



Pupil Premium report to Governors 2022-23

The Purpose of Pupil Premium

The Government states that *'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.'*

Figures produced by DfE show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). The Children's Minister at the time, Sarah Teather, said:

'For too long social background has been a deciding factor in a child's achievement and future prospects. In a fair society, it's the government's responsibility to close the gulf in achievement, where the poorest children are almost 3 times less likely to leave school with five good GCSEs than their richer classmates'

So, the Pupil Premium is additional funding from outside the Schools Budget, given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

Primary schools currently receive £1,385 per Ever 6 pupil, £2,410 for each Looked After child and £300 for each Service child.

Overview of the school

1.1 Number of pupils and pupil premium grant (PPG) received 2021-22	
Total number of pupils on roll	276 (R-Y6) 302 (All)
Total number of pupils eligible for PPG	91
Total amount of PPG received	£126,035

Pupil Premium Numbers

Below are the numbers and percentages of Pupil Premium children in each cohort and year group.

1.2 Cohort	Number
Nursery	6/26 (23%)
Reception	10/30 (33%)
Year 1	11/42 (26%)
Year 2	16/42 (38%)
Year 3	15/34 (44%)
Year 4	17/46 (37%)
Year 5	16/38 (42%)
Year 6	15/44 (32%)
Whole school	92/302 (32%)

The percentage of Pupil Premium for the school (Reception – Year 6) is 32% which is 3% lower than last year but above the national average (28%, July 2023). As can be seen from the data below, all years are above national equivalent Pupil Premium at each age group.

Appendix 1 Summer data overview, 2023 **Proportion of pupils meeting/ exceeding expectations in Reading, Writing and Maths**

		Reading July 2023	Writing July 2023	Maths July 2023	GPS July 2023
Reception	ABOVE				
30 <u>ch</u>	ARE	80%	70%	80%	GLD 67%
PP	ARE	70%	57%	80%	GLD 57%
BOYS	ARE	75%	50%	75%	GLD 50%
SEND	ARE	50%	17%	50%	GLD 40%
Year 1		PHONICS Y1			
41 <u>ch</u>	ARE	81%			
PP	ARE	75%			
BOYS	ARE	83%			
SEND	ARE	64%			
Summer	ARE	71%			
Year 2	ABOVE	0%	2%	12%	
43 <u>ch</u>	ARE	50%	43%	60%	
PP	ARE (GD)	36% (0% GD)	29% (7% GD)	36% (14% GD)	
BOYS	ARE (GD)	56% (0% GD)	56% (0% GD)	78% (17% GD)	
SEND	ARE (GD)	50% (0% GD)	38% (0% GD)	50% (0% GD)	
Summer	ARE (GD)	47% (0% GD)	40% (7% GD)	40% (13% GD)	
Year 4 (47 <u>ch</u>)	Average score			19.65 marks (out of 25)	
PP	Average score			19.9	
BOYS	Average score			18.29	
SEND	Average score			17.44	
Summer	Average score			17.78	
Year 6	ABOVE	17%	5%	20%	16%

1.3 Whole school data for Pupil Premium children

Attendance

Our PfSA monitors attendance closely. If a child has been marked as absent then she calls and records the appropriate code. Letters are sent home to any who have under 95% and meetings with parents are arranged to support with any concerns or issues they may have that means that they are struggling to get their children into school on time.

Our school's overall attendance in 2022-23 for Pupil Premium children was 88.9% for the whole school.

1.4 Cohort	Number
Nursery	90.91%
Reception	91.61%
Year 1	85.84%
Year 2	86.68%
Year 3	90.33%
Year 4	91.90%
Year 5	84.65%
Year 6	88.72%
Whole school	88.80%

Attendance for all pupils was well-below previous statistics for all school groups- boys, girls, SEND and Pupil Premium.

While this gap is bigger than the school would wish, the attendance figures show there were pockets of lower attendance in certain year groups (eg Year 1/2/5). Traditionally, the attendance of Pupil Premium pupils at Wellsprings school, has been at least in line with national comparisons or even better. In 2022-23, this was not the case, but there were key families whom required substantial support (and challenge) to ensure their children attended more regularly.

What the barriers are for pupils identified as requiring 'Pupil Premium funding' and how do we work to minimise their impact?

These pupils often have issues around attendance or punctuality- statistically Pupil Premium-funded pupils have lower than national average attendance. Our Breakfast Club (Rise and Shine) helps to support better attendance and punctuality. Our After School Club (Stay and Play) helps families at a very reduced cost, to keep a good balance of home and work life.

Some of our pupils are disengaged with school, for a variety of reasons. Forest School and ELSA support, help these pupils to have a diverse, alternative curriculum, along with providing support mechanisms for vulnerable learners.

There are often 'gaps' in learning for Pupil Premium pupils (due to above reasons), so we use a range of additional learning opportunities (1:1 support, small group 'catch ups') to aid the 'gap filling' over time.

Reading

- Many children have individual reading time 1:1 with an adult.

- There are also focus guided reading groups tailored to the needs of small groups of children.
- The profile of writing has been raised through classroom displays, rewards and when sharing work. Boy friendly texts and stimuli have been chosen to interest our more reluctant writers.
- We have changed the curriculum planning tool to support recently (Summer 2023). We have changed to using The Literacy Tree which has high quality, rich texts to support the teaching of English across the school.
- We have trialed and will continue to use Reading Plus, an interactive software that provides real texts to read and develops greater fluency and vocabulary range. It supports Reading comprehension competency and over time it tracks the increased speed children are managing to read using the programme.

Forest School

Some of our pupils are disengaged with school, for a variety of reasons. Forest School helps these pupils to have a diverse, alternative curriculum, along with providing support mechanisms for vulnerable learners. The forest school leader provides regular reports on individual progress and this communication with class teachers and the SENDco means that the effectiveness of the intervention can be reviewed for each child attending and further support can be put in place if needed.

PfSA

Our PfSA has worked with some children 1-1 around anxiety/anger/friendship issues, and attendance concerns and supported the Year 6s around transition.

Attendance of all pupils has been monitored on a regular basis and there have been regular meetings with the Education Welfare Officer.

When children are regarded as being Persistent Absentees, parents are contacted and support offered. In addition to this, additional support can be provided through home visits and if appropriate then guidance on school uniform grants and food bank vouchers is given. Our PFSA completed applications this year for our Year 6 pupils to assist with financial hardship for some of our families.

Consolidation

There are often 'gaps' in learning for Pupil Premium pupils so we use a range of additional learning opportunities (Booster, 1:1 support, small group 'catch ups') to aid the 'gap filling' over time. Pupil Progress Meetings have ensured all teachers are fully aware of who their Pupil Premium children are and their individual needs, therefore when they mark their books, they are identifying areas where consolidation is needed and then finding time with themselves or a TA to go over any misconceptions or give additional explanation and practice time to ensure these gaps are addressed. The impact of this can be seen immediately and then seen in future lessons through formative assessment.

Maths

- After Lockdown, teachers based lessons around the RPCs (Ready to Progress Criteria) the government listed for each year group and tailored learning to the stage and needs of their class.
- Links were made with other areas of the curriculum – particularly during Book Week week – which enthused children and enabled them to see links with things they may encounter in 'real-life'.

- We were thrilled that Wellsprings took Bronze in the prestigious ‘Wellington Maths Challenge’ in November 2021. Almost 60 schools took place, so to manage to gain 3rd place against such competition was impressive.

Whole School events

- **Book Week: March 2023:** Wellsprings continued with Book Week, encouraging pupil engagement and providing activities to enthuse pupils to read. In addition to lessons for Book Week there was a whole school theme of ‘Vocabulary dress up’. We invited a special guest- David Lawrence Jones! He is an author who has written for a range of ages and audiences and he came into school providing an amazing presentation of his writing and then went around to classes and discussed his writing strategies with the children. The children were really inspired by this and were very keen to become an owner of a ‘David Lawrence Jones’ book!
- **Other whole school events** include a Maths competition pitched at all age groups, provided by some special videos on our YouTube website. The competitions were well supported and eventual winners celebrated in our newsletter and assemblies. This has been repeated over the last couple of years to great effect.
- **Other whole school events** include a Geography/MFL week which featured ‘visits’ to different countries across the school and inspired writing activities in response.

How we measure the progress of Pupil Premium pupils

Proportion of pupils meeting/exceeding expectations in Reading, Writing and Maths

July 2023 complete review data

1.5 Whole school data comparison

We measure the impact on learning, identified by their Reading, Writing and Maths assessments completed every half term. While this is not a precise measure (so many factors can have an influence), we recognise that OfSTED and the DfE measure attainment and progress in Reception, Year 1, Year 2 and Year 6 using these forms of assessment. It is therefore, a consistent, summative measure comparable across all planned interventions.

This is clear evidence that teaching across the school is good, and last year Pupil Premium children often outperformed non-Pupil Premium children. In 2022-23 there was a less consistent picture, although most measures show (except in Year 6 Reading and Reception Writing), standards are relatively close or better than the overall national average.

Pupil Premium children in Key Stage 1, Year 4 and Year 6 (in Maths and Writing) were either roughly in line with national outcomes (for ALL pupils) or in some cases exceeded them (Year 4 Tables test, Reading and Maths in Year 2).

1.6 Summary of PPG spending 2022/23

Objectives in spending PPG:

- To narrow the gap in attainment between those who are entitled to free school meals (or have been in the past 6 years) and their peers.
- To provide Forest School sessions to build confidence and self-esteem.
- Fund extra-curricular opportunities including subsidising Breakfast club places and after-school club sessions.
- Enable targeted 1:1 interventions and booster groups
- Continue to provide opportunities to inspire and motivate children towards academic success
- To maintain smaller class sizes.
- To provide additional small group support and ensure appropriate CPD is provided.
- To provide PfSA support to families

Outcomes:

Our PfSA have worked effectively with pupils, parents and families throughout the year; including during school holidays as well as term time. As a result of this, there has been an element of continuity of support for some families of Pupil Premium children.

Forest School has many benefits. Children and young people are stimulated by the outdoors and we have seen that typically they experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills as well as emotional well-being. All of these provisions have meant that despite any domestic issues, pupils have been encouraged to come to school and have been supported in their ease into the classroom in order to ensure physical, mental and emotional engagement.

In addition to supporting Pupil Premium children who are working below age-related expectation in accessing the curriculum, Wellsprings believes in targeting all Pupil Premium children to meet their full potential and so funding has enabled staff to do this effectively. Lower attaining children have received interventions to bring them in line with or nearer to age-related expectations and interventions, such as targeted booster groups, have also been put in place to increase the progress of those pupils working just below or at age-related expectations.

We monitor the effectiveness of these interventions and strategies in a variety of ways.

Academic interventions are monitored through regular meetings with the SENDCo, planning and work scrutinies carried out by the English and Maths subject leaders and by teachers through the use of Fischer Family Trust (FFT). The interventions are adapted according to the outcome of the evaluations.

The Head Teacher, Pupil Premium Lead and SENDCo monitor academic progress through Pupil Progress Meetings, where class teachers report the progress of their pupils and have the opportunity to discuss any concerns. The purpose of these PPMs is:

- To have an open discussion about the progress children are making and to value teacher judgement
- Identify progress of individual children
- To identify cohort progress
- To identify progress of groups within the cohort – such as Pupil Premium children
- To look at the impact of the interventions
- To identify action points

Teachers can therefore share strategies that work and what could be done to address the needs of Pupil Premium children in order to narrow the gap in progress and attainment. Learner profiles are discussed in order to identify any key groups who require further focus. Then specific interventions, further discussion in staff meetings, focused work scrutinies and learning walks can be carried out so that possible strategies can be employed to further support those pupils.

Attendance is monitored by our PfSA who is tracking attendance percentages of Pupil Premium children and working with families to reduce lateness.

The effectiveness of social interventions is monitored across a variety of means, including academic progress, attendance, behaviour monitoring and discussions with the PfSA and Inclusion Lead. The forest school leader provides detailed, weekly reports grading areas such as whether they made positive contributions, acted safely, achieved, been healthy and focussed well. Targets are given and then regularly reviewed and revised as needed.

1.7 Total PPG received 2022-23	£126,035 (plus £8,599 carried forward from 2021-22): total £134,634
Total PPG expenditure	£134,634 (plus an additional spent £3,091)
PPG carried over to 2023-24	-£3,091

Next steps for the academic year: 2023/24

- The Pupil Premium Lead will continue to monitor academic data for all Pupil Premium children. This role has been taken on by Mrs Jane Holcombe our Inclusion Lead. This information will be recorded on a provision map (Provision Map). This will then be monitored to ensure that all Pupil Premium children are benefitting from their funding. The provision map provides a more rounded view of each individual child and be more helpful when monitoring the academic data.
- Pupil Progress meetings will continue in order to identify where there are gaps in provision, a dip in progress or where children are working below age-related expectations. This will then lead in to discussions as to how we can support those children and any potential opportunities for narrowing the gap. To maintain the profile of Pupil Premium, we will continue to dedicate termly staff meeting time to discuss provision.
- Reading results from 2022-23 for KS1 and KS2 have highlighted a need to prioritise this in 2023-24. We have invested in Reading materials for KS2- Reading Plus, NFER testing (once a term) and Ninja/Vipers reading comprehensions and materials. These were in trial in the summer term 2023, and will now be used across KS2 through the next academic year.
- Further support for pupils around Grammar, Punctuation and Spelling has also been prioritised. This includes purchase of a Spelling scheme, additional GPS resources and use of a new English planning format that embeds GPS into the daily lessons (The Literacy Tree).

Appendix A - Academic Interventions & resources

Maths

Plus One

Maths Intervention groups

Basic Maths Interventions

Boosters for Years 5 and 6

Numicon

Remote Maths tutoring (funded by Catch up funding)

Reading

Read, Write, Inc

Extra Reading Tuition for Years 5 and 6

Individualised Literacy Intervention / Sail Wave 3

Class-based Phonics Interventions

EAL Phonics

Additional Guided/ Independent Reading sessions

Year 6 Target Comprehension Interventions

Reading Ambassadors and mentors

Speaking & Listening

Talking Partners

Speech and language

Writing

Basic Writing Interventions

Handwriting Interventions

Target Grammar Groups

Target Spelling Groups

Other

EAL support

ELSA support

Appendix B - Social/ Enrichment Activities

Breakfast Club	Children's Parliament
After School Club Provision	Cooking with ELSA
Football Club	Gymnastics
Netball Club	Swimming
Craft Club	Lunchtime clubs
Athletics Club	Computer Club
Book/Science/STEM/Global week	PGL Year 3/4 Residential Trip
Forest School	Year 6 enrichment week
School council	Summer activities (organised by TLP/PfSAs)
Playground leaders	Mini Police (Year 5)
Golden mile	
School Trips- eg Carymoor, Somerset	
Museum	