

## Pupil 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	Wingate Primary School
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2022/23 – 2023/24
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	January 2022 / May 2022 / September 2022
Statement authorised by	Marie-Louise Binks
Pupil premium lead	Marie-Louise Binks
Governor / Trustee lead	Ashley Murray

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,740.00
Recovery premium funding allocation this academic year	£22,910.00 (158 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,650.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Wingate Primary we aim to provide a broad, balanced and enriched curriculum which engages our children and is tailored to their needs. We teach and promote basic skills from the very beginning and will support children to do the very best that they can.

We will endeavour to use high quality resources and provide first hand experiences and opportunities through their time with us. We use GEM powers and adopt a rights based approach at all times to support learning behaviours. Pupil Voice and emotional wellbeing will focus on developing children's resilience, independence, confidence and collaboration skills.

Through this strategy, barriers to engagement and inequality should be removed and children should benefit to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Reading skills and maths skills of children entering the school are well below those expected of children of their age
2	Children join the school with skills which are well below expected levels for their age for speech, language and communication which make it difficult for those pupils to regulate emotions and engage in the curriculum
3	Attendance is below national expectations
4	High levels of poverty within the catchment area
5	The opportunities for enriching life experiences is limited for children outside of school
6	Parent's and children's social, emotional and mental health issues and lack of confidence to engage with school

## 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
Improved reading and phonics skills of children well below those expected of children their age	Y2 pass rate reflects improved phonics progress from 2020/21 (70%) Y1 data is closer to national average (82%) Reading data for Y2 is closer to or above school data for 2019 (86%) KS2 reading data to be closer to or above national average (65%)
To improve attainment in maths across the whole school	Improved fluency – use of Maths Hub number project, maths end of KS data and ability to solve problems and reasoning questions
To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning	The number of pupils identified as requiring speech and language support improve their fluency – evidenced by S&L assessments, NELI progress and support plan targets
To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently	Average attendance increase for the academic year 2020/21 (95%) Number of persistent absentees continues on a downward trend from 2020/21 academic year (38 children)
To raise levels of parental and child emotional wellbeing	Numbers of children and families engaging in mental health support programmes – MHST, Counsellors, Listening Matters and bereavement and LM drop-ins, Triple P parenting programme.

## 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: £12,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths hub training for Y1, Y2, Reception and 3 x HLTAs	Data already showing progress with fluency in Rec and Y1 – Maths lead has identified that place value and number is the more significant data gain from national tests.	1
Release time for Maths Lead to observe and provide additional CPD	Training and monitoring for use of new resources and programme of to an effective start with staff concerned. To be monitored across the year.	1
Whole school Bug Club training	Improves access to reading both at home and at school  Trackable from Reception to Y6 to enable monitoring of progress  Matches Phonics and Early Years curriculum demands  Meets DfE expectations  Elements of EEF research projects can be incorporated into the scheme – eg PALS and reciprocal reading	1 2
Reading Lead has had release time to monitor reading and feedback to staff – providing	Trackable from Reception to Y6 to enable monitoring of progress	1
SMHL training for Pastoral Manager	To retain the high profile of SEMH support in school. To upskill the already highly effective pastoral lead to engage in national and local provision for our children	6
Nurture group training and additional payment for 3	Opportunities for less confident children to engage more confidently in a small	6

HLTAs (programme is during lunchtime)	groups and transfer this to the wider cohort. Raised self esteem for these children. To ensure all children in our school have a voice.	1 2 4
KS2 staff observed KS1 and Reception Phonics teaching	Trackable from Reception to Y6 to enable monitoring of progress and enables staff to learn from those already introduced to the scheme	1 2

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

Budgeted cost: £91,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bug Club implementation for home and school provision	Improves access to reading both at home and at school  Trackable from Reception to Y6 to enable monitoring of progress  Matches Phonics and Early Years curriculum demands  Meets DfE expectations  Elements of EEF research projects can be incorporated into the scheme – eg PALS and reciprocal reading	1
Implementation of Reading Plus for Y5 and Y6  Additional teacher support for Y5 and Y6	Fisher Family Trust recommended scheme  Meets DfE expectations QFT provision in class and during intervention time	1
Additional reading sessions during lunchtime with lunchtime supervisors and HLTAs	1:1 reading practise and support to enable those children who are less able to access support at home to engage with their books (allocated from Bug Club)	1
Teaching Assistant targeted intervention and catch-up in	Small group intervention for maths, reading and writing each day, with Bug Club, Mash Hub, basic skills focus.	1 2

Y3 for phonics, reading and maths		
Recruit additional TAs to support in Y3 and Y4	Closing the gap focus for TA-supporting children in reading and maths	1 2

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

Budgeted cost: £121,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brian Honour sports skills after school club provision	Increased hours of provision inside and outside of school day to improve engagement and experiences	5
Circurama circus skills clubs and provision	Increased hours of provision inside and outside of school day to improve engagement and experiences	5
Teatime club – extended at Infant site and new provision at Junior site	Poverty proofing  Children’s language, use and breadth of vocabulary through exposure to new experiences and literature  Questionnaire regarding pupil choice  Pupil leadership team minutes	2 3 4 5
Cultural Capital experiences for each year group	Planning for all subjects and year groups reflects additional experiences for children linked to equality of opportunity/cultural capital	2 4 5
Pastoral Manager involvement to;  Carry out home visits  Make daily phone calls to absentees  Monitor attendance daily  Provide TA cover for TLR Attendance lead	More specific targeted support required for certain families where attendance is inconsistent or below average  Attendance data  Greater ability to breakdown data to specific families/children with attendance issue	3

<p>Pastoral Manager to; Provide parent support advisor duties</p>	<p>Increased parental engagement opportunities to further develop links between home, school and the community</p>	<p>3</p>
<p>Poverty Proofing – HLTA and Children North East support</p>	<p>HLTA to manage food and fuel support for vulnerable families. (£12,984 ) HLTA and Pastoral Manager to ensure spare and new clothing for children who need them. CNE to engage school in another assessment and consult with families to ensure our provision is what they can access and what they need. (£850)</p>	<p>3 4</p>

**Total budgeted cost: £225,650**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Further information

Floppy phonics – although the scheme is DfE is it was not being used with fidelity as other schemes were also used including Jolly Phonics and Phonics Play. Data in Y2 Autumn showed 70% phonics check pass rate – having changed to Bug Club with effect from September 2021, end of Autumn Phonics checklist data is 78% and school is adding fidelity to the Bug Club scheme.