In writing, the gap was 25% in 2024 which is half of what it was in 2022. Maths has also decreased from 2022 when it was 48.5 compared to 2024 when it was 29. <p>Progress:</p> <ul style="list-style-type: none"> Progress for pupil premium learners shows lots of positive gaps between pupil premium and non-pupil premium. From summer 2024-autumn 2024, it shows that reading now either has a positive gap, no gap or Year 2 has a gap of 1%. In maths, all year groups have a positive gap except Year 1 who have a slight gap of 2% and Years 4 and 5 who have no gap. Writing remains the focus with Years 2 and 5 having significant gaps and Years 1 and 3 who have slight gaps. Year 4 and year 6 have positive gaps.

4 Children who are disadvantaged but do not have an SEND make more than expected progress when supported by boosters or interventions.

Children who are disadvantaged and also have SEND are well-supported in school, and make good progress relative to their starting points and SEND.

Staff plan and deliver relevant, high quality interventions and tailor additional support for disadvantaged pupils.

Interventions, including boosters, are effective at showing good progress for at least 95% of children who access them, relevant to targets set.

Tutoring:

- 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,

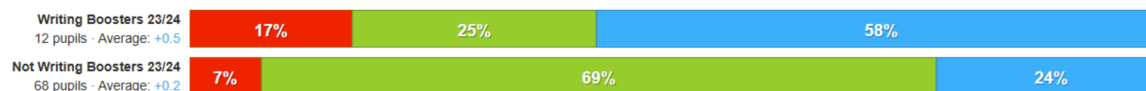
Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



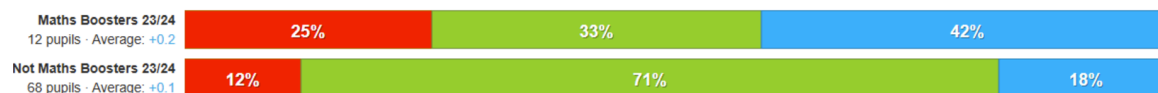
Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



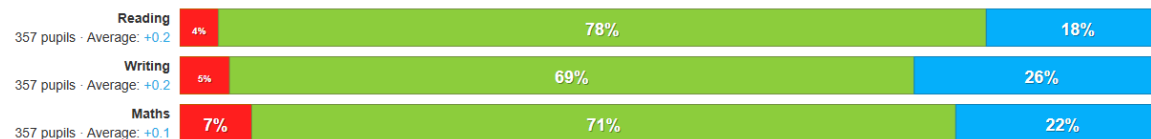
Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



All children progress in r, w, m

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



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 (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 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>	<p>EYFS:</p> <ul style="list-style-type: none"> • Two EYFS LSAs have completed the ELKLAN speech and language training course within the last two years. • Makaton was taught daily. • Last year, the focus was on language and communication as assessment showed this was where the need was. The curriculum was changed to enhance the provision for this and at the start of the year 63% were on track for language and communication compared to 80% at the end of the year. HIAS also created a video about the adapted provision focusing on Pupil Premium to share with other schools. https://hias-moodle.mylearningapp.com/mod/resource/view.php?id=1569 https://hias-moodle.mylearningapp.com/mod/resource/view.php?id=1569 <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.

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>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>	<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"> • 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. 12 out of 40 children offered ELSA support last academic year were pupil premium which is 30%. ELSA pre and post assessment shows positive impact of ELSA sessions. • ABCC charts and IBMPs (Individual Behaviour Management Plans) are being used with greater consistency to support vulnerable children who may display behaviour that challenges, • Ready 2 Learn has been set up to support vulnerable pupils. 3 out of the 7 children who have accessed this provision are Pupil Premium which is 42.8% • The burrow is set up at lunchtime as a quiet space for children who need to access it. 25 children regularly use the burrow and 9 of these are Pupil Premium which is 36%. • School will now consider universal offerings for developing an emotional toolkit.
7	<p>Families who need support will receive it either directly from school, or via school</p>	<p>Measurable increase in parental engagement for children who are in receipt of the PPG. This includes high (95% +)</p>	<ul style="list-style-type: none"> • 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>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>attendance at parents evenings, and also strong attendance at relevant parent workshops by the end of summer term 2025.</p>	
<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>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</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. • There was a high percentage 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. • The breakfast and after school sports clubs that are run by the sports coach are incredibly popular with 19.8% of the overall clubs being Pupil Premium children. • Analysing the recent club registers, 75% of Pupil Premium children are now accessing an extracurricular club.

offering will be made to foster greater involvement.		
--	--	--

Further Target to be achieved in the next 3 years

- To ensure that Pupil Premium children have the opportunities to achieve GDS standard.

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.