



Pupil Premium report to Governors 2021-22

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 £1320 per Ever 6 pupil, £1900 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	280 (R-Y6) 305 (All)
Total number of pupils eligible for PPG	107
Total amount of PPG received	£133,110

Pupil Premium Numbers

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

1.2 Cohort	Number
Reception	9/41 (22%)
Year 1	14/39 (36%)
Year 2	15/35 (43%)
Year 3	18/46 (39%)
Year 4	17/37 (46%)
Year 5	12/43 (28%)
Year 6	6/39 (41%)

The percentage of Pupil Premium for the school (Reception – Year 6) is 35% which is 3% higher than last year and well above the national average (22%, June 2022). As can be seen from the data below, all years are above national equivalent Pupil Premium at each age group.

Reception	14.3	14.0	13.7	14.4	15.0	18.8	18.8
Year 1	14.5	14.2	13.9	16.4	17.6	21.8	22.5
Year 2	15.3	14.2	13.8	16.2	18.8	23.0	24.2
Year 3	16.0	15.7	15.1	17.4	20.1	24.5	26.1
Year 4	15.9	15.6	15.2	17.5	19.9	24.0	26.7
Year 5	15.9	15.4	15.0	17.4	19.8	23.5	26.0
Year 6	15.7	15.4	14.9	17.1	19.5	23.2	25.4

Schools pupil data, DFE 2021-22

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.

The South West (and Somerset in particular) suffered a prolonged outbreak of Covid infections from March 2022 onwards. This coincided with the 'recoding' of Covid-related absence as 'ill' - which in turn all schools in the South West had a sharp decrease in attendance during the spread of Covid during this period. As a result, the attendance figures for Wellsprings were also adversely affected and there was a sharp dip in the second half of the academic year.

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

	Attendance All	Attendance PP
Reception	93.51%	87.27%
Year 1	91.9%	87.08%
Year 2	91.63%	91.82%
Year 3	93.11%	93.67%
Year 4	94.42%	90.5%
Year 5	94.34%	89.96%
Year 6	91.55%	93.73%
Overall	92.86%	91.29%

While this gap is bigger than the school would wish, the attendance figures are above the provisional national data currently available to analyse. Currently, the average attendance nationally for 2021-22 was 89.37%, which both overall attendance was above as well as attendance pupils who receive Pupil Premium.

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.
- During lockdown, and beyond, children have been given access to 'Rising Stars' online to enable them to access a range of texts from home.

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 2022:** 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' and the week started with a musician coming in to present to the school. The children then read books inspired by music and they produced their own written forms in response to the texts. It was a wonderful week.
- **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.
- **Other whole school events** include a Reading competition which raised money for school book resources and encouraged children to extend their reading skills. We also launched the Summer reading challenge for all age groups in July 2022.

How we measure the progress of Pupil Premium pupils

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

July 2022

(Spring 2021 for ARE %; Summer 2021 for above, ARE and just below %)		Reading July 2022 (Autumn 2021)	Writing July 2022 (Autumn 2021)	Maths July 2022 (Autumn 2021)	GPS July 2022
Reception	ABOVE				
41 ch	ARE	80% 58%	76% 60%	80% 75%	GLD 71%
PP (9 ch)	ARE	89%	89%	89%	GLD 78%
BOYS (21 ch)	ARE	90%	81%	90%	GLD 81%
SEND (5 ch)	ARE	60%	40%	60%	GLD 40%
Year 1	ABOVE	PHONICS Y1			
39 ch	ARE	64%			
PP (6 ch)	ARE	43%			
BOYS (17 ch)	ARE	71%			
SEND (8 ch)	ARE	38%			
Year 2	ABOVE	17% 14%	9% 6%	14% 14%	
35 ch	ARE	71% 65%	63% 57%	69% 61%	
PP (15 ch)	ARE	80% (20% GD)	60% (7% GD)	80% (13% GD)	
BOYS (14 ch)	ARE	57% (7% GD)	57% (0% GD)	71% (0% GD)	
SEND (8 ch)	ARE	50% (0% GD)	38% (0% GD)	50% (0% GD)	
Year 6	ARE	63% 55%	65% 53%	78% 58%	55%

40 ch (1 ch not at Wellsprings)	ABOVE	10% 8%	8% 8%	13% 8%	10%
PP (15 ch)	ARE	73% (7% GD)	79% (7% GD)	73% (27% GD)	47% (13% GD)
BOYS (21 ch)	ARE	52% (9% GD)	62% (9%)	86% (14% GD)	43% (9% GD)
SEND (10 ch)	ARE	40% (0% GD)	20% (0% GD)	40% (20% GD)	30% (0% GD)

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.

Overall, the children identified as 'Pupil Premium' did well compared to school average outcomes and the perceived gap measured nationally. **The gap between Pupil Premium children and overall national outcomes is usually 10-15% lower (depending on the area of subject).** As you can see, at Wellsprings, Year 6 Pupil Premium children outperformed the school averages in Reading and Writing, and was just 5% lower in Maths. Equally the same pattern emerged in Year 2 for Reading and Maths for Pupil Premium children- and in all subjects in Reception. This shows that across the age-range (with the exception of Year 1 phonics) the 'gap' is either negligible or in many cases non-existent.

This is clear evidence that teaching across the school consistently meets the needs of Pupil Premium children and these children attain good standards in their core subject.

1.7 Summary of PPG spending 2019/20

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 School Pupil Tracker Online. 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 SENDCo. 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.

1.8 Total PPG received 2021-22	£133,110
Total PPG expenditure	£124,511
PPG carried over to 2022-23	£8,599

Next steps for the academic year: 2022/23

- The Pupil Premium Lead will continue to monitor academic data for all Pupil Premium children. This information will be recorded on a provision map and used alongside the term-by-term attainment grade and progress points. 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.
- Grammar, Punctuation and Spelling results from 2022 highlighted this as an area of development across the school and so, particularly in Key Stage 2 therefore ways will be explored to regularly embed these skills daily.
- To consider and implement 'Covid catch-up' groups and interventions (which is additionally funded through grants provided by the Government on top of our Pupil Premium funding).

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

After School Club Provision

Football Club

Netball Club

Craft Club

Athletics Club

Book/Science/STEM/Global week

Forest School

School council

Playground leaders

Golden mile

School Trips- eg Carymoor, Somerset

Museum

Children's Parliament

Cooking with ELSA

Gymnastics

Swimming

Lunchtime clubs

Computer Club

PGL Year 3/4 Residential Trip

Year 6 enrichment week

Summer activities (organised by TLP/PfSAs)

Mini Police (Year 5)