

## Pupil premium strategy statement

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	Wembley Primary School
Number of pupils in school	874
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Annmarie Taylor-Kent Headteacher
Pupil premium lead	Annmarie Taylor-Kent
Governor / Trustee lead	Ilie Puscas

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,165
Recovery premium funding allocation this academic year	£20,155 (139 x£145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,320

## 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 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 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.
2	Assessments, observations, and discussions with pupils indicate that some disadvantaged pupils make less progress than their peers in phonics, which impacts their development and progress as early readers.
3	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.
4	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.
5	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths fluency, writing and reading.</p>

## 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>Improved reading attainment among disadvantaged pupils.</p> <p>Progress in Reading</p>	<p>KS2 reading outcomes in 2021/22 show that more than 74% of disadvantaged pupils met the expected standard.</p> <p>To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above disadvantaged national data.</p>

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Progress in Maths</p>	<p>KS2 maths outcomes in 2021/22 show that more than 71% of disadvantaged pupils met the expected standard.</p> <p>To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above disadvantaged national data.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Identified and addressed gaps in learning</p>	<p>Through explicit teaching and effective provision, pupils' assessments and observations indicate pupils have caught up with peers.</p>

## 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 &amp; 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><b>Education Endowment Foundation Effective Professional Development-Guidance Report</b> .</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, 5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p><b>The EEF Guide to the Pupil Premium-Autumn 2021</b></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><b>The EEF Guide to Pupil Premium-Autumn 2021</b>-Diagnosing your pupil’s needs</p>	1, 5
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p><b>Phonics EEF Toolkit</b></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, 5
<p>Implementing the coaching model for staff</p>	<p><b>Education Endowment Foundation</b></p>	1, 3, 4, 5

<p>development (CPD) to impact on effective provision. Leaders trained in coaching models</p>	<p><b>Effective Professional Development-Guidance Report .</b> <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>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><b>Improving Social and Emotional Learning in Primary School-Guidance Report EEF</b> <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><b>EEF Toolkit</b> 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: £ 109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Y5/6 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><b>EEF Toolkit</b> Reading Comprehension Strategies Small Group Tuition Moderate impact for Low cost</p> <p><b>Improving Literacy in Key Stage 2-EEF</b> Recommendation 3-Teach reading comprehension strategies through modelling and supported practice</p> <p><b>The EEF Guide to Pupil Premium-</b></p>	<p>1, 2, 3, 5</p>

	Targeted Academic Support	
Additional Y5/6 maths sessions targeted at disadvantaged pupils who require further support in maths arithmetic and application to problem-solving	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">EEF Toolkit</a> Small Group Tuition Moderate impact for Low cost</p> <p><a href="#">The EEF Guide to Pupil Premium- Targeted Academic Support</a></p> <p><a href="#">Maths Hub information/research</a></p> <p><a href="#">EEF Improving Mathematics in KS2 and 3</a></p>	1, 3, 5
Team teaching by Assistant Headteachers focusing on specific guidance for disadvantaged pupils	<p>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.</p> <p><a href="#">The EEF Guide to Pupil Premium- High Quality Teaching</a></p>	1, 3, 5
Third Space Learning (maths tuition) for pupils for identified pupils. National Tutoring Programme	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, 1:1 programme <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The EEF Guide to Pupil Premium- Targeted Academic Support</a></p>	1, 5
Year 4 targeted reading and maths sessions by the HLTA Maths club run by DH with a focus on LA and GD pupils	<p>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.</p> <p><a href="#">The EEF Guide to Pupil Premium- Targeted Academic Support</a></p>	1,2,3,5
Year 1 targeted RWM 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><a href="#">The EEF Guide to Pupil Premium- Targeted Academic Support</a></p>	1, 3, 5

	<p><b>EEF Toolkit</b></p> <p>Teaching Assistant Interventions- moderate impact for moderate cost</p> <p><b>EEF Improving Mathematics in the Early Years and Key stage 1</b></p> <p><i>'High quality, targeted support can provide effective extra support for children.'</i></p>	
AHT's provide targeted reading support KS1 pupils	<p>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.</p> <p><b>The EEF Guide to Pupil Premium- Targeted Academic Support</b></p>	1, 3, 5
EYFS pupils have a 20 week NEL Intervention to improve their early language.	<p>Targeted at specific needs of communication and language can be an effective method to support pupils with poor language acquisition.</p>	1, 3, 4, 5
Year 2 targeted RWM 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><b>The EEF Guide to Pupil Premium- Targeted Academic Support</b></p> <p><b>EEF Toolkit</b></p> <p>Teaching Assistant Interventions- moderate impact for moderate cost</p>	1, 3, 5
Reading Wise and Mathletics resources used to support pupils in KS1 and KS2	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p>	1, 2, 3, 5
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><b>EEF Guide Using Digital Technology to Improve Learning</b></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>	1,2,3,5

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**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  <b>Improving Social and Emotional Learning in Primary School- Guidance Report EEF</b>	5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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 2020 to 2021 academic year.

Ket Stage 1

	2019				2021	
	Maths, Reading & Writing				Maths, Reading & Writing	
All subjects combined	Cohort no	sch	nat	Difference	Cohort no	sch
Pupil Premium		75			22	55
Other pupils		68			94	71
School Gap		+7				-16
<b>Reading</b>						
Pupil Premium	12	75	62	+13		64
Other pupils	108	75	75	0		72
School Gap		0				-8
<b>Writing</b>						
Pupil Premium	12	75	55	+20		55
Other pupils	108	70	69	+1		73
School Gap		+5				-18
<b>Maths</b>						
Pupil Premium	12	75	62	+13		59
Other pupils	108	79	76	+3		77
School Gap		-4				-18

	2019				2021		
	Maths, Reading & Writing				Maths, Reading & Writing		
All subjects combined	Cohort number	school	national	Difference	Cohort number	school	national
Pupil Premium		75			38	58	
Other pupils		68				72	
School Gap		+7				-14	
<b>Reading</b>							
Pupil Premium	12	75	62	+13	38	71	
Other pupils	108	75	75	0		78	
School Gap		0				-7	
<b>Writing</b>							
Pupil Premium	12	75	55	+20	38	68	
Other pupils	108	70	69	+1		77	
School Gap		+5				-9	
<b>Maths</b>							
Pupil Premium	12	75	62	+13	38	71	
Other pupils	108	79	76	+3		85	
School Gap		-4				-14	

Our internal assessments 2020-2021 demonstrate that there are gaps in attainment between our pupil premium children and non-pupil premium. The Pupil Premium Strategy 2020-2021 and the listed areas of spend was impacted upon by the pandemic. In particular in relation to provision (staff attendance & pupil attendance) and the lock down.

During the lock down we ensured that high quality provision was in place and we provided laptops to families. However, many pupils found it difficult to engage fully especially for families with high needs in relation to English as an Additional language. In 2020-2021 we were not able to provide the focused interventions that accelerate progress.