

Pupil premium strategy statement – Wellsprings Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	301 (including nursery)
Proportion (%) of pupil premium eligible pupils	32.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/34-2026/7 (3 year plan)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Lunn
Pupil premium lead	Mrs Holcombe (Inclusion Lead)
Governor / Trustee lead	Trisha Budd (Inclusion Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,725
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,676
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1,932,924

Part A: Pupil premium strategy plan

Statement of intent

At Wellsprings we believe that all children can and should be expected to succeed, irrespective of the circumstances they were born into or now find themselves in. Our strategy aims to give our disadvantaged children strong foundations on which to build a lifetime of learning and active participation. Our plan works to build strong relationships across the school community which support families well to engage in school, prioritising regular attendance and strong links. Our curriculum is carefully crafted to particularly maximise learning for **all** children with its focus on oracy, an understanding of achievement, creativity and enjoyment. We know that a well-planned curriculum and high-quality inclusive teaching impacts particularly on disadvantaged children.

Wellsprings will consider the challenges faced by all vulnerable pupils including those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor early language skills, slow the progress in phonics, verbal acquisition, writing and key areas of development.</p> <p>Observations and discussions with key adults indicated poor oral language and vocabulary gaps among many disadvantaged pupils. Many disadvantaged children find it difficult to articulate themselves and explain their thinking and learning to another. Reading progress can be slower because many pupils come from homes less able to support and develop a positive reading culture.</p> <p>Raise standards in Reading at KS2, to ensure pupils meet national expectations. (SEF 2023)</p>
2	<p>Assessments, and observations of pupils indicate that several disadvantaged children also have SEN which has an impact on pupil progress in all subjects. 29% of children who are PP also have complex needs including Speech and Language, social communication, poor working memory, attention difficulties, gross and fine motor skills. 13% of SEN & PPG children have an Education, Health Care plan.</p>
3	<p>Several pupils eligible for the PPG have experienced trauma and have less well developed social and emotional skills. This makes them unprepared for learning, reduces the opportunity for successful friendships and playtimes and can lead to disruptive behaviour.</p>
4	<p>Attendance rates, for some pupils, are below target and reduce their school hours. Attendance for PPG is currently (Jan 2024) below 90% which tracks</p>
5	<p>Some pupils eligible for the PPG have lower levels of engagement, confidence, motivation or independence which reduces their retention and progress rates.</p> <p>Ensuring that the curriculum offer provides the very best opportunities to learn and retain key information and skills for all pupils (including PPG children), is a priority to engaging learners.</p>

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>Improved provision offer around Quality First Teaching – keeping each KS2 class below 30 children (or as near to), from September 23 to further support bridging the gap and recovery of lost learning.</p> <p>Full Time Class Teaching Assistant Key Stage 2 classes, to provide same-day support for those pupils who need pre-teaching and/or consolidation sessions in the afternoon.</p>	<p>KS2 Classes below 30 children or as near to as possible; improved outcomes at Y4 MTC results (to match national comparisons); Y6 SATs show improvement, notably in Reading and GPS, to match EXS % in national outcomes.</p> <p>Minimised work-life expectations for teachers, with support for small group interventions in the afternoon delivered by TAs.</p>

<p>SEN and disadvantaged pupils make at least expected progress in reading, writing and maths. Pupils will access a wide range of interventions and support to meet their needs, including speech and language, reading plus, ILY, Fresh Start Phonics, Time to Talk, Third Space Learning</p>	<p>SEN children to make 'improved progress' over time (e.g. more than just single-step incremental termly gain). TAs deployed effectively to maximise learning opportunities.</p> <p>APDR will show clear interventions to maximize progress. Teachers will effectively plan next steps for all children. Learning is made accessible to ensure progress (referring to the core standards document when necessary). The graduated response tool is used to support planning and adaptive teaching for all pupils.</p>
<p>Improved vocabulary and oral language skills among disadvantaged pupils and the gap narrows between them and their peers.</p>	<p>Assessments and observations indicate improved oral language skills. Children are able to engage with vocabulary and discuss the meanings of words. Assessments will include engagement in lessons, book scrutiny and formative assessment where data demonstrates the gap is narrowing. Wellcomm assessment for Nursery to identify gaps in vocabulary and understanding.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To develop pupil's resilience and mental and emotional health. Providing specific learning on how to develop and understand their emotional health and develop friendships and further promote higher engagement in learning. PFSA.</p>	<p>Sustained high levels of wellbeing from 2023/24</p> <ul style="list-style-type: none"> • PFSA family support- evidence from SDQs • Pupil voice- evidence from pupil leadership engagement • Pupil and parent surveys
<p>Pupils make good progress in Phonics in EYFS and Year 1 to reduce the attainment gap; Re train all teachers/TAs in Read, Write Inc.</p>	<p>Continued outcomes in Y1 and Y2 Phonics that match/exceed national % in the Phonics Check.</p>
<p>Improved achievement outcomes for all children across the curriculum, particularly for those who are disadvantaged</p>	<p>Assessments show that the achievements of all children are at least in line with those seen nationally (in Reading, Writing and Maths in Years 1-6, in the Phonics Screening Check and at the end of the Early Years Foundation Stage).</p> <p>Attainment outcomes demonstrate that the gap between disadvantaged children and those who are not are smaller than those seen nationally.</p> <p>Progress outcomes for all children, including disadvantaged children, are positive at the end of KS1 and KS2.</p> <p>Questionnaires/ discussions with children, lesson observations/ learning walks and other qualitative information, along with the work that the children produce all contribute to demonstrating that all children, especially those who are disadvantaged, know more, remember more and can do more across the whole curriculum.</p>

	All children, particularly those who are disadvantaged, receive a rich, broad and balanced curriculum so that they are best prepared for the challenges, expectations and opportunities for the next stage of their education. We know that a narrow curriculum has a disproportionately negative effect on the most disadvantaged children.
Improved attendance for all pupil groups, but most notably PPG children.	This will be done with the continued work with the PFSA, HT and external support (eg where appropriate the Family Intervention Service, Children's Social Care, Education Engagement team).

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: £ £80,190

Activity	Evidence that supports this approach	Challenge no.
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Guidance for teachers assessment and feedback</p> <p><i>NFER Reading</i></p> <p><i>Wellcomm</i></p> <p><i>HAST spelling?</i></p>	<p>1 and 2</p> <p>£1,620</p>
<p>Professional development for staff in the use of school's writing scheme – Literary Tree</p>	<p>Literary Tree scheme links all writing to high quality texts, use a range of genres, and engages children in developing their reading (inc. comprehension) and writing skills. It was created to ensure 'a consistent, cohesive pedagogy used across a school'. This research recommends all of the above components.</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p>	<p>1 and 5</p> <p>£1,900</p>
<p>Continued investment in the Read, Write, Inc phonics portal to provide CPD for all staff in the delivery of phonics across the school. (Provision of resources/mentor/training day.) This builds on the previous year</p>	<p>Extensive research and evidence demonstrates that phonics is an important component in early reading skills. It requires explicit and systematic teaching and matching to their current skills/knowledge. EEF - Phonics Projects EEF Teaching and Learning Toolkit Phonics currently being funded for Read, Write Inc. and previous evidence supports that children who are struggling to read have made an additional 3 months progress over a year. EEF - Read, Write Inc. funded research EEF Read Write Inc project and evaluation</p>	<p>1, 2 and 5</p> <p>Total £11,580;</p>

<p>where initial training was introduced for all. Cascade supportive materials to parents to support the home learning of book bag books. Purchase Oxford owl resources to support To enhance phonics CPD by investing in new RWI Online Portal and RWInc updates.</p>		
<p>Teaching assistants utilised to support pupils and administer high quality group work/1:1 support. (This includes enabling teacher to work alongside vulnerable pupils.) Additional hours for TA/class teacher to support 1:1 delivery of specific intervention/adaptive teaching/ support for disadvantaged pupils. Existing TA in class support - targeting core areas of learning plus social emotional support Additional TA support for 1:1 pupil – support with safeguarding and accessing provision</p>	<p>Well trained staff enables quality interventions and support to be delivered within a small group setting – identifying key areas of learning where additional support may be required. EEF recognise TAs work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.</p>	<p>1, 2 and 5 £3,500</p>
<p>Targeted support for pupils to ensure QFT impacts most effectively where there are the highest proportions of PPG pupils in the school- notably in KS2.</p>	<p>Improved provision offer around Quality First Teaching – keeping each KS2 class below 30 children (or as near to), from September 23 to further support bridging the gap and recovery of lost learning. Full Time Class Teaching Assistant Key Stage 2 classes, to provide same-day support for those pupils who need pre-teaching and/or consolidation sessions in the afternoon.</p>	<p>1, 2 and 5 £58,360</p>
<p>Curriculum enrichment opportunities to ensure of curriculum offer is broad and creative</p>	<p><u>EEF planning support wider strategies</u> Including: Focus weeks: Art week: September. Linked to the National Gallery ‘Take one picture’ annual project, with contributions from The Magic Lantern art charity, Berlie Doherty (author) and a whole school exhibition. STEM week: November. Linked to the concept of ‘Being a Scientist’, including a competition. The focus was on the animal world, in particular ‘nocturnal’ animals. Health week: January. Lots of ‘healthy body, healthy mind’ visitors including- Farmlink, professional athletes with workshops, Yoga/mindfulness and raised engagement in sports.</p>	<p>1, 3 and 5 £3,230 * Repeated but covered here</p>

	<p>Book week: March. In addition to lessons for Book Week there was a whole school theme of 'Vocabulary dress up'. There is always a 'starting' assembly that sets up the learning for the week, and a sharing assembly to finish the week. There is a competition provided to all children linked to the Book week theme (History themed this time around).</p> <p>Mental Health week: May. Linked to Mental health week which coincides with Year 6 SATs week.</p> <p>Geography week: June. There is a focus on location and map reading skills, with Geo-cache and orienteering activities. Opportunities to link to computing sessions on sequencing/programming skills.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of interventions through targeted teaching, using teaching staff. Mrs Adams, Mrs Williams, Mr D/Booster?	Interventions allow misconceptions to be targeted through individual support and enable good progress. Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils who require additional support. EEF targeted-academic support	1 and 2 Y6 £1,960 Y5/6 £1,960 KS1 £2,270
Additional phonics sessions targeted at disadvantaged pupils who require further support, delivered through learning support assistants.	Phonics is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds. Therefore this support will improve children's access to all areas of the curriculum. EEF Improving Literacy KS2 EEF Improving Literacy KS1	1 and 2 KS1 £2,270
Delivery of interventions such as Number Sense, Time to Talk, Lego Therapy, Reading Plus, Third Space Learning,	Number Sense: Aims to secure firm foundations in the development of good number sense for children Reception through Year 2 (and Year 3 in the Autumn term).	1 and 2 Maths Lead £2,315 (1 hour x 12 weeks)
Train KS2 TA's in ILI or Spelling Detectives,	Spelling Detectives: 'to help pupils with gaps in spelling knowledge... on average pupils make double the rate of normal progress whilst receiving the intervention'. SSE Number Detectives Research has shown that this intervention can more than double the rate of progress (Individualised Literacy Intervention Training Support Services for Education) SSE Spelling Detectives SSE Number Detectives ILI Fresh Start	1 and 2 £1,400
ELSA	ELSA support enables children to regulate and manage their emotions, which ultimately means they can be successful in a learning environment. "It recognises that children learn better and are happier in	3 and 5 £800

	school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.” (About ELSA – ELSA Network)	
To support pupils whose first language is not English- some of the children on our school roll are PPG and EAL identified.	Training for all staff (especially TAs) around how we best support EAL pupils arriving in school. Notably, those pupils arriving directly from another country directly into school with limited communication.	1, 2 and 5 £1,200
Purchase of EduKey Provision Maps	EEF Digital Technology The purchase of an overarching management system, that tracks interventions for all pupils, including PPG, SEND, EAL and other identified ‘vulnerable’ pupil groups. The software also tracks any safeguarding concerns alongside the provision map information for each child.	2, 3 and 5 £1,650
Tuning into Kids	Training for parents/carers whom want support in relation to the parenting roles.	3 and 4** costs subsumed with PfSA role

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

Budgeted cost: £ 47,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Parental and Family Support Adviser builds effective partnerships with families and the School to support the pastoral, emotional and social needs The EEF Toolkit outlines how “increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.”	The EEF Toolkit outlines how “increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.” PfSA to take on the Mental Health Champion role to develop a whole school approach to support STAFF and PUPILS. <i>Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</i>	3 and 4 £30,296 **
Provision of extracurricular activities- Forest School provision	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	3 and 4 £13,170

	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.	
Provision of extracurricular activities- Breakfast and After school clubs/activity clubs	<p>Some our most vulnerable pupils, 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.</p> <p>There are also a variety of 'after school clubs' (e.g. football, Zumba, Choir). Teachers offer these clubs for 'free'- as a gesture by the school to support these engagement opportunities, teachers are provided a release day per year as a gesture of goodwill.</p>	3 and 4 £3,700
Provision of extracurricular activities- wider impact.	<p><u>EEF planning support wider strategies</u></p> <p>Including: Focus weeks:</p> <p>Art week: September. Linked to the National Gallery 'Take one picture' annual project, with contributions from The Magic Lantern art charity, Berlie Doherty (author) and a whole school exhibition.</p> <p>STEM week: November. Linked to the concept of 'Being a Scientist', including a competition. The focus was on the animal world, in particular 'nocturnal' animals.</p> <p>Health week: January. Lots of 'healthy body, healthy mind' visitors including- Farmlink, professional athletes with workshops, Yoga/mindfulness and raised engagement in sports.</p> <p>Book week: March. In addition to lessons for Book Week there was a whole school theme of 'Vocabulary dress up'. There is always a 'starting' assembly that sets up the learning for the week, and a sharing assembly to finish the week. There is a competition provided to all children linked to the Book week theme (History themed this time around).</p> <p>Mental Health week: May. Linked to Mental health week which coincides with Year 6 SATs week.</p> <p>Geography week: June. There is a focus on location and map reading skills, with Geo-cache and orienteering activities. Opportunities to link to computing sessions on sequencing/programming skills.</p>	1, 3 and 5 Previously costed *

Total budgeted cost: £ 143,181

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 ch	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 ch	ARE	81%			
PP	ARE	75%			
BOYS	ARE	83%			
SEND	ARE	64%			
Summer	ARE	71%			
Year 2	ABOVE	0%	2%	12%	
43 ch	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 ch)	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%
41ch	ARE	61%	68%	78%	47%
PP	ARE (GD)	41% (7% GD)	64% (0% GD)	64% (7% GD)	29% (14% GD)
BOYS	ARE (GD)	56% (12% GD)	68% (4% GD)	74% (24% GD)	40% (0% GD)
SEND	ARE (GD)	60% (0% GD)	30% (0% GD)	60% (10% GD)	30% (0% GD)
Summer	ARE (GD)	54% (15% GD)	62% (0% GD)	77% (8% GD)	38% (23% GD)

There is a mixed picture taken as a snapshot for 2022-23, as although there are some diminished gaps in certain year groups/subjects (Maths; Year 1 Phonics and Year 6 Writing and Maths) there are also some sizeable differences between pupils identified as PPG and non-PPG pupils.

However, we do see that the LA measures our school on the top 2 quartiles for PPG performance:

Early Years Foundation Stage				Key Stage 2			
Time period	Cohort	% Good Level of Development	Quartile	Time period	Cohort	% expected standard in reading, writing and maths	Quartile
2023 Provisional	7	57.1%	2nd	2023 Provisional	12	41.7%	2nd

It terms of the broader Social and emotional gains (Challenges 3, 4 and 5), we can evidence a significant reduction in pupil suspensions (Dec 2022- 10 suspensions, over 10 days; Dec 2023- 1 suspension, 0.5 days). There have substantial improvements towards a greater representation of 'Pupil Voice', with an active School Council and pupil engagement roles (Mini-Police, Mental Health Champions). PPG attendance is up around 0.6% on last year (Dec 2022- Dec 2023), although still below the national average at 90.9%

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
Phonics	Read, Write Inc
Provision mapping	EducKey Provision Map
Assessments- Reading	NFER
Assessments- Formative and summative, attendance	FFT
Reading intervention	Reading Plus
Maths intervention	Third Space Learning