



Proud to be a part of the Royal Wootton Bassett Trust Academy

The Wellington Primary Schools

SERVICE PUPIL PREMIUM REPORT

2021 - 2022



SERVICE PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of service pupil premium funding to help improve the attainment and pastoral needs of our service pupils.

It outlines our service pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of service pupil premium had within our school.

SCHOOL OVERVIEW

Detail	Data
School name	Wellington Eagles Primary Academy
Number of pupils in school	204
Proportion (%) of service pupil premium eligible pupils	73%
Academic year/years that our current service pupil premium strategy plan covers	2021-2022
Date this statement was published	6th December 2021
Date on which it will be reviewed	1st September 2022
Statement authorised by	Mrs C Addis
Service pupil premium lead	Mr J Bailey
Governor / Trustee lead	Mr L Price

FUNDING OVERVIEW

Detail	Amount
Total budget for this academic year	£46,190

PART A: SERVICE PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Wellington Eagles, we believe that every child deserves a rich and varied education and that we, as a school, should strive to provide as many opportunities as we can in order for our children to succeed. We recognise that, in order to provide high quality education to all our children, additional interventions and provisions are required for those for whom we receive Pupil Premium funding and Service Premium funding.

The strategy laid out in this report aims to achieve this by providing staff with training to ensure pupils are accessing high quality first teaching, providing behavioural and pastoral support and developing the resilience of our service pupils.

We want our service pupils to have the best possible education whilst providing them with a range of wider opportunities to support their needs.

CHALLENGES

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

Challenge number	Detail of challenge
1	High rates of pupil mobility.
2	Emotional support for pupils especially in the case of parental deployment.
3	Pupil resilience and self-esteem – Mental Health
4	Behaviour

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>Children who are new to the school are quickly assessed in order for teachers to plan accordingly. Interventions will be put into place to address gaps in learning, which can have a detrimental social and emotional impact. Historic attendance data will be used to identify pupils for early attendance interventions.</p>	<p>Pupils assessed on arrival. Interventions put in place. Measurable impact from interventions. High attendance.</p>
<p>Pupils receive pastoral support through a variety of means. Including, in school behaviour support, Place2Be, and 'Thrive' trained staff in order to help them access their learning. Parental support through 'Family Thrive' practitioner.</p>	<p>Pupil voice indicates that pupils are happy in school. Children achieving in their lessons. Good relationship with parents.</p>
<p>Improved attitudes to learning and a greater understanding of the importance of education leading to increased aspirations. Jigsaw will be used to cover aspirations and regular discussions and aims/goals. Resilience will be built and confidence developed through education of the school's values and allowing pupils to take risks and learn from their mistakes.</p>	<p>Less behaviour related problems. Evident behaviours for learning embedded in learning walks. Confident pupils who can articulate their aspirations.</p>

ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our service pupil premium this academic year to address the challenges listed above.

TEACHING

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional TAs in order that pupils to receive high 'quality first teaching' (especially those with identified SPP funding) through well planned lessons, an engaging curriculum and staff CPD and management so that social and emotional concerns relating to the impact of mobility on learning are reduced.</p> <p>Teachers able to easily track the progress and attainment of pupils through a tracking tool/system to enable quick intervention and catch-up.</p>	<p>Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited. - EEF</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. - EEF</p>	<p>1, 3, 4</p>

TARGETED ACADEMIC AND PASTORAL SUPPORT

Budgeted cost: £30,557.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be counselling to support service pupils with mental health problems. (Covered by donation – not Service Premium but mentioned to show plans for SPP pupils)	Place2Be survey (after 1:1 counselling): 61% of pupils with difficulties had less impact on their learning. 81% of pupils with severe difficulties showed an improvement in wellbeing, according to parents and carers. 75% of pupils find it easier to have and keep friends.	1, 2, 3, 4
Behaviour support specialist in school. The role would involve providing support for pupils (reconnection, behaviour plans, targeted interventions, and 1:1 support), staff (behaviour workshops, team teaching) and parents (advice and support).	The evidence from the EEF indicates that teaching these strategies can be particularly effective for low achieving and older pupils. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. – The EEF	2, 3, 4
Support staff who are trained to deliver 'Thrive'.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. – EEF	2, 3, 4
Support staff to deliver SEMH/SEL and various other targeted interventions.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. - EEF	2, 3, 4

WIDER STRATEGIES

(FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: £1,632.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for trips/visits targeted at service pupils, such as Forest School, outdoor learning, teambuilding and sport.</p>	<p>Targeted trips and visits will help service pupils to develop social connections with other pupils, whilst promoting resilience and aspiration.</p> <p>With many parents being deployed it may fall on one parent to provide payment. This may be difficult if finances are not shared.</p>	<p>3</p>

Total budgeted cost: £46,190

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

SERVICE PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our service pupil premium activity had on pupils during the 2019 to 2021 academic years.

During both the academic years that this impact statement refers to, the country experienced two nationwide lockdowns (as a result of the Covid-19 pandemic), which saw the closure of schools for all but the children of key workers, and then later on, those who were deemed as disadvantaged. This caused many complications with the planned strategies.

Due to the cancellation of statutory assessments, it also meant that there were no new national benchmarks to measure against. Teachers have had to use their own judgements alongside summative assessment materials to provide teacher assessments. In addition to this and despite best efforts, not all pupils were able to access online learning and there were different levels of engagement from other pupils, which has resulted in further gaps.

The wellbeing and mental health of our pupils was also heavily impacted by the national lockdowns. Pupils were anxious during their time of remote learning and in some cases pupils and parents were difficult to reach.

In order to alleviate the anxiety of the pupils return to school, we put in a place a robust 'reconnection' programme that focused on core learning behaviours and PSHE. This was spearheaded by our behaviour expert and was largely successful throughout the school.

Objective 1: Children who are new to the school are quickly assessed in order for teachers to plan accordingly. Interventions will be put into place to address gaps in learning, which can have a detrimental social and emotional impact. Historic attendance data will be used to identify pupils for early attendance interventions.

Interventions	Impact
<p>High 'quality first teaching'.</p> <p>A range of interventions in place to meet the needs of the pupils (speaking and listening, cognitive, social and emotional).</p> <p>Interventions focusing on Reading/Writing in KS2.</p> <p>Assessment materials available for the assessment of new pupils. Assessment tools use to track pupils and their gaps.</p> <p>Development of the school's curriculum offer.</p>	<p>The nationwide lockdowns had a huge impact on the pupils. The period of remote learning made it difficult to assess new pupil's gaps and provide the necessary interventions. Interventions and catch-up took place when back in school.</p> <p>Attainment:</p> <p>KS1 % Difference (Non vs SPP) Reading: +25% Writing: +23% Maths: +18%</p> <p>KS2 % difference (Non vs SPP) Reading: -5% Writing: -7% Maths: -3%</p> <p>Progress:</p> <p>KS1 % Difference (Non vs SPP) Reading: -13% Writing: -8% Maths: +6%</p> <p>KS2 % Difference (Non vs SPP) Reading: +13% Writing: +19% Maths: +20%</p> <p>Although the differences are favourable, pupils were still not meeting national results. However, there is a clear boost to attainment between Spring (return to school after remote learning) and Summer of 2021. All results are based on teacher assessments backed up by the schools chosen summative assessments.</p> <p>Reading (EXS+) Spring: 42% Summer: 62% 20% boost</p> <p>Writing (EXS+) Spring: 29% Summer: 51% 22% boost</p> <p>Maths (EXS+) Spring: 34% Summer: 64% 30% boost</p>

Objective 2: To have pupils receiving pastoral support through ‘Thrive’ trained staff in order to help them access their learning. To have improved attitudes to learning and a greater understanding of the importance of education leading to increased aspirations. Jigsaw will be used to cover aspirations and regular discussions and aims/goals. Resilience will be built and confidence developed through education of the school’s values and allowing pupils to take risk and learn from their mistakes.

Interventions	Impact
<p>Thrive resources and training for staff.</p> <p>Thrive assessments and thrive sessions with lead practitioners.</p> <p>Camo club for children whose parents are deployed.</p> <p>In house behaviour specialist. This member of staff will work with pupils to better their behaviours and attitudes. They will also work with staff to ensure the behaviour policy is being following, de-escalation strategies are in place, team-teach, support plans are drawn up and they will provide workshops.</p> <p>Development of the PSHE curriculum.</p> <p>Covid-19 – Introduction of a ‘reconnection’ programme. The programme is to enable children relearn learning behaviours after being out of school for a long period. It was also developed with their wellbeing and mental state in mind.</p> <p>Pastoral support for parents.</p>	<p>Thrive assessments were completed however Thrive sessions could not take place due to school Covid-19 procedures. Assessments and sessions will be renewed for the next academic year.</p> <p>Camo club ran from Sept 2019 to March 2020. The club was successful (as determined by pupil voice). Unfortunately, Covid-19 meant that the club had to be postponed.</p> <p>The classroom environments were calm and the majority of pupils were engaged.</p> <p>The number of service children with behaviour incidents pupils decreased dramatically.</p> <p>PSHE lessons were taught regularly and staff were confident in delivering these sessions.</p> <p>Attendance of military pupils was above/around national. Spring: 97.4% Summer: 96%</p>