



Wembrook Primary School

Pupils Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wembrook Primary
Number of pupils in school	630 + 55 Nursery
Proportion (%) of pupil premium eligible pupils	33% (208 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1st November 2022
Statement authorised by	Governing Body (15 th November 2021)
Pupil premium lead	Simon Pearson (Headteacher) Sarah Chard (Assistant Headteacher)
Governor lead	Parminder Khaira

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,290
Recovery premium funding allocation this academic year	£30,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£326,450

Part A: Pupil premium strategy plan

Statement of intent

Wembrook Primary school is larger than most primary schools. The number of pupils who come from minority ethnic groups is broadly in line with the national picture. The proportion of pupils who speak English as an additional language is also broadly in line with national data.

The school catchment area covers a wide area comprising of council, housing association and privately owned houses.

The Index of Multiple Deprivation informs us that 25% of our pupils live in the highest 10% most deprived SOA's nationally; with 55% of our pupils living in the top 30%, most deprived SOA's nationally (May 2019).

There are a significant minority of pupils at Wembrook, who do not necessarily grow up with the same life and school chances as other pupils. Wembrook Primary is passionate about using the designated PPG money to make a difference for these pupils. The school has adopted various different strategies to try and make all pupils have the education and experiences they deserve.

"Not everything that counts can be counted, and not everything that can be counted counts" Albert Einstein

Challenges

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

Challenge number	Detail of challenge
1	A significant number of PPG children are weak in Cultural Capital. They lack experiences and overall knowledge.
2	Data suggest that PPG pupils joining the school at the beginning of their educational journey are not academically as developed as non PPG pupils.
3	Low attendance for some of the PPG children can be a continuing area of concern.
4	A number of PPG families require or benefit from external help through either supportive initiatives, such as Triple P Training and Adults in the Community work or more formal avenues such as Early Help or support from Social Care.
5	The spoken word for a significant number of PPG is underdeveloped and grammatically incorrect.
6	For some PPG pupils their emotional intelligence is significantly under developed

Intended outcomes

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

Intended outcome	Success criteria
1 Pupils are confident in their manner and attitude. They have a “can do” approach which is measurable in both their academic and personal traits.	<p>By the end of Year Six</p> <ul style="list-style-type: none"> 90% PPG pupils have experienced a Saturday Club. 70% PPG pupils have been on a residential. <p>By the end of Year Four 90% of PPG pupils have attended at least one extra curriculum club.</p> <p>TEST KOW data is monitored and shows that PPG pupils data is similar to non PPG pupils.</p> <p>PPG pupils are pro-actively encouraged to partake in the bi-annual Wembrook’s Got Talent.</p> <p>100% of PPG pupils are actively involved in class assemblies.</p>
2 By the time pupils leave Wembrook any learning gaps they may have had have been addressed and they are at age appropriate across the curriculum.	<p>Data at the end of Reception shows that at least 80% of PPG pupils have made appropriate.</p> <p>By the end of Key Stage One, 70% of PPG pupils are working at age expected in both English and Mathematics.</p> <p>By the end of Key Stage Two 80% of PPG pupils are deemed age appropriate through the Key Stage Two SAT tests.</p>
3 All pupils are in school on a daily basis apart from when they are ill.	<p>Attendance for the school is at 96%. Attendance for PPG pupils is at 96%.</p> <p>The school has a structure for all PPG absences to be monitored on a daily basis. Any concerns are followed up within 24 hours.</p>
4 Relationships between families/community are good. Disenfranchised parents and parents who have had negative experiences of education support their children with all the aspects of primary school education.	<p>School offers a range of parent workshops on a yearly basis. To include Story Sacks/Triple P/ Attendance/Curriculum.</p> <p>Family Support Learning mentor to log meetings with PPG parents.</p>
5 All PPG children speak clearly. All PPG children speak grammatically correctly, which is transferred to their written work.	<p>100% staff attend Word Aware Training (November 2021)</p> <p>100% PPG pupils who need Speech Therapist support receive it by the end of Key Stage One.</p>
6 Pupils are happy and confident in their outlook. They can take part in games and are able to lose. They are able to cooperate with other pupils. Pupils are able to function and learn in school regardless of the challenges they meet outside of the building or at home.	<p>At least 70% attendance at Riverside Café are PPG pupils.(Lunchtime Nurture)</p> <p>At least 70% attendance at Dragonfly Club are PPG pupils (Key Stage One Nurture)</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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training through Gateway Alliance and Ed Assessment Team (Warks LA) £4,000 £10,000 releasing staff to attend	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (Education Endowment Foundation: June 2019)	5 6

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

Budgeted cost: £ 231,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four teachers to deliver interventions in order to accelerate rates of progress: 1 FTE staff @ 70% of their teaching time. £56,000 2 Part time staff @ 75% of their teaching time. £42,000 1 Part-time staff@ 100% of her time. £38,000 £136,000	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (Education Endowment Foundation: 2021)	1 2 5 6

<p>The school has four additional teacher assistants, which has allowed more intervention work throughout the school to take place.</p> <p>£72,000</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>(Education Endowment Foundation: 2021)</p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p>
<p>Accelerated Reading</p> <p>Designated TA</p> <p>Supported by Teacher (0.1)</p> <p>£18,000 + £5000 = £23,000</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>(Education Endowment Foundation: 2021)</p> <p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.</p> <p>Clark (2011) in a large scale survey of over 18,000 young people found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age.</p>	<p>2</p>

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

Budgeted cost: £104,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker</p> <p>Facilitate family support activities from external providers including adult community learning and workshops.</p> <p>£30,000</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p>(Education Endowment Foundation: 2021)</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p>
<p>Speech Therapist</p> <p>Word Aware Training</p> <p>£9000 + £1500</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</p> <p>(Education Endowment Foundation: 2021)</p>	<p>5</p>
<p>ACE intervention and advice</p> <p>£1000</p> <p>Fund for initiatives around competitions and rewards including Christmas Hamper Competition, 30 days in November, The Wembrook Raffle and The Great Summer Attendance Competition.</p> <p>£4000</p>	<p>DfE research (2012) on improving attendance at school found that:</p> <p>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</p> <p>(DFE 2012)</p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DFE School Attendance 2020)</p>	<p>3</p>
<p>Up to date and compulsory safeguarding training.</p> <p>CPOMS training and support for CPOMS package, to ensure consistent and effective processes are used in reporting</p>	<p>Schools are an important part of the wider system for safeguarding children in England and are in a position to identify concerns early and prevent them from escalating. Under the <i>Education Act 2002</i>, maintained schools have a duty to carry out their functions with a view to safeguarding and promoting the welfare of their pupils.</p>	<p>4</p>

concerns. £2000	(House of Commons Library 2020)	
<p>To support PPG pupils with residential experiences by offering a discount. £5000</p> <p>To subsidise trips and transport for PPG pupils. £10,000</p> <p>To support the school minibus which allows PPG pupils opportunities outside of the school environment. £7,000</p> <p>To provide PPG pupils with free music tuition. £2000</p> <p>Total £24,000</p>	<p>Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. (Ofsted Framework 2019)</p> <p>Residential What makes a 'Brilliant Residential'? Learning Away's Second Interim Evaluation Report (2014) Residentials provide the opportunity and experience of living with others. They also provide opportunities for group reinforcement and support, as well as the chance for participants to learn more about themselves and others that creates a 'virtuous circle' of behaviour. The sense of community was reinforced by participants facing common challenges and overcoming adversity together. They were learning how to work together as a team to solve problems and achieve the outcomes central to the residential experience. The residential context was seen as an environment where success could be celebrated and where students were less judgemental and more collaborative. It was felt that the sense of community developed on the residential and engagement in teamwork activities and challenges facilitated the development of these more positive attitudes. Music Tuition Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported Arts Participation - Education Endowment Foundation 2021</p>	1
<p>To provide Saturday experiences for PPG throughout the academic year. £5000</p>	<p>There is an evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (Education Endowment Foundation: 2021)</p>	1

<p>Nurture group, Dragonfly group, operates 2 afternoons a week.</p> <p>Pupils have the opportunity to develop socialisation and cooperation skills.</p> <p>£10,000</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>(Education Endowment Foundation: 2021)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<p>Riverside Café, nurture group at lunchtime. Operates 5 lunchtimes a week.</p> <p>Riverside Café. Pupils have the opportunity to develop socialisation and cooperation skills. In addition, they are not in a playground environment where incidents might happen.</p> <p>£8000</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>(Education Endowment Foundation: 2021)</p>	6
<p>Sycamore Counselling</p> <p>Counsellor works with children who may have experienced trauma in their lives which is presenting as a barrier to their learning.</p> <p>Counsellor attends one full day a week.</p> <p>£9000</p>	<p>University of Roehampton Study (2021) found that school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care</p> <p>Social and Emotional Learning</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, <u>not all interventions are equally effective at raising attainment.</u></p> <p>(Education Endowment Foundation: 2021)</p>	6
<p>Beanstalk Charity.</p> <p>Meets and reads with LAC children throughout the week.</p> <p>£1000</p>	<p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils</p>	2 6

	<p>who read more are also better readers. Clark (2011)</p> <p>In a large scale survey of over 18,000 young people found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age. DfE Research evidence on reading for pleasure 2012</p> <p>One-to-one reading support – from all quarters - changes children’s lives: most dramatically the lives of those children who would otherwise be excluded from the benefits and pleasure that reading can bring.</p> <p>There is a wealth of research showing that when we read because we want to – not because we are being told to or feel we have to – it makes a significant difference to how successful we are in education, how good we feel and how well we do in life. Coram Beanstalk</p>	
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Total budgeted cost: £ 349,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The school's internal assessments that took place during the second half of the 2020/21 academic year, suggest that the performance and progress of the pupil's receiving the pupil premium grant was not as high as in previous years.

The reason for these outcomes points primarily to the impact of Covid-19 and the various lockdowns that took place during the previous 18 months. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The school attempted to address these concerns by providing online learning and live teaching. This had an impact, but not all PPG children choose to engage fully with these opportunities.

Attendance continues to be a challenge with PPG pupils, as well as with all other groups. The number of pupils having to self-isolate continues to be problematic (November 2021)

Our assessments and observations also indicate that for some pupils their wellbeing and mental health has been significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils. We are using pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.