



Wingfield Primary School
Three-year Pupil Premium Strategy 2024 - 2027

SUMMARY INFORMATION:			
Current Pupil information – 2024-2025			
Total number of pupils:	652	Total number of pupils eligible to pupil premium:	102
Total pupil premium budget:	£150,960	Amount of pupil premium received per child:	£1480

COHORT INFORMATION (CHILDREN ELIGIBLE TO PUPIL PREMIUM)		
Characteristics	Number in group	Percentage as a group
Boys	61	60
Girls	41	40
SEN Support	34	33
EHC	7	7
EAL	21	21

EYFS						
	Pupils eligible for pupil premium	All pupils School data	National average	Data from previous years		
				2022-23	2021-22	2020-21 School data
Good level of development (GLD) Overall	78%	87%	67.7%	50%	53%	56%
Reading (GLD)	89%	92%	76.2%	50%	53%	56%

Writing (GLD)	78%	90%	71.4%	50%	53%	56%
Number (GLD)	89%	91%	78.7%	63%	67%	78%
Communication and Language (GLD)	78%	89%	79.3%	63%	67%	78%

YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			2022-23	2021-22	2020-21 School data
50%	89%	80%	92%	85%	%

END OF KS1

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average School data	National average	2022-23	2021-22	2020-21 School data
% achieving expected standard or above in reading, writing and maths	43%	81%		59%	38%	55%
% achieving expected standard or above in reading	43%	82%		65%	44%	%

% achieving expected standard or above in writing	43%	81%		59%	38%	%
% achieving expected standard or above in in maths	43%	82%		59%	44%	%
% achieving above expected in reading, writing and maths	0%	18%		6%	0%	%
% achieving above expected in reading	0%	24%		12%	0%	%
% achieving above expected in writing	0%	22%		6%	0%	%
% achieving above expected in maths	0%	26%		6%	0%	%

END OF KS2

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average School data	National average	2022-23	2021-22	2020-21 School data
% achieving expected standard or above in reading, writing and maths combined	75%	78%	61%	63%	64%	%
% achieving expected standard or above in reading	75%	80%	74%	63%	73%	%
% achieving expected standard or above in writing	75%	81%	72%	63%	64%	%
% achieving expected standard or above in GPS	75%	78%	72%	69%	73%	%
% achieving expected standard or above in maths	75%	83%	73%	63%	64%	%
% exceeding the expected standard in reading, writing and maths combined	17%	27%	8%	6%	0%	%
% exceeding the expected standard in reading	42%	51%	28%	25%	18%	%

END OF KS2

% exceeding the expected standard in writing	33%	37%	13%	19%	0%	%
% exceeding the expected standard in GPS	50%	58%	33%	31%	27%	%
% exceeding the expected standard in maths	42%	46%	25%	13%	9%	%
Progress						

OTHER DATA

Look at:	Strengths	Areas of development
Attendance data	All year groups attendance is higher than the average for the MAT.	To improve attendance in Reception.
Behaviour data	As a school we have low suspension rate.	To improve behaviour in year 5.
Safeguarding referrals	As a school we have a low rate of referrals.	To develop a safeguarding team to support DSLs.

**LONG-TERM PLAN (3-YEAR TIMESCALE):
(3 – 5 priorities)**

Priority		Rationale (Why is it a priority?)	Expected impact	Links to SDP
1.	Early years communication and language development.	Communication and language barriers are present for an increasing number of chn across both nursery and reception cohorts. Some chn are entering school with low oral communication and vocabulary acquisition and the earlier these are addressed the better the outcome.	Chn will make rapid progress when entering school with an aim of meeting GLD at the end of EYFS. Measured by their improved language skills to support them in their learning throughout their school life and beyond.	Link to area of SDP 'Aspirational education for all'.
2	Attendance	This is a national priority due to 'seismic shift in parental attitudes to attendance' and subsequently an increase in EBSA (Emotionally Based School Avoidance).	Staff trained on the issues around attendance and EBSA will allow teachers and TAs to be aware of potential cases and to have early conversations with parents and children around absence. This will encourage them to attend school regularly and feel like a valued member of the school.	Link to area of SDP 'Community'.
3	Emotional and mental health of children.	Child and parental mental health continues to be a concern. This often has an impact both academically, mentally and emotionally.	Chn will be able to better access learning in the classroom if they have access to support emotionally and socially in school. They will emerge with improved communication	Link to area of SDP focussing on 'Community' and emotional regulation.

			skills and better self esteem and academic outcome.	
4	Rich and varied curriculum entitlements.	Chn need support starting within school, to encourage them to become more socially well rounded and with a wider skill set outside of academic education. Now that these are increasingly accessible with a growing bank of activities, it would benefit chn to take part in as many as they can.	Chn will become more confident and social individuals which will support them to attempt new challenges as they grow up, increase their knowledge and raise their aspirations. There will be more PP families attending school clubs and events.	Link to area of SDP 'Aspirational education for all'.

PRIORITY 1: EARLY YEARS COMMUNICATION AND LANGUAGE DEVELOPMENT

Member of staff responsible:

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
<p>1. To introduce and later embed compass 'ambition framework' for EYFS.</p>	<p>Having consistent use of new EYFS framework and emphasis on skills being taught rather than activities will support all chn to achieve their potential in a language rich environment. Staff will have a share understanding of how children learn.</p>	<p>Staff to have training in the new framework and how us as a team will ensure the focus is on skills across the curriculum.</p> <p>Tailor MTP to focus on skills.</p> <p>New to phase staff on 'new to early years' course.</p>	<p>Jess Travers</p>	<p>Summer 2</p>	<p>New curriculum framework</p>	<p>Enhanced progress of chn across EYFS, in all areas of development.</p>

<p>2. Project with University of Sheffield-support leaders with cowriting chapters and publishing book which focuses on high quality, accessible provision based on chns interests to improve interactions between adults to chn and peer to peer play.</p>	<p>Chn accessing high quality provision to support learning in class, as well as interests with encourage and support their language skills and engagement in the curriculum, therefore enabling them to reach their full potential.</p>	<p>Teacher meetings with university project leaders to cowrite chapters of book to publish.</p> <p>Observations of chns interests fed into provision plans for following day/week.</p> <p>EYFS staff to interact with chn engaging in their interests and model language used to enhance vocabulary and conversation skills.</p>	<p>All EYFS staff</p>	<p>Reviewed termly</p>	<p>Laptops for chapter writing with lecturers.</p> <p>High quality, purposeful provision.</p> <p>Effective planning.</p>	<p>Key chn to work towards closing the gap in their development across the EYFS, particularly C and L.</p>
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<p>3. Development of the Nuffield Early Language Intervention (NELI) and Early Talk Boost (ETB) programme in EYFS. Twilight meetings attended to further develop staff skills base.</p>	<p>Chn with lower than expected communication and language skills to make rapid progress from when they enter Nursery and Reception and achieve expected by the end of the EYFS.</p>	<p>EYPs to deliver ETB (Nursery) or NELI (Reception) programme to chn identified as needing support in this area of development.</p>	<p>EYPs</p>	<p>Summer 2</p>	<p>NELI and ETB folder of resources.</p>	<p>Rapid progress made by the chn receiving the programme.</p>
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PRIORITY 2 ATTENDANCE

Member of staff responsible:

Objectives	Expected Impact	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
1. To understand EBSA and it's causes and effects and to implement effective interventions needed to support families and affected children.	Early identification and understanding of EBSA to enable staff to support chn and their families in feeling more emotionally supported at school and consequently leading to improved academic performance, attendance and behaviour.	<p>Surveys to children, parents and staff.</p> <p>Complete risk and resilience questionnaires/school refusal assessment scales.</p> <p>Interview key children and families and write action plans.</p> <p>Weekly EBSA sessions.</p> <p>Case studies presented.</p> <p>Embed system of early identification for future years.</p>	YM/SE/Staff	Summer 2	<p>Surveys</p> <p>Additional adults for EBSA sessions</p>	Chn will report feeling more positive about coming to school and attendance will improve.

<p>2. Teaching staff to take ownership of learning plans to further support understanding their pupils needs.</p>	<p>Teachers will better understand the levels and needs of all children, in order to help them achieve their full potential.</p>	<p>Teachers to complete learning plans for those chn who need them.</p>	<p>Teachers</p>	<p>Reviewed termly</p>	<p>SENCO to support.</p>	<p>Chn will be more supported due to class teacher being more empowered to support pupils behaviour and SEND needs through embedded, effective and consistent approaches..</p>
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<p>3. Teaching staff to develop expertise in understanding how to educate pupils on emotional regulation.</p>	<p>Chn will be able to use resources and activities provided to enable them to become more emotionally regulated at school and so more likely to attend.</p>	<p>Staff to receive zones of regulation training and to have display in classroom.</p> <p>'Morning mile' revisited as part of schools PE programme.</p> <p>Parents offered zones of regulation training and have curriculum shared.</p> <p>Whole school training on 'drawing for talking'</p>	<p>Teachers</p>	<p>Summer 2</p>	<p>Zones of regulation resources.</p>	<p>Chn will have a bank of resources to draw on to support their emotional and mental wellbeing during their time in school.</p>
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PRIORITY 3 EMOTIONAL AND MENTAL HEALTH OF CHILDREN

Member of staff responsible:

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
<p>1. Key chn to have access to 1:1 or group support where necessary</p>	<p>Chn who need an adult to talk to or sport rest breaks will make better progress and are more likely to achieve their potential.</p>	<p>Learning mentor time allocated where necessary</p> <p>Lego therapy available for specific groups</p> <p>Early eaters group to be reinstated.</p> <p>Charlton Athletic Club for rest breaks</p>	<p>Learning mentor</p> <p>Charlton Athletic sports coach</p>	<p>Reviewed termly</p>	<p>Sports equipment</p> <p>Lego</p> <p>Creative resources</p>	<p>Chn accessing this support will make progress in their learning and have more focus in class.</p>

<p>2. Further develop 'Friends of Wingfield' to enhance wellbeing of families and children</p>	<p>Chn will feel have a better sense of community through family involvement and inclusion which will support them further in their incentive to become successful learners.</p>	<p>Targeted recruitment of parents.</p> <p>Meeting with parents to organise plan of action and roles.</p>	<p>FOW/SE/HP/EB</p>	<p>Reviewed termly</p>	<p>Job descriptions for volunteers.</p>	<p>Chn will have a sense of belonging to a community involving parents and so will have improved emotional wellbeing in relation to the school community..</p>
<p>3. Build a caseload for an ELSA (Emotional Literacy Support Assistant)</p>	<p>Chn who have ELSA support will have enhanced emotional wellbeing.</p>	<p>Build up caseload of chn to receive ELSA support.</p>	<p>Shelley Mace</p>	<p>Reviewed termly</p>	<p>ELSA support materials</p>	<p>Chn receiving support will have an increased sense of emotional wellbeing and appear happier and better able to focus in class.</p>

PRIORITY4 RICH AND VARIED CURRICULUM ENTITLEMENTS

Member of staff responsible:

Objectives	Expected impact	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Forest School sessions available throughout EYFS	Chn who access regular Forest School sessions develop confidence and self-esteem as well as improved language and knowledge and understanding of the world. It supports children's learning of all abilities where everyone feels equal.	Forest school sessions for each class across the EYFS over the school year.	Megan Borthwick and Jessica Travers	Reviewed termly	Wide range of forest school resources.	Chn who attend Forest School will gain confidence and self-esteem and apply skills they learnt outdoors to their learning in the classroom.
2. After school clubs and events to take place.	Chn who take part in a range of activities outside of school will have a wider range of language, skills and knowledge, as well as an enhanced feeling of well being.	After school clubs arranged and priority given to chn in receipt of PP.	Zara Bhana	Reviewed termly	PE equipment	Chn who attend after school clubs and events will gain skills to support their attention for all areas of learning.

<p>3. School Journeys available for years 4 and 6.</p>	<p>Chn who attend school journeys will have their knowledge of the world broadened and will have raised aspirations.</p>	<p>Allocation for chn in receipt of PP to allow them to access school journey irrespective of means.</p>	<p>Stephanie McCallum</p>	<p>Summer 2</p>	<p>Financial allocation</p>	<p>Chn who attend school journey may have raised aspirations and be more motivated to learn at school.</p>
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