

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Wembley Primary School
Number of pupils in school	865
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 3 years
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Annmarie Taylor-Kent Headteacher
Pupil premium lead	Annmarie Taylor-Kent
Governor / Trustee lead	Sara Siddig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,130
Recovery premium funding allocation this academic year	5,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£234,330

Part A: Pupil premium strategy plan

Statement of intent

Our strong intention is that **all** children at Wembley Primary School achieve highly and make good progress across all areas of the curriculum. There is a particular focus placed on our disadvantaged children to ensure that we mitigate against any barriers to achievement and diminish any attainment or progress differences between groups of children.

In addition, we understand the importance of supporting our children's health and well-being to ensure we fully develop our children.

We closely track all our children with the clear aim that all children succeed. We use a number of diagnostic summative assessments to identify gaps in learning and to provide analysis on individual needs.

We ensure that disadvantaged children are a high priority for all leaders and staff across the school. We ensure early identification of any barriers to learning and swiftly put in place provision. This provision is closely monitored to ensure agreed outcomes are achieved. There is flexibility in this provision to ensure that it continues to provide impact.

We recognise the importance of high quality, excellent teaching as key in raising pupil achievement. We are a school devoted to professional development. This is designed to meet the needs of our staff. This may take the form of twilight sessions, external professional development sessions and bespoke sessions. In addition, leaders across the school continuously support staff through coaching and mentoring to ensure high quality teaching. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. We have a shared and clear language regarding the components of effective teaching and learning. These are based in research.

We understand the importance of a High Quality Curriculum. One that ensures a sequence of content necessary for children to make progress. A curriculum that will provide children with the knowledge they need for subsequent learning. The curriculum is regularly reviewed and refined to ensure that it continues to be fit for purpose. We are committed to ensuring that we provide learning and opportunities that develop our children's cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and feedback from teaching staff indicate that disadvantaged children's attainment is lower than that of non-disadvantaged children-in some subjects in some year groups.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 in these particular areas: reading, writing, science and use of language stems.
3	EYFS baseline assessment indicates a significant number of pupils arrived at school with speech and language/communication needs and who are working below age-related expectations.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths fluency, writing and reading.
5	Attendance of our disadvantaged children is slightly lower than all children.(93.8%/92.3%)

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
Improved reading attainment among disadvantaged pupils. Progress in Reading	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above national data.
Improved maths attainment for disadvantaged pupils at the end of KS2. Progress in Maths	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above disadvantaged national data.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language/vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Identified and addressed gaps in learning	Through explicit teaching and effective provision, pupils' assessments and observations indicate pupils have caught up with peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	All children achieve high levels of attendance 96%+

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke CPD sessions & Coaching sessions to develop high quality teaching.</p> <p>Professional Development is evidence based.</p> <p>This includes building knowledge, motivating staff, developing teaching techniques and embedding practice</p> <p>Professional development aligns with the needs of the school and individuals.</p>	<p>Education Endowment Foundation Effective Professional Development-Guidance Report .</p> <p><i>‘There is evidence that it is the quality of teaching that can make the biggest difference to children’s learning.’</i></p> <p><i>‘Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes’</i></p>	1, 2, 3, 4,
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>The EEF Guide to the Pupil Premium-Autumn 2021</p> <p>The Standardised Assessments are part of our actions/processes to ensure we gain a thorough knowledge of our pupils levels of attainment and identify gaps.</p> <p>The EEF Guide to Pupil Premium-Autumn 2021-Diagnosing your pupil’s needs</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme and linked reading books to secure stronger phonics teaching for all pupils</p>	<p>Phonics EEF Toolkit</p> <p><i>‘High Impact for very low cost based on very extensive evidence.</i></p> <p><i>Phonics has a positive impact (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’</i></p>	1, 2

<p>Implementing the coaching model for staff development (CPD) to impact on effective provision. Leaders trained in coaching models</p>	<p>Education Endowment Foundation Effective Professional Development-Guidance Report . <i>‘There is evidence that it is the quality of teaching that can make the biggest difference to children’s learning.’</i> <i>‘Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes’</i></p>	<p>1, 3, 4</p>
<p>Provision of a specialist member of staff to support identified children with regard to social, emotional and mental health /wellbeing To help children label and recognise emotions and to self manage/self regulate</p>	<p>Improving Social and Emotional Learning in Primary School-Guidance Report EEF <i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</i></p> <p>EEF Toolkit Social and Emotional Learning- moderate impact for very low cost</p>	

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Y6 reading sessions targeted at disadvantaged pupils who require further support in reading comprehension.</p>	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>EEF Toolkit Reading Comprehension Strategies Small Group Tuition Moderate impact for Low cost</p> <p>Improving Literacy in Key Stage 2-EEF Recommendation 3-Teach reading comprehension strategies through modelling and supported practice</p>	<p>1, 2, 3</p>

	The EEF Guide to Pupil Premium-Targeted Academic Support	
Additional Y6 maths sessions targeted at disadvantaged pupils who require further support in maths arithmetic and application to problem-solving	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF Toolkit Small Group Tuition Moderate impact for Low cost The EEF Guide to Pupil Premium-Targeted Academic Support Maths Hub information/research EEF Improving Mathematics in KS2 and 3	1, 3
School Led Tutoring provided by the school staff identified children with identified gaps in learning-small group tuition -3 children	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF Toolkit Small Group Tuition Moderate impact for Low cost The EEF Guide to Pupil Premium-Targeted Academic Support	1,3
Team teaching by Assistant Headteachers focusing on specific guidance for disadvantaged pupils	To develop provision of teachers and teaching assistants (accurately assessing and identifying the gaps in learning). Improving the delivery of explicit and supplementary teaching through development of teaching and learning strategies. The EEF Guide to Pupil Premium-High Quality Teaching	1, 3
KS 2 reading sessions	Based on diagnostic assessments with clear focus on gaps in learning. HLTA working exclusively in the year group and therefore good communication with teachers and knowledge of the needs of the children. The EEF Guide to Pupil Premium-Targeted Academic Support	1,2,3
Year 1 targeted RWM sessions by HLTA	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The EEF Guide to Pupil Premium-Targeted Academic Support	1, 3

	<p>EEF Toolkit</p> <p>Teaching Assistant Interventions- moderate impact for moderate cost</p> <p>EEF Improving Mathematics in the Early Years and Key stage 1</p> <p><i>‘High quality, targeted support can provide effective extra support for children.’</i></p>	
EYFS pupils have a 20 week NELI Intervention to improve their early language.	Targeted at specific needs of communication and language can be an effective method to support pupils with poor language acquisition.	1, 3, 4
Year 2 targeted RW sessions by HLTA	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>The EEF Guide to Pupil Premium- Targeted Academic Support</p> <p>EEF Toolkit</p> <p>Teaching Assistant Interventions- moderate impact for moderate cost</p>	1, 3
Provision of Chromebooks (electronic device) for disadvantaged pupils To ensure access for home learning	<p>To develop further home learning, ensuring pupils have the access to the relevant materials and platforms used in school and to further support learning.</p> <p>EEF Guide Using Digital Technology to Improve Learning</p> <p><i>‘Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom’</i></p>	1,2,3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Social and Emotional teaching assistant	Both targeted interventions and universal approaches adopted	5

	Improving Social and Emotional Learning in Primary School- Guidance Report EEF	
Attendance	<p>Embedding the principles of good practice set out in the Dfe's Improving School Attendance & Toolkit</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK (www.gov.uk)</p>	5
Clubs/Music	To ensure equity of access to clubs/music lessons through providing some at a reduced/no cost	5

Total budgeted cost: £ 240,000

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 2022-2023 academic year.

Intended outcome	Success criteria	
Improved reading attainment among disadvantaged pupils. Progress in Reading	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above national data.	Gaps have narrowed across the school Phonics 96% of children in receipt of PP met the standards of the screening assessment (compared to all children 93%) At Key Stage 1 PP children and all children's attainment was the same-70% At Key Stage 2 the gap was – 11%. This had narrowed from the previous year of –24%
Improved maths attainment for disadvantaged pupils at the end of KS2. Progress in Maths	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above disadvantaged national data.	Maths attainment at the end of KS2 gap was –13%. This gain is an improvement on the previous year of –20%
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language/vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Book Looks, observations, peer reviews have found that vocabulary & language stems are being taught and remembered across the curriculum.
Identified and addressed gaps in learning	Through explicit teaching and effective provision, pupils' assessments and observations indicate pupils have caught up with peers.	Evidence from observation, coaching book looks & Lesson studies have shown that learning gaps are identified and planning & teaching adjusted to meet the learning needs of our children. This has then impacted positively on progress.

Key Stage 1

	2019				2021		2022		2023	
	Maths, Reading & Writing				Maths, Reading & Writing		Maths, Reading & Writing		Maths, Reading & Writing	
All subjects combined	Cohort no	sch	nat	Difference	Cohort no	sch	Co-hort no	sch	Co-hort no	sch
Pupil Premium		75			22	55	23	52	20	60
Other pupils		69			94	71	96	60		61
School Gap		+7				-16		-8		-1
Reading										
Pupil Premium	12	75	62	+13		64		61	20	70
Other pupils	108	75	75	0		72		69		70
School Gap		0				-8		-8		0
Writing										
Pupil Premium	12	75	55	+20		55		60	20	60
Other pupils	108	70	69	+1		73		61		64
School Gap		+5				-18		-1		-4
Maths										
Pupil Premium	12	75	62	+13		59		61	20	65
Other pupils	108	79	76	+3		77		65		72
School Gap		-4				-18		-4		-7

	2021			2022			2023		
	Maths, Reading & Writing			Maths, Reading & Writing			Maths, Reading & Writing		
All subjects combined	Cohort number	school	national	Cohort number	school	national	Cohort number	school	national
Pupil Premium	38	58		39	46		19	63	
Other pupils		72			65	59		73	
School Gap		-14			-19			-10	
Reading									
Pupil Premium	38	71			51			67	
Other pupils		78			75	74		78	
School Gap		-7			-24			-11	
Writing									
Pupil Premium	38	68			51			67	
Other pupils		77			77	69		72	
School Gap		-9			-26			-5	
Maths									
Pupil Premium	38	71			59			77	
Other pupils		85			79	71		90	
School Gap		-14			-20			-13	

The widening of the gap between disadvantaged students and their peers has been exacerbated in recent years by the Pandemic. The Pupil Premium spend in 2022-2023 had a clear impact on attainment and progress across the school with the great majority of children achieving targets. However, although some gaps are narrowing, there are still clear gaps in attainment between disadvantaged students and their peers. We have ensured that our spend again this year is linked to educational research-what works and very much focused on closing the gaps and ensuring all our children achieve highly.