

# North Wingfield Primary and Nursery Academy 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	North Wingfield Primary and Nursery Academy
Number of pupils in school	304 – 2021 – 2022 345 – 2022 -2023
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2024
Date this statement was published	September 2021
Date on which it will be reviewed	December 2022
Statement authorised by	R.Shepherd
Pupil premium lead	R.Shepherd
Governor / Trustee lead	N.Barker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – based on the ESFA guidance using Oct '20 census – 63 Ever6FSM x £1,345 = £84,735 & 1 Service child (£310). <b>BUT</b> we have received £27,391.25 in July covering April, May & June which suggests we will actually receive £109,565 this year.	£ 213.290
Recovery premium funding allocation this academic year	£22,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£235.290</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At North Wingfield Primary and Nursery Academy, we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning.

We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium.

Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at North Wingfield Primary and Nursery Academy are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support program year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation.

Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Pupils' starting points as they enter EYFS are significantly below where they should be. These low starting points mean that pupils have to make rapid progress. Improved Oral Language Skills
3	Our pupil premium children as a group are not making as rapid progress in their reading, maths and writing as non-pupil premium children. High quality interventions need to be implemented
4	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational needs
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

## 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 <i>What will success look like?</i>
Attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	<ul style="list-style-type: none"> <li>• Attendance officer will promptly call families who have an absent child without reason</li> <li>• A 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and family support workers will complete home visits for these children</li> <li>• Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher</li> </ul>

<p>Rates of progress are maximised and individual progress data shows enhanced rates of progress.</p>	<ul style="list-style-type: none"> <li>• Ambitious PP target setting to ensure progress rates are maximised.</li> <li>• Evidence of successful interventions demonstrating clear impact on individual's progress.</li> <li>• Effective utilisation of data to target intervention precisely and with notable impact.</li> <li>• Improvements in Quality First teaching to enhance the opportunities and experiences for all.</li> <li>• Excellent deployment of support staff.</li> <li>• Impact of school closure is minimised.</li> </ul>
<p>Phonics screen scores will meet or exceed national for all children.</p>	<ul style="list-style-type: none"> <li>• Phonics screen score threshold will be met.</li> </ul>
<p>Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.</p>	<ul style="list-style-type: none"> <li>• Pupils will be resilient learners who persevere when they find things challenging.</li> <li>• Pupils will be able to concentrate on their learning and this will be reflected in the progress they make.</li> <li>• Impact of new playtime routines results in increased mental wellbeing and positive play experiences for children, impacting on rates of progress.</li> <li>• Evidence of successful interventions.</li> <li>• Referrals to other agencies result in positive support being provided.</li> <li>• Children, staff and parent surveys reflect effective lunchtime provision.</li> <li>• A safe and engaging outdoor environment that supports children's wellbeing through structured play activities is in place</li> </ul>
<p>Children who enter EYFS develop characteristics of effective learning and make good or better rates of progress from their starting points.</p>	<ul style="list-style-type: none"> <li>• Pupils make good or better rates of progress from their baseline assessment.</li> <li>• Children develop school readiness in Nursery and settle quickly in Reception – due to a smooth transition</li> <li>• Regular progress checks ensure rapid interventions for those needing it and data is used to inform planning.</li> <li>• Successful staff training to help develop pedagogical understanding.</li> </ul>

Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support	In house training and support from SMT. English Lead: Write Stuff, Maths Lead: Doodle Maths, Well Kommen, Essential Spelling Assessments of pupils, Pupil progress meetings,
A strong professional dialogue will be kept open between all of the vulnerable group champions	Termly meetings will take place with the vulnerable group champions and the link governor
For pupil premium children to enjoy the wide range of enrichment activities we have.	A wide range of extra-curricular activities will be offered to tap into our children's passions  Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc.  Children are able to learn a new skill or continue playing an instrument they had been learning.

## 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: £30,240 CFL – 7518.53 TA – 7099 x 3 - £ 21, 297

Total - 59,055.53

Cover for Phonics/Reading Led – 20,000

Fran (supply) to cover at a cost of £286.40 pw (x 39 weeks = £11,169.60)

Interventions - £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET day looking at internal progress data	<p>When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as ‘target’ children</p> <p>Pupil Progress three times a year – non-contact for teachers before Pupil Progress Meetings</p>	2, 3
<p>Phonics CPD Release time for Phonics to attend and cascade training from the English Hub</p> <p>Reading CPD • Release time for Reading Lead to attend and cascade training from the English Hub</p>	<p>Evidence from EEF “ Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful of early reading”</p> <p>Evidence from EEFT “On average, reading comprehension approaches deliver an additional 6 months’ progress.” The evidence suggests that disadvantaged children benefit more from reading comprehension strategy interventions. In school monitoring shows this approach effective in improving the teaching of reading.</p>	3  3
<p>Continue to improve the rate of attainment across the whole school, ensuring that pupils reach at least the expected standard in Reading, Writing and Maths and gaps are filled, by ensuring staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class.</p> <p>Small class sizes across targeted year groups – Reception, Year 1, Year 3/4 HLTA in Year 6</p>	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers where they will be able to focus on specific areas. Our pupils benefit from small group teaching and make gains in their knowledge because of this.</p> <p>DFE report 2021 found: Primary aged pupils have experienced a learning loss in reading and mathematics. This was typically equivalent to between 2.0 and 2.3 months of progress in reading, and between 3.1 and 3.6 months in mathematics. There was further learning loss in primary schools in England, particularly in reading, following restrictions to in-person learning in early 2021</p>	2,3,4

Standardised Tests in Reading and Maths	Consistent approach to assess which allows staff to track more carefully the progress of individual children and groups. Interventions tracked more effectively.	2, 3
Reading and Maths Intervention	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results. Doodle Maths Write Stuff	2,3

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

Budgeted cost: Literacy – 50,600 Maths - £20,000 Behaviour - £34,973.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children in receipt of PP receive additional interventions and are able to access same day interventions alongside quality first teaching – additional teaching assistants.	EEF report states that: “There is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy.” And “In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”	2, 3
Continue to improve the rate of attainment across the whole school, helping pupils to catch up with lost learning – particularly those with SEN – by employing an additional teacher to work within school.	EEF report states: “Tuition delivered by qualified teachers is likely to have the highest impact.”	3
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning 1 & 4 and any strategies needed to meet their educational and emotional needs.	1 & 5

<p>Pupils will be resilient learners who persevere when they find things challenging.</p> <ul style="list-style-type: none"> <li>• Pastoral Coordinator to provide support both through ELSA sessions and in class to help pupils develop their learning behaviours.</li> </ul> <p>Nurture Group, Positive Play, Fun Time, Wise Behaviour</p>	<p>Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. A number of disadvantaged pupils struggle socially or emotionally. Nurture times can ensure that they feel safe and happy in school and so, ready to learn. The activities at the outdoor learning centre can help build skills such as resilience and perseverance. EEF Research states that, On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.</p>	<p>5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:34,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised attendance incentives through the use of in- school rewards and Redhill Academy Trust Attendance Officer	Children are eager to achieve the incentives	1
TA support in class “Meet and Greet” is an essential part of each class. Bespoke emotional well-being support is provided throughout the day.	Evidence from EEFT shows that effective SEL support must be embedded into routine educational practice and robustly supported by all staff. 60% of children rated on our ACES profile are PP.	4
Exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	5
Continue to develop Reading across the whole school with reading reward scheme and books as prizes.	There is a large amount of evidence which suggests that reading attainment and reading for pleasure are clear indicators of academic success.	2,3
Work towards making playtimes and lunchtimes enjoyable experiences for the children, creating opportunities for them to build their resilience.	Pupils need time to play and interact with their peers. They need to re- engage with their social skills after a significant length of time in lockdown.	5
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	5
Sports After School Club	Children are fitter and their confidence levels rise	2,5
Educational Psychologist	Children requiring additional support or needing an adapted curriculum can access the learning.	2,3,4
Allow Year 6 PP children to have a good start to the day during the week of KS2 SATS.	PP perform at their expected ability.	3

Resources to support Behaviour	To improve behaviour and reward pupils with excellent behaviour	2, 3,4
Contingency	Historically, we know we need money to have a small amount of money to support Pupil Premium children with ongoing needs e.g. trips; uniform; music tuition	5

**Total budgeted cost: £235290**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### Key Stage One – Pupil Premium vs Non Pupil Premium

	Disadvantaged	Non Disadvantage
Reading Expected	52%	67%
Reading HS	4%	0%
Maths EXS	54%	67%
Maths HS	0%	0%
Writing EXS	33%	67%
Writing GDS	4%	0%
Phonics	60%	82%

#### Key Stage Two – Year 6 SATS Results 2022 – Pupil Premium vs Non Pupil Premium

	Disadvantaged	Non Disadvantage
RMW Expected Standard	53%	74%
RWW Higher Standard	0%	0%
Reading Expected	59%	89%
Reading HS	6%	36%
Maths EXS	76%	84%
Maths HS	13%	21%
Writing EXS	70%	79%
Writing GDS	0%	5%
GPS EXS	75%	84%
GPS HS	6%	32%

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. During closure, we did everything we could to enable our disadvantaged children to access and achieve primarily through Class Dojo as the learning platform with Oak Academy and White Rose Maths. In addition to this:

- Staff were proactive in identifying children who did not access Class Dojo for remote learning. If children could not or did not access this provision then a number of things were put in place.
  1. Paper packs were provided where children could work at own pace with offer of support if needed.
  2. Daily/weekly phone calls made by staff to work through paper pack learning – staff and child had identical pack.
  3. Zoom Calls
  4. Use of Loom Videos to support phonics, reading, grammar etc.
- Every PP child was contacted and a plan put in place for each child.
- Co-ordinated triangulated support for all disadvantaged children involving DSL: Attendance officer, Emotional well-being teacher, SENDCO and all staff. Detailed logs kept.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence was higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Externally provided programme

*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
Power Maths	Pearson
Spelling Shed	Education Shed Ltd
Times Tables Rockstar	Maths Circle Ltd

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Further information (optional)