

Pupil premium strategy statement 2021-2024

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	Wellington Eagles Primary Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	9.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 of 3 2021/2022, 2022/2023, 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs S Johnson-Motyl
Pupil premium lead	Mrs S Johnson-Motyl
Governor / Trustee lead	Phil Mitten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£25,693
Recovery premium funding allocation this academic year (23-24)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,501
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,194

Part A: Pupil premium strategy plan

Statement of intent

At Wellington Eagles, we want to close the disadvantaged attainment and progress gap by providing additional targeted resources for disadvantaged learners and improving the quality of education for all learners. Additionally, 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 purposeful resources, subsidising costs of education visits and providing opportunities for disadvantaged pupils that they usually would not have access to. Additionally, we aim to provide each class with an additional adult in the mornings to provide support for our pupils. In the afternoon, these adults will be used to provide key interventions for targeted pupils.

We want our disadvantaged learners to have the best possible education whilst providing them with a range of wider opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with staff have identified that large gaps in skills and knowledge have formed within our disadvantaged pupils from the impact of nationwide lockdowns. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and discussions with staff show that disadvantaged pupils have low attainment across the core subjects (Reading, Writing and Maths).
3	Observations and discussions with staff and pupils show that pupil engagement and the resilience of disadvantaged pupils is low.
4	Observations and discussions with staff indicate that parental support and engagement (reading at home, visit/visitor uptake) is low for our disadvantaged pupils.
5	13% of our disadvantaged pupils are on the SEND register. Our assessments and observations of these pupils indicate that extra provisions are needed to support them with their learning.

6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the nationwide lockdowns to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
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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
Gaps in disadvantaged learners learning are addressed	<ul style="list-style-type: none"> - Gaps identified tracked (NC objectives) and planned for. - High quality first teaching in place and monitored through regular learning walks. - Focus groups / interventions in place to catch pupils up. - Assessment used to monitor effectiveness of teaching and learning. - Accelerated progress is visible.
Higher attainment across the core subjects (Reading, Writing and Maths) through improved quality first teaching	<ul style="list-style-type: none"> - Diminished gap between disadvantaged and non-disadvantaged learners. - Disadvantaged learners in line with the national average of pupils meeting age-related expectations. - High quality first teaching in lessons monitored through regular learning walks. - Lessons are planned to a high standard. - Book scrutiny used to monitor quality of teaching and learning. - Assessment used to monitor effectiveness of teaching and learning. - Disadvantaged learners working within focus groups / interventions. - Increased parental engagement in reading and home learning. - Teachers can confidently discuss the needs of disadvantaged pupils in their pupil progress meetings. - KS2 outcomes by 2024/25 show that 100% of disadvantaged pupils are making expected progress. 70% are meeting age related expectations.
Engaged, confident and resilient learners	<ul style="list-style-type: none"> - Improved outcomes for disadvantaged learners.

	<ul style="list-style-type: none"> - An embedded and engaging curriculum which encourages the 'curious child'. - School values are taught through class and assemblies. - Opportunities for disadvantaged learners to show off their work in class in order to build confidence. - Lessons are engaging and the use of a hook engages learners and sparks their curiosity. - PSHE and visitors used to cover aspirations alongside regular discussions around life aims and goals. - A large uptake to a wide range of opportunities made available to disadvantaged learners so that they can gain new experiences. - Disadvantaged learners to be encouraged to take risks and learn from their mistakes in order to develop their resilience.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is at least good and often outstanding in every classroom every day. Teacher and teaching assistant development through CPD. Needs to be identified through learning walks, book scrutiny, professional dialogue and addressed through performance management. We will purchase resources and fund ongoing teacher training and release time.</p> <p><u>2022/23 Update</u> Introduction of Rosenshines Principles Clear teaching non-negotiables implemented. Training programme around this.</p>	<p><i>What happens in the classroom makes the biggest difference: 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 (Education Endowment Foundation)</i></p> <p><i>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. – EEF</i></p> <p><i>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. - EEF</i></p>	<p>1, 2, 3, 5</p>
<p>Continued development of subject leaders and the school's curriculum through an outside consultant (TT Education). We will purchase resources and fund ongoing teacher training and release time.</p> <p><u>2022/23 Update</u></p>	<p><i>What happens in the classroom makes the biggest difference: 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</i></p>	<p>1, 2, 3, 5</p>

<p><i>Development of subject leader monitoring.</i></p>		
<p>Teaching assistants working within classes for core subjects under the direction of class teachers. TAs to develop pupil independent learning skills and provide one-to-one and small group support.</p>	<p><i>Results from observations made as part of the DISS project confirm teachers' views that TAs had a positive effect in terms of reducing disruption and allowing more time for teachers to teach. - EEF</i></p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. - EEF</i></p>	<p>1, 2, 3, 5</p>
<p>Development of effective staff feedback to pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p><u>2022/23 Update</u> <i>Rosenshine's Principles. Training programme planned out for this year – will include development of feedback.</i></p>	<p><i>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><i>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</i></p> <p><i>3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). - EEF</i></p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. - EEF</i></p>	<p>1, 2, 3, 5</p>
<p>Purchase of standardised diagnostic assessments for Reading and GPS. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p><i>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:</i></p>	<p>1, 2, 5</p>

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

Budgeted cost: Staffing £21,700/ resources £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to provide targeted interventions, which are to be identified through assessments, CAPs meetings and discussions with the Inclusion Team.</p>	<p><i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> - The EEF</p> <p><i>Although the majority of TA-delivered interventions showing positive effects involve one-to-one instruction, small group approaches also show promise, with similar impacts observed compared to one-to-one interventions. Although further research is needed, this suggests it may be worth exploring small group interventions as a cost-effective alternative to delivery on a one-to-one basis. – EEF</i></p> <p><i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. - EEF</i></p>	<p>1, 2, 5</p>
<p>Targeted 1:1 reading in school to ensure disadvantaged pupils are having a regular opportunity to read to an adult.</p> <p>Questioning from the adults will provide much needed comprehension skills development.</p> <p>Use of Accelerated Reader to provide a diagnostic for pupils. Additionally, to identify the correct reading levels for pupils and provide relevant assessments.</p>	<p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. - EEF</i></p>	<p>1, 2</p>

Targeted 1:1 and/or small group interventions through additional boosters to address gaps created in disadvantaged pupil's learning because of the nationwide lockdowns.	<p>1. <i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p>2. <i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p>3. <i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. - EEF</i></p>	1, 2
Purchase of online tracking and assessment tool to allow leaders and teachers to monitor and track pupil assessment.	<i>Pupils progress at different rates so regular monitoring and assessment is important to minimise misallocation and ensure challenge for all pupils. - EEF</i>	1, 2, 3, 5

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

Budgeted cost: £1,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for extracurricular activities, enrichment and rewards.</p> <p>Implementation of Children's University to provide a range of opportunities to disadvantaged learners.</p>	<p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. – EEF</i></p> <p><i>EEF funded this project to test whether extra-curricular activities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working. There is a growing appetite to understand whether activities like these can promote improved outcomes, and there is also evidence that children from disadvantaged backgrounds are</i></p>	3, 4, 6

	<p><i>currently less likely to participate in these types of activities.</i></p> <p><i>This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before we can be confident that the results apply to other schools, but they provide initial evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes. - EEF</i></p>	
<p>Reading provision for disadvantaged learners to increase the children's love of reading.</p> <p><u>2022/23 Update</u> Focus on: Books to keep to encourage love of reading. Reading workshops for parents.</p>	<p><i>Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.</i></p> <p><i>Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. - EEF</i></p>	2, 3, 4, 6
<p>Contribution towards swimming lessons provided by the school.</p> <p>Subsidies and financial support for children eligible for the pupil premium grant.</p> <p>Contributions to be made in order for them to take part in school events (visits, visitors, extra curricular clubs etc)</p>	<p><i>The breadth of life experiences gained from extra-curricular activities, covering the range of sporting, musical and artistic domains, represent valuable opportunities in themselves, irrespective of any measurable educational or labour market outcomes. – Social Mobility Commission</i></p>	3, 4, 6
<p>Parent/Teacher workshops – opportunities for parents to come in and see how and what is being taught across the school.</p>	<p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. - EEF</i></p>	4

Total budgeted cost: £25,825

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium strategy has been written as a three-year plan which started in September 2021. The majority of the actions set out by this strategy are aimed at increasing the academic achievement of our disadvantaged pupils and bringing them in line with their peers. In addition to this, some of the actions of this strategy have been influenced by the impact of Covid-19 and there are elements of catch-up throughout.

The first year of this strategy has been about embedding the various different practices that have been outlined above. With the processes introduced and part of everyday practice, we should see a further accelerated increase in progress for our disadvantaged pupils to help diminish the gap between them and their non-pupil premium peers.

Our subject leaders have been supported by a curriculum consulted throughout this year. With this support, subject leaders have designed a robust curriculum offer for our pupils which will ensure they gain all the skills and knowledge they need to be successful. Each subject has been planned out from Reception to Year 6 and subject leaders have identified the 'sticky knowledge' needed to be taught each year to ensure pupils are able to build upon their prior learning. This will benefit our pupil premium pupils greatly as we are able to provide them with a curriculum that should enthuse them and make them want to learn more. By the end of this strategies cycle we should start to see the impact of this.

Attainment overview of Pupil Premium versus Non-Pupil Premium for 2022-23
(Years 1 – 6)

2022-23	Teacher Assessments % Expected+		Difference
	Pupil Premium	Non-Pupil Premium	
Reading	75%	63%	+12%
Writing	55%	54%	+1%
Maths	63%	67%	- 4%
Combined	46%	54%	- 8%

All the data above has been taken from Teacher Assessments of all pupils during the Summer 2 assessment point. Teachers are asked to assess pupils against the National Curriculum objectives throughout the year. To support their judgements, the pupils also sit Reading, Writing and Maths test papers 3 times throughout the year which produce comparative standardised scores or raw score data. Moderation between peers and through pupil progress meetings also take place at several points throughout the academic year.

The 2021-22 academic data has not been compared to the previous academic year due to the impact of Covid-19. Overall attainment for all pupils in 2020-21 was significantly lower across all subjects. As a result of this, it is difficult to draw comparisons which also makes it difficult to provide accurate evidence of the improvements being seen across the school. Once the second year of this plan has been completed, we will have a clearer picture of what areas are working efficiently.

It should also be stated that at the time of the above assessments there were only 8 pupil premium children. This heavily skews the data in favour of the non-pupil premium pupils and creates a bias towards the larger sample size (196).

As seen in the above assessments, there are significant differences between our pupil premium pupils and their non-pupil premium peers. There is a clear need to focus on all subjects for our pupil premium pupils. During the 2020-21 academic year we introduced the Read Write Inc. Phonics scheme to our staff and pupils. This scheme has a proven track record for producing results but it takes time to embed. As the children come up through the school and during the course of our three-year plan, we should start to see an improvement in the number of children reaching age related expectations for Reading and Writing. After reviewing our current offer and to provide the support our KS2 pupils need, we have bought into a new Literacy curriculum for 2022-23 which will expose the children to a variety of high quality texts as well as provide structured and adapted lessons to improve our pupil's Reading and Writing outcomes. We are on a similar journey for Maths. During 2021-22 our Maths lead was starting the roll out of Maths mastery to our pupils which will now ramp up during the course of this academic year.

Through the purchases of our standardised assessments, Insight Tracking and Accelerated Reader, we all now have a greater understanding of the gaps in our pupils' knowledge. These resources have allowed us identify individual's areas of need and teachers have been able to make changes to their long-term plans to adjust for these gaps. This has led to the significant increase in attainment for our pupils as lessons better suit their needs.

Having additional staff in the mornings to support with core learning has meant that our pupil premium children have had access to breakaway groups. These focused groups have allowed for more personalised teaching which has impacted the above results especially in Maths. Despite attainment not being in line with their peers, the majority of the pupil premium pupils made expected or higher levels of progress throughout 2021-22 (Reading 88%, Writing 88% and Maths 100%). The additional support staff in the mornings will continue to drive this progress further and start to bring our pupil premium pupils in line with their peers.

Children now have a fully stocked library and more books are being purchased to encourage the love of reading. Our pupil premium pupils are being exposed to as many

books as possible and their interests are being considered. They are listened to regularly and there was a significant jump from 38% meeting age related expectations to 50%. This will continue to be developed over the next two academic years. The aim this year is to provide our pupil premium children with books that they can keep at home to further encourage reading.

Staff CPD is ongoing with projects spanning the length of this plan. During the next review, measurable data should be available to share.

Externally provided programmes

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
Lexplore	Lexplore Analytics

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>A more detailed look into how our service pupil premium allocation was spent last year can be seen in our separate Service Pupil Premium Strategy, which can be found on our website.</p> <p>The majority of the service pupil premium funding is used to reduce the SEMH needs in our school. It funds our Behaviour and PSHE lead as well as our Attendance and Welfare lead. Both of these roles have a significant impact in school. In addition to this, the funds also go towards our Thrive trained staff and towards Teaching Assistant salaries so that much needed SEMH (as well as other academic interventions) can be put into place to support the emotional needs of our service pupils.</p> <p>Funding is also used for staff CPD (around SEMH) and to provide additional support through clubs (e.g. Little Troopers – Dandelion Club).</p>

Our reasoning behind this is that children need to be in the right frame of mind to be able to learn. If we can meet their emotional needs, they will be able to focus more in lessons and make expected or better progress.

The impact of that spending on service pupil premium eligible pupils

Attainment overview of Service Premium versus Non-Service Premium for 2021-22
(Years 1 – 6)

2021-22 Subject	Teacher Assessments % Expected+		Difference
	Service Premium	Non-Service Premium	
Reading	67%	67%	0%
Writing	52%	41%	+11%
Maths	67%	63%	+4%
Combined	48%	41%	+7%

All the data above has been taken from Teacher Assessments of all pupils during the Summer 2 assessment point. Teachers are asked to assess pupils against the National Curriculum objectives throughout the year. To support their judgements, the pupils also sit Reading, Writing and Maths test papers 3 times throughout the year which produce comparative standardised scores or raw score data. Moderation between peers and through pupil progress meetings also take place at several points throughout the academic year.

The above data shows that our service pupil premium pupils are performing the same or higher than their non-service premium peers. Our next focus is to ensure that they are meeting the national expectations for Writing as they are currently in line with Reading and Maths.

It can be concluded from the above data, that the strategies outlined in the Service Pupil Premium Strategy are having the desired effect and having a meaningful impact on the pupils.