

Pupil Premium Strategy Statement ~ 2022 – 2025

Review 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wellgate Primary School
Number of pupils in school	399 (Fs2 – Year 6)
Proportion (%) of pupil premium eligible pupils	96 – 25.3%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	12 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Carol Stringer (COG)
Pupil premium lead	Katie Richardson
Governor / Trustee lead	Carol Stringer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,680
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,180

Part A: Pupil Premium Strategy Plan

Statement of intent

Wellgate Primary School is an inspiring school with children and learning at the heart in all that is offered. We serve the local community and are dedicated to raising the life chances and expectations of all children who attend. Some of our learners come from disadvantaged backgrounds and therefore require additional support. Our **ultimate objective** is that we will use all available resources to support them in reaching their full potential.

We aim to meet the objectives by providing an exciting and nurturing whole school curriculum which shapes the whole child regardless of their background. Ensuring that teaching and learning opportunities meet the needs of all pupils and that the needs of socially disadvantaged pupils are adequately assessed and addressed. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and that not all pupils who receive free school meals will be socially disadvantaged.

Our **key principles** are to ensure the disadvantaged children become successful, independent, skilled communicators, confident young people and responsible members of the community. We expect that disadvantaged children make good and better progress from their different starting points and go on to achieve the best outcomes in reading, writing and mathematics. We also expect them to be successful in a much broader range of outcomes in that they are self-disciplined, good attenders, punctual, respectful, healthy, fully aware of the dangers of the 21st century and enthusiastic participants in the range of extra-curricular activities that the school offers.

The funding will be used across a range of different initiatives where it supports the learners and families in order to secure the best possible outcome.

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 children enter EYFS with poor communication and language skills (in school barrier)
2	A significant number of children enter EYFS and with poor personal, social and emotional skills (in school barrier). The majority of incoming children (irrespective of year groups) also present with SEMH needs.
3	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers (external barrier)
4	Historically, disadvantaged children do not achieve as well as their non-disadvantaged peers (in school barrier)

Intended outcomes

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

Intended outcome	Success criteria
<p>All children are in receipt of excellent teaching of Early Reading through Systematic Synthetic Phonics for PP children through the EYFS and KS1. Pupil Premium children in KS2 are closing the gap in reading by the end of KS2.</p>	<p>Percentage of disadvantaged children who pass the Phonics Screening Check (Year 1 and Year 2) is in line with non-disadvantaged peers and national.</p> <p>Disadvantaged pupils attain in line with national data at EYFS, KS1 and KS2 points of assessment.</p> <p>Analysis of interventions will show that these have had a positive impact on the learning for disadvantaged children.</p>
<p>Pupils' Social, Emotional and Mental Health needs are assessed and met</p>	<p>Disadvantaged children are ready to learn on a daily basis and able to access their learning due to SEMH needs being met.</p> <p>Records of CPOMS, learning walks and behaviour analysis identifies that children are settled and ready to learn.</p> <p>Disadvantaged pupils attain in line with national data at EYFS, KS1 and KS2 points of assessment.</p> <p>SENCO leads and supports staff to identify and ensure the correct provision is in place for those children with SEMH needs.</p>
<p>Increase the attendance of disadvantaged pupils, working with families and supporting the attendance of those pupils who have higher rates of absence.</p>	<p>All disadvantaged children meet the school attendance target of 97%</p> <p>Disadvantaged pupils' academic year 2021 - 2022 – 89.4%</p> <p>Other pupils' academic year 2021 - 2022 – 94.7%</p> <p>Monitoring of attendance by Headteacher, Attendance Officer and Safeguarding Team supports families in improving attendance for those children.</p>
<p>Increase the percentage of higher attaining PP pupils achieving the higher/greater depth standard.</p>	<p>Disadvantaged pupils attain in line with national data at EYFS, KS1 and KS2 points of assessment.</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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going interventions across school to support the development of Oracy through EYFS and KS1 Oct 23	Research identifies that positive outcomes for pupils through targeted intervention from EYFS. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Focused CPD for consistent high-quality phonics teaching across EYFS and KS1. Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and reading comprehension. Support from Trust to monitor the successful and consistent implementation of the programme. CPD and individual coaching provided to staff delivering the programme (Teachers and TAs)	The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1

CPD for new staff (teaching and Teaching Assistants) to ensure their delivery is ensuring children make progress and gaps are closing.	The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1
To continue to embed a reading culture in school which offers a range of text styles and authors for all pupils to widen their knowledge and support with writing.	Purposeful activities including reading aloud, discussing content, identifying sentence structure and widening vocabulary mean pupils can apply this to their own writing. EEF Improving Literacy in Key Stage 2: Progress in Literacy requires motivation and engagement which help pupils develop persistence and enjoyment in reading. Pupils need a wider language experience to develop their understanding of written texts in all their forms.	4
Provide specific feedback, including verbal and written, for all pupils. CPD opportunities to ensure targeted intervention.	EEF research identifies pupils benefit from good quality feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Purchase of standardised assessments.	Standardised tests can provide reliable insights into the specific strengths and areas for improvement of each pupil and help ensure they receive the correct additional support through interventions or teacher instruction.	4

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Teaching Assistants deliver interventions to disadvantaged children in EYFS and KS1 to deliver interventions specific to Language and communication (WELLCOMM,	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 4

Music Interaction, RWInc 1:1 tutoring etc)		
Additional TA support in Year 1 and 2 to improve outcomes in reading and writing through modelled and supportive practice.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

School tutoring/Booster weekly sessions (Spring Term) for specific disadvantaged children in R, W, M in line with curriculum being taught.	EEF research suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Also, that the quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
Additional time for the Early Reading Leader (Phonics) to monitor the quality of RWInc across school. To develop staff with 1:1 CPD sessions to ensure maximum impact on outcomes for the children	The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 4
To increase the percentage of disadvantaged pupils passing the Times Table Check in Y4 to be broadly in line with non-disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and punctuality have a significant impact on outcomes for all pupils.</p> <p>Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside EWO support aims to improve attendance, and therefore outcomes, for disadvantaged pupils.</p> <p>Attendance Officers to ensure the attendance and punctuality of Disadvantaged children is high.</p> <p>Rewards scheme for all pupils for good attendance (above 97%) and monitoring system for Persistent Absence.</p> <p>Support work with vulnerable families to support positive attendance.</p> <p>Monthly meetings (ISAP) to be held to monitor attendance and decide on actions to reduce persistent absence.</p>	<p>There is a clear link between poor attendance and lower academic achievement.</p> <p>Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3</p>

<p>Home visits to take place as required from fortnightly meeting with EWO</p> <p>Targeted support from EWO for families struggling with attendance</p>		
<p>PSA to support and identify EHA for families</p> <p>PSA to support the SEMH for disadvantaged children and support using 'The Incredible Me' programme</p> <p>PSA to deliver Parenting Support and target disadvantaged families to support parenting at home</p>	<p>Research suggests that the impact of raising parents' aspirations are important for supporting disadvantaged pupils. +3 months.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Learning mentor to provide Nurture provision for disadvantaged pupils, both 1:1 and as a group with significant communications needs, enables them to develop their Social, Emotional and Mental Health needs.</p> <p>Incredible Me programme delivered to support SEMH needs in individual level in order to access learning as needs are being met</p>	<p>Research shows that Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Disadvantaged pupils are provided with a subsidy towards Robinwood and Kingswood and other trips are subsidised to ensure they are all able to participate.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

Total budgeted cost: £160,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcomes					
All children are in receipt of excellent teaching of Early Reading through Systematic Synthetic Phonics for PP children through the EYFS and KS1. Pupil Premium children in KS2 are closing the gap in reading by the end of KS2.					
EYFS					
EYFSP					
CONTEXT	Wellgate Primary School (2142)		Local Authority - Barnsley		
Item	Value	Cov.	Value	Gap	Cov.
Cohort	56	-	2,729	n/a	-
Gender (Male)	44.6%	100.0%	51.6%	-7.0%	100.0%
SEN Support	10.7%	100.0%	8.6%	+2.1%	98.8%
EHCP/Statement	7.1%	100.0%	2.0%	+5.1%	98.8%
Ethnicity (BME)	5.4%	100.0%	4.8%	+0.6%	98.8%
Language (EAL)	7.1%	100.0%	8.0%	-0.9%	100.0%
Disadvantaged	17.9%	100.0%	22.8%	-4.9%	100.0%

ASSESSMENTS				
Item	Wellgate Primary School (2142)		Local Authority - Barnsley	
	Value		Value	Gap
Good Level of Development ●	60.7%		68.7%	-8.0%
Average no. ELGs at expected	13.9		13.9	0.0
All Goals, Exp+	55.4%		65.9%	-10.5%
Prime Goals, Exp+	71.4%		74.6%	-3.2%
Com. & Lang. Goals, Exp+ ●	73.2%		78.5%	-5.3%
PSE Goals, Exp+ ●	82.1%		81.2%	+0.9%
Phys. Dev. Goals, Exp+ ●	91.1%		83.8%	+7.3%
Specific Goals, Exp+	58.9%		66.6%	-7.7%
Literacy Goals, Exp+ ●	66.1%		70.2%	-4.1%
Maths Goals, Exp+ ●	76.8%		76.4%	+0.4%
Und. The World Goals, Exp+	76.8%		77.8%	-1.0%
Exp. Arts & Des. Goals, Exp+	80.4%		80.9%	-0.5%

● Good level of development = at least expected in all prime, literacy and mathematics goals.
 - = value suppressed, negligible or unavailable

Wellgate Primary School (2142)

Indicator	Disadvantaged Pupils: Disadvantaged				All Pupils			
	School		LA		School		LA	
	Value	Gap	Value	Gap	Value	Gap	Value	
Eligible Cohort ¹	10		622		56		2,729	
Good level of development ² ●	50.0%	-5.8%	55.8%	-10.7%	60.7%	-18.7%	68.7%	
Average no. ELGs at expected level	13.7	+1.4	12.3	-0.2	13.9	-0.2	13.9	
All: At least expected	40.0%	-12.6%	52.6%	-15.4%	55.4%	-25.9%	65.9%	
Prime: At least expected	80.0%	+16.2%	63.8%	+8.6%	71.4%	+5.4%	74.6%	
COM: At least expected ●	80.0%	+10.7%	69.3%	+6.8%	73.2%	+1.5%	78.5%	
PSE: At least expected ●	90.0%	+19.1%	70.9%	+7.9%	82.1%	+8.8%	81.2%	
PHY: At least expected ●	90.0%	+14.8%	75.2%	-1.1%	91.1%	+6.2%	83.8%	
Specific: At least expected	40.0%	-13.5%	53.5%	-18.9%	58.9%	-26.6%	66.6%	
LIT: At least expected ●	50.0%	-8.0%	58.0%	-16.1%	66.1%	-20.2%	70.2%	
MAT: At least expected ●	80.0%	+16.5%	63.5%	+3.2%	76.8%	+3.6%	76.4%	
UTW: At least expected	70.0%	+1.7%	68.3%	-6.8%	76.8%	-7.8%	77.8%	
EXP: At least expected	80.0%	+7.5%	72.5%	-0.4%	80.4%	-0.9%	80.9%	

¹ An eligible pupil has a valid result in every goal. In PVI (private, voluntary and independent) settings only summer-born pupils are eligible.

² ● Good level of development = at least expected in all prime, literacy and mathematics goals.













- The number of disadvantaged pupils in the EYFS is below the Local Authority at 17.9%.
- The communication and language goal for Wellgate is -5.3% below Local Authority Average.
- All outcomes are below the Local Authority for all pupils.
- 50% of Disadvantaged pupils achieved their GLD
- 80% of Disadvantaged pupils achieved their communication and language goal

Phonics

- 33% of Disadvantaged pupils passed the phonic screening check in Y1
- 85% of Disadvantaged pupils passed the phonic screening check by the end of Year 2

KS2

Key Stage 2

CONTEXT	Wellgate Primary School (2142)		Local Authority - Barnsley		
	Value	Cov.	Value	Gap	Cov.
Cohort	56	-	3,013	n/a	-
Gender (Male)	50.0%  100.0%		49.2%  +0.8% 100.0%		
SEN Support	12.5%  100.0%		14.0%  -1.5% 100.0%		
EHCP/Statement	7.1%  100.0%		4.9%  +2.2% 100.0%		
Ethnicity (BME)	0.0%  100.0%		5.0%  -5.0% 100.0%		
Language (EAL)	1.8%  100.0%		6.8%  -5.0% 100.0%		
Disadvantaged	37.5%  100.0%		36.3%  +1.2% 100.0%		

ATTAINMENT & ASSESSMENTS

Subject	Level	Wellgate Primary School (2142)	Local Authority - Barnsley	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	62.5%	61.0%	+1.5%
	GDS/High Score	7.1%	6.9%	+0.2%
Reading	≥Exp.Std.	78.6%	72.3%	+6.3%
	High Score	19.6%	25.5%	-5.9%
Writing (TA)	≥EXS	69.6%	72.0%	-2.4%
	GDS	8.9%	11.4%	-2.5%
Maths (test)	≥Exp.Std.	76.8%	74.7%	+2.1%
	High Score	30.4%	22.5%	+7.9%

PROGRESS

Subject	Level	Wellgate Primary School (2142)	Local Authority - Barnsley	
		Value	Value	Gap
Reading	Avg. Prog. Score	0.01	-0.12	+0.13
	Conf. Int.	±1.68 -1.67 to +1.69	±0.23 -0.35 to +0.11	n/a
Writing	Avg. Prog. Score	-0.27	-0.02	-0.25
	Conf. Int.	±1.61 -1.88 to +1.34	±0.22 -0.24 to +0.20	n/a
Maths	Avg. Prog. Score	1.96	0.53	+1.43
	Conf. Int.	±1.58 +0.38 to +3.54	±0.21 +0.32 to +0.74	n/a

Wellgate Primary School (2142)

*Cohort Size

Indicator	Disadvantaged Pupils: Disadvantaged				All Pupils			
	School (20)*		LA (1,090)*		School (60)*		LA (3,010)*	
	Value	Gap	Value	Gap	Value	Gap	Value	
Reading Exp+	57.1%	⊖ 4.2pp	61.3%	⊖ 21.5pp	78.6%	⊖ 15.2pp	72.3%	
Maths Exp+	57.1%	⊖ 4.8pp	61.9%	⊖ 19.7pp	76.8%	⊖ 17.6pp	74.7%	
GPS Exp+	61.9%	⊕ 2.2pp	59.7%	⊖ 14.9pp	76.8%	⊖ 10.5pp	72.4%	
Writing TA EXS+	52.4%	⊖ 7.1pp	59.5%	⊖ 17.2pp	69.6%	⊖ 19.6pp	72.0%	
Reading High SS	19.0%	⊕ 2.4pp	16.6%	⊖ 0.6pp	19.6%	⊖ 6.5pp	25.5%	
Maths High SS	19.0%	⊕ 6.4pp	12.6%	⊖ 11.4pp	30.4%	⊖ 3.5pp	22.5%	
GPS High SS	28.6%	⊕ 10.5pp	18.1%	⊖ 7.1pp	35.7%	⊕ 0.3pp	28.3%	
Writing TA GDS	4.8%	⊖ 0.8pp	5.6%	⊖ 4.1pp	8.9%	⊖ 6.6pp	11.4%	

- 57.1% of disadvantaged pupils achieved expected in reading this is below the Local Authority and non-disadvantaged pupils at Wellgate.
- 19% of disadvantaged pupils achieved Greater Depth in reading this is above the Local Authority but below non-disadvantaged pupils at Wellgate

Pupils' Social, Emotional and Mental Health needs are assessed and met

See data above for PSE Goals.

The outcomes for this area were above the Local Authority Average, this was due to the implementation of structured social and emotional support and targeted individual support for disadvantaged pupils who needed this the most.

Nurture and the Incredible Me programme have had a positive impact on pupils SEMH needs. The PSA and SENDCo supported individual pupils through robust procedures and practises.

Increase the attendance of disadvantaged pupils, working with families and supporting the attendance of those pupils who have higher rates of absence.

Attendance for 2022 – 2023

Total Attendance 2022 - 2023	Whole School	Other Pupils	Disadvantaged	SEND Support	EHCP
	average % attendance	average % attendance	average % attendance	average % attendance	average % attendance
Including Nursery	93.9%	94.9%	91.7%	92.3%	92.8%
Excluding U5s	94.1%	95.2%	91.8%	92.3%	92.7%

There continued to be a turbulent time in the monitoring of attendance due to the nominated Attendance Officer leaving post and acting Attendance Officer being seconded to support another school.

The National attendance figure was 94%

Specific interventions took place with disadvantaged families regarding attendance and support put into place which had a positive impact on their attendance and punctuality. Even though there were individual successes the overall gap between disadvantage and other across the school did not close.

Increase the percentage of higher attaining PP pupils achieving the higher/greater depth standard.

The percentage of Pupil Premium pupils achieving the higher/greater depth standard still has room for improvement. However, they achieved better in maths and reading than similar pupils within the Local Authority.

Pupils will have the opportunity to participate in life experiences that they would not normally have the resources or opportunity to access.

Pupil Premium funding has provided disadvantaged pupils with a subsidy towards Robinwood and other trips are subsidised to ensure they are all able to participate.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We did not receive allocation as no Service Pupil Premium children
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWInc (validated SSP Programme)	Ruth Miskin