Wellfield Infant & Nursery School

Pupil Premium Strategy Statement 2023-24

School overview

Detail	Data
School name	Wellfield Infant & Nursery School
Number of pupils in school	218 N to Y2 180 R to Y2
Proportion (%) of pupil premium eligible pupils	10% R to Y2-increased to 11.6% by June 24
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Cathy Graham- Headteacher Governing Body
Pupil Premium Lead	Michelle Tucker
Governor / Trustee lead	Sharon Alderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19250
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19250

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or challenges, make good progress in their learning, achieve their potential and aspire in all subject areas. We ensure am Inclusive environment for all. We always consider the needs of our vulnerable children, such as those who have, or have had, social care involvement.

Our values at Wellfield Infants underpin our curriculum, experiences, teaching and learning. These are care, respect, learn and succeed. These are specifically taught and interwoven in all of our teaching and learning.

Our curriculum ensures that all children access a broad, balanced, challenging and progressive curriculum that is knowledge and skills rich, equipping and ensuring all children can fulfil their potential regardless of background or ability. Alongside this is the offer of a curriculum that is rich in vocabulary.

Our curriculum is constantly reviewed to ensure it meets the needs of all children, to address gaps, excite learning and develop curiosity. At the heart of this is the belief that all children should access excellent teaching by their class teacher. All our staff and governing body are committed to ensuring all our children make progress in all areas of their learning. Alongside this is the commitment to children to reach their full potential by learning about the importance of taking care of their own mental health and emotional wellbeing, giving children the emotional literacy and understanding to be ready to learn, feel and be safe. This is enabled by the focus on PHSE through Jigsaw lessons and the use of the Colour Monster in all classes from Nursery to Year Two. This academic year 23-34, we are also starting to use The Zones of Regulation to help children recognize their emotions and use tools to help them develop self-regulation skills. We are also fortunate enough to have a specialised Elsa TA who supports both staff and children directly with pastoral care and nurture. We pride ourselves on our caring and nurturing school.

Alongside our high expectations in reading, writing and numeracy, the importance of wellbeing supports our children in being ready for their next stages in their educational journey into Key Stage Two and beyond.

We know that some of our pupil premium children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These include lower levels of and specific need in relation to oracy and language, higher levels of absence and punctuality compared to non-pupil premium children, reduced exposure to books and reading, gaps in learning and lower aspirations.

Alongside this we have a high percentage of Pupil Premium children in 23-24 with more complex needs involving SEND.

Our priority with spending works towards addressing these challenges with the priority being to provide children with the very best education through quality first teaching, a knowledge. Access to high quality teaching for all is proven to have the greatest impact on closing the disadvantage gap whilst also investing in our staff and benefiting all of our community.

We know our families very well and offer a personalised approach in supporting the disadvantaged. We also recognise that children who are not in receipt of Pupil Premium can also suffer disadvantage in terms of their background and home circumstances and we support their needs and work closely with our families.

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 Pupil Premium 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 Pupil Premium pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many Pupil Premium pupils. These are evident from Reception through to the end of KS1 and in general, are more prevalent among our pupil premium pupils than the non-pupil premium pupils.
2	Assessments and observations suggest that our pupil premium pupils generally have greater difficulties with phonics than their peers. This then negatively impacts their development as readers and the pupils reading levels are not at the same level than that of non-pupil premium pupils.

3	Internal teacher assessments indicate that the writing attainment among pupil premium pupils is significantly below that of non-pupil premium pupils.
4	Internal teacher assessments indicate that maths attainment among pupil premium pupils is significantly below that of non-pupil premium pupils.
5	Our assessments (including wellbeing survey for pupils), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities. Our assessments and observations also indicate that the education and emotional wellbeing of many of our Pupil Premium pupils have been impacted and that our families may require support from external agencies.
6	Our attendance data indicates that punctuality and attendance among Pupil Premium pupils has been lower than for non-Pupil Premium pupils. Our assessments and observations indicate that absenteeism is negatively impacting Pupil Premium pupils' progress.

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
To increase oral language skills and vocabulary, phonics scores and reading attainment among Pupil Premium pupils and ensure they are working at or beyond ARE.	A higher proportion of Pupil Premium children achieving the early learning goal in word reading in 2023-24 and passing the phonics screening test in Year One. A larger percentage of Pupil Premium children achieving national standard and greater depth in Year two for 2023 with others making accelerated progress from starting points. Gaps in learning are addressed children placed in interventions to support them. Robust monitoring will show gaps decreasing and attainment improving. Assessments and observations indicate significantly improved oral language and enriched vocabulary among Pupil Premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To reduce the attainment gap between pupil premium children and non-pupil premium children in Writing, SPAG and Maths	Robust monitoring and assessment will show gaps decreasing and attainment improving. Monitoring will show improvement in these areas. The attainment gap between pupil premium children and non-premium children will be lower than the gaps first identified in 2021-22. The gaps will continue to narrow in the subsequent two years. Ideally the gap will be less than 10%

To achieve and sustain improved wellbeing for all pupils in our school, particularly our Pupil Premium pupils.	Sustained high levels of well-being. Monitoring will show improved behaviour. Improvement in attendance and punctuality. Specific monitoring of ELSA involvement will show improvement in wellbeing and readiness to learn. Monitoring will show improvement of attainment and progress in books. Pupil voice will indicate high levels of wellbeing. Pupil and parental voice will show that pupils feel safe in school and know how to access support if needed.
To achieve and sustain improved attendance and punctuality for our Pupil Premium pupils.	Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children. Reduced instances and minutes of learning missed by our PP children. Children are there for all of their learning and come to school ready to learn. Any persistent absence is rapidly addressed working with families to improve outcomes. Monitoring will show actions school has taken by our attendance lead and show an improvement over time. Improved attendance of PP children to 97% or above.
To increase parental engagement of Pupil Premium pupils to attend parental workshops offered to support pupils with reading, phonics and maths and provide individual home learning packs for pupils	Invitations sent out to parents on different platforms to invite them to attend parent workshops to help support their child's learning and progress. Parents to develop their understanding of what their children are taught in reading, phonics and maths and how best to support them at home. Children reinforce their learning at home with activities/games provided to help further aid to close the gap between Pupil Premium and non-Pupil Premium 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: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue in EYFS and introduce in Year One the new phonics scheme (Phonics Shed) and Invest in high quality CPD and support for all staff so that there is consistency and confidence in teaching and learning. Explore reading interventions that can be used for children to excel their reading. Additional TA time given to supporting interventions for developing basic skills in phonics, reading, writing and mathematics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for Pupil Premium pupils: + 5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
All teaching staff trained in developing writing. Focus on new intervention ideas for the development in fine motor and writing skills	Research undertaken by the Education Endowment Foundation EEF shows, *The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most Pupil Premium among them.* Investing in CPD and support for high quality teaching will support all our children to make progress as well as investing in our teaching staff.	1,2,3

Ensuring all children have access to quality first teaching. Ensuring all teaching and learning is consistently good. Monitoring highlights CPD needs and these are addressed.	Research undertaken by the Education Endowment Foundation EEF shows, *The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most Pupil Premium among them.* Investing in CPD and support for high quality teaching will support all our children to make progress as well as investing in our teaching staff.	1,2,3
Dedicated subject leader time is given to ensuring high quality teaching and learning in all curriculum areas and that all children are making good progress in knowledge and skills and staff share curriculum subject updates with the wider school team so they have up to date knowledge of all curriculum subjects Three teachers – one as lead and two as facilitators – to participate in the Mastering Number programme with the Turing Maths Hub and cascade to the wider team TAs to be selected to join the TA training programme for Mastery with the Turing Maths Hub Two staff to attend the NW EY Stronger Practice Hub's training programme for Improving Outcomes for Boys and cascade to the wider team	Investment in ensuring quality first teaching is consistent across all of school in all curriculum areas. Teaching staff have time to observe and monitor teaching and progress in learning against their subject leader curriculum areas	1,2,3

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

Budgeted cost: (in addition to staffing budget allocated) £5000 (ref Pupil Premium cost centre)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have access to targeted interventions linked to phonics, reading, writing and maths	According to the EEF Teaching and Learning Toolkit, small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition has an average impact of four months' additional progress over the course of a year. Investing in professional development for teachers and teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants	1,2,3
Offer training via parent/carer workshops to all our parents and carers so they can support children in relation to reading, phonics and maths	EEF states that Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. However it is recommended ongoing	1,2,3

	monitoring and evaluation of this is needed to ensure this is sustained.	
Program of nurture and SEL interventions led by ELSA TA to identified children from Nursery to Year Two	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £2400 (ref SEN intervention and PSHE cost centre)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the quality of social and emotional learning (SEL) SEL approaches will be embedded in routine and daily practice. Continued professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk	4
Staff to continue to follow the Relationships and Behaviour Policy and regularly review this. This policy was created to ensure that all staff follow the inclusive ethos we have. Also to enable a consistent approach to behaviour management and understanding of those pupils who may also have additional identified SEND needs. SENDCo and Assistant SENDCo to visit Flixton Primary and review work for our school around Zones of Regulation – deliver twilights for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk	4

on new approach to supporting children. Whole staff training on supporting behaviour that challenges, emotion coaching and anti-bullying approaches in line with new relationship based policy		
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Senior leaders to attend training linked to supporting attendance. Senior leaders to monitor attendance every half term. School to seek support from other agencies, where necessary.	Embedding principles of good practice set out in DfE guidance, Improving School Attendance advice.	5
Funded access to breakfast club to support PP families with attendance / punctuality concerns	Embedding principles of good practice set out in DfE guidance, Improving School Attendance advice.	5
Generic and specific Social and Emotional learning support for pupils and signposting support and resources to parents and carers on social media and school webpage by SENDCO/Mental Health	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk	4
Outdoor learning Forest School sessions for pupils that enrich the curriculum subjects	The EEF Teaching and Learning Toolkit states that outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, non-cognitive skills such as resilience, self-confidence and motivation improve emotional wellbeing. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	4

Pupils having access to the MHST worker from Place 2 Be, to support their mental health and emotional wellbeing	Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils. Lower Social and Emotional Literacy skills are linked with poorer mental health and lower academic attainment.	4
Extra-Curricular clubs funded for pupil premium children.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them	4
Outdoor learning sessions for small groups of children identified as needing support with emotional wellbeing. (‘Adventurers Club’)	The EEF Teaching and Learning Toolkit states that 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. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	4

Total budgeted cost: £19250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2023-2024 Targets

Target One-To reduce the gap in outcomes for disadvantaged children and non-disadvantaged children, in phonics, oracy skills, vocabulary, reading, writing and maths.

Actions:

- Assessment information was used to inform Inclusive Quality First Teaching.
- Pupil Premium funding to be used fund teaching assistants and teachers to deliver interventions.
- Update training from the Educational Psychologist on Precision Teaching
- Assessments used, to inform the planning of precision teaching groups and intervention groups.
- Class teachers and senior leaders identify through Pupil Progress meetings, the disadvantaged children who needed catch-up support via additional adult support
- Pre teaching of key vocab/key knowledge that may have been missed
- Training on adaptive teaching for staff
- Diagnostic assessments carried out for key skills, such as basic skills in maths using CHIPs assessment tool.
- Planning appropriately adapted to help meet children's needs
- Identified key group of Pupil Premium to have a subscription to Book Club and resources sent home on a termly basis
- Offer parent workshops and target parents of disadvantaged pupils and provide practical resources to share at home

OUTCOME:

This year in Reception, there were 57 pupils on roll. 3 pupils were eligible for Pupil Premium Funding for the academic year 23-24 (5.26% of cohort). In Communication & Language, one pupil achieved the Early Learning Goals in all areas (33.33%). Two pupils achieved all of the Early Learning Goals in Literacy & Maths (66.66%) and whilst the other pupil did not achieve this by the end of Reception, they made good progress at their individual level. The pupil that did not achieve these Early Learning Goals was included in small group work for maths and phonics and had additional support to ensure that they made progress at their individual level. One of the pupils that did achieve the Early Learning Goals for literacy and Maths, also has an EHCP in school and has the input of other professionals. 100% of Pupil Premium pupils achieved the Early Learning Goal for Physical Development. 66.66 % achieved the Early Learning Goal for Personal, Social and Emotional Development. 66.66% of Pupil premium pupils achieved the Early Learning Goal for Understanding of the World.

One of the pupil premium pupils achieved expected levels in all aspects of the Early Learning Goals.

In Year One, there were 59 pupils on roll. 8 pupils (13.6%) of the cohort are in receipt of Pupil Premium funding. The funding has been used to support pupils with interventions in Reading, Writing and Maths and several pupils have had Letterbox Reading for home as part of their Pupil Premium Funding. In the recent phonics screening 87.5% (7 out of the 8 pupils) achieved expected level and passed the Phonics Screening. The pupil that did not achieve the required score for phonics has an EHCP in place and support of external agencies. By the end of Year One, 87.5% of pupils achieved the expected level for Reading. 50% of the pupils eligible for Pupil Premium Funding are working at expected levels in Year One for Maths and 37.5% for Writing. There are 2 children in receipt of Pupil Premium funding, who also have identified SEN. One of the pupils is on SEN Support and one is in receipt of an EHCP.

In Year Two there were 59 pupils on roll. 8 pupils (13.8%) are eligible for Pupil Premium Funding, 2 of these pupils are also on the SEN Register (Both are on SEN Support, with an EHCP application made for one of the pupils). Daily interventions for identified pupils in Reading, Writing and Maths has been implemented and where needed individual 1:1 support given to support the pupils, using strategies such as Precision Teaching. In Reading 62.5% (5 out of 8 pupils) of Pupil Premium Pupils achieved the expected levels by the end of Key Stage One. In Writing 62.5% (5 out of 8 pupils) of the pupils achieved the Expected Level and in Maths 50% (4 out of 8 pupils) of the pupils achieved the Expected Level by the end of Key Stage One.

Identified pupils in Pupil Progress meetings by thorough assessments, had additional interventions to ensure that they were supported and target progress. This was either in small group or individually one to one with a TA, this had an impact on all pupil's progress at their own individual levels. For those not making progress as expected and who we identified as a concern, a referral was made to the Educational Psychologist to ensure that the correct support was in place and if there was a specific learning need and identify individual strategies to support the child's learning.

Target Two- To further develop our approach to providing targeted support for PP children, and enhance the systems in place for monitoring and identifying children who need additional support with emotional well-being and target this to improve the provision in school for supporting children's mental health and well-being and help them to find ways of managing and improving their own/ others' mental health.

Actions:

- Staff identify who they feel needs support with emotional wellbeing and ensure that the necessary support is identified with SLT, using emotional wellbeing questionnaire and/or Leuven Scales
- Pupils offered additional support through ELSA, Place 2 Be or We are Adventurers (staff to decide who should be in what additional intervention)
- Pupils offered additional extra-curricular clubs
- Individual packs for pupils linked to personalised Zones of Regulation packs
- Individual pupil premium sheets to monitor who is getting what support and impact via parent questionnaires

Outcome:

21 pupils were eligible for Pupil Premium Funding in the school (Reception to Year Two). From these 21 pupils, 28.6 % (6 pupils) were identified as needing further emotional support. Three pupils received the support of the school ELSA, one pupil accessed counselling through Place 2 Be and two pupils attended We are Adventurers to work on emotional regulation and team building. All pupils based on entry and exit data made significant improvements in the emotional wellbeing. 3 pupils have also had individual Zones of Regulation packs sent home.

Target Three- To achieve and sustain improved attendance and punctuality for our Pupil Premium pupils to ensure they are not at a disadvantage, in comparison to non-pupil premium pupils.

Actions:

- Monitor and work closely with attendance lead to ensure that provision and support is in place to ensure punctuality and attendance are closely monitored.
- Any persistent absence is rapidly addressed working with families to improve outcomes.

Outcome:

We have worked closely with parents of pupils in receipt of Pupil Premium Funding and supported them with ensuring the children are on time and attending school regularly. There are several families (3 families) that have needed additional monitoring and support to ensure punctuality and attendance. From this we have seen a decrease in the number of recorded lateness for the children and an increase in their attendance overall. To ensure this we have had family support meetings, inviting the school nurse (where necessary-if linked to health) to support us. Working closely with Mrs Fairclough, if we have a cause for concern a letter and a meeting has been arranged with these families. If any further concerns we would contact Trafford and Early Help and any other services we felt were appropriate to support them, if the family were struggling