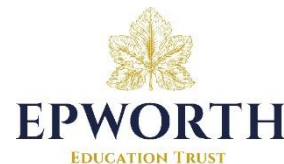




Wesley Methodist Primary School: Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wesley Methodist Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rhys Jones Headteacher
Pupil premium lead	Samantha Rohman Pupil Premium/LAC Lead
Governor / Trustee lead	Andrew Morrison Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,028
Recovery premium funding allocation this academic year	£ 8,990
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	£96018

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Wesley Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils to: shine like stars as children of God. We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them to shine like stars.

Inclusive Quality First Teaching is of paramount importance within our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly following the recent pandemic. As Professor Becky Francis, the Chief Executive for the Education Endowment Foundation states in the foreword for the EEF guide to the pupil premium, autumn 2021:

Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery. In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds.

This Inclusive Quality First Teaching approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Within the EEF pupil premium guidance, autumn 2021, it states:

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

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 disadvantaged pupils are challenged appropriately within all lessons
- Ensure early identification of support is completed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Data 2020/21

EYFS Data 2020/21		
	All Pupils	PP Pupils
Good Level of Development	57%	
Reading	70%	
Writing	64%	
Maths	73%	
Shape, Space and Measure	86%	

Year 1 Phonic Screening 2020/21		
	All Pupils	PP Pupils
Good Level of Development	53%	20%

End of Key Stage 1 2020/21		
	All Pupils	PP Pupils
Reading	74%	73%
Writing	65%	45%
Maths	74%	73%
RWM Combined	63%	45%

End of Key Stage 2 2020/21		
	All Pupils	PP Pupils
Reading	56%	84%
Writing	59%	83%
Maths	64%	59%
GAPS	41%	50%
RWM Combined	33%	33%

Attendance		
	All Pupils	PP Pupils
Overall Absence		
Unauthorised Absence		
Persistent Absentees		
Late		

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 discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This negatively impacts their development as readers and writers in KS1 and KS2.
3	<p>Our assessments and observations indicate that the education and wellbeing 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.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 49 pupils (32 of whom are disadvantaged) currently require additional support with social and emotional needs, with 21 (17 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 5% lower than for non-disadvantaged pupils.</p> <p>14.8% of disadvantaged pupils have been 'persistently absent' compared to 3.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • Use of WellComm and Neli interventions in Reception are regular and the impact is seen in progress within prime area of Communication and Language at the end of Reception. • School to be Elklan accredited by July 2024 and all staff confident in using this programme and its strategies to improve speech and language from EYFS-Year 6. • Reading, oracy and communication to be ‘inescapable’ – through use of high quality learning environments, interactions and lesson planning. • SENDCo to work with identified pupils and staff to further develop strategies that will improve communication and language. •
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Early identification of pupils to provide interventions so that they can accelerate progress. • The gap between disadvantaged pupils and national other is narrowed in reading • Use of gap analysis from phonics screening, NTS and SATs tests focus the interventions needed for targeted children. • KS2 reading outcomes in 2024/25 will show that more than 80% of disadvantaged pupils will meet the expected standard.
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Early identification of pupils to provide interventions so that they can accelerate progress. • The gap between disadvantaged pupils and national other is narrowed in writing • KS2 writing outcomes in 2024/25 will show that more than 70% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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 • staff are confident in the use of strategies and interventions to support children’s wellbeing • a significant reduction in anxiety

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 80%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The percentage of all pupils who are persistently absent is below 9% (national average) and the figure among disadvantaged pupils being no more than 9% lower than their peers. • Pastoral team work closely with families and identify barriers and promote attendance so children want to attend school. • Early intervention provided to families such as TAF (Team Around the Family) meetings.

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: **£76,749**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>EEF Pupil Premium guidance, autumn 2021</p>	All
<p>Purchase of standardised diagnostic assessments, with gap analysis and tailored intervention.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Use of FFT / MARK & SHINE / BSquared for SEND pupils</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p> <p>EYFS and KS1 staff to have full RWI training through Ruth Miskin Education.</p> <p>Phonics lead to provide RWI CPD to all KS2 teachers so they have knowledge of the scheme to support with reading and spelling.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension).</p> <p>EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.</p>	1, 2, 3
Release two TAs and one teacher for 10 week ELKLAN training.	Spoken language activities that are matched to the learners' current stage of development extends their learning and connects with the curriculum, improving	1, 2, 3

<p>Supply costs: £ (ELKLAN training cost as part of EET Pupil Premium Statement)</p>	<p>attainment. The training will support adults to ensure they model and develop pupils' oral language skills and vocabulary development with a consistent approach.</p> <p>EEF Oral Language Interventions High Impact (+6 months) for very low cost, based on extensive research.</p>	
<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase Wellcomm resources and Training for EYFS staff</p> <p>Purchase Wellcomm Primary resources and Training for 1 KS1 TA</p> <p>ELKLAN Training for all staff to assist the development of IQFT</p> <p>Fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>To ensure that pupils in receipt of pupil premium are given priority with enrichment opportunities. School to contribute towards residential and day visits that captivate learning and develop life skills that align with our school vision to support all children to – shine like stars as children of God.</p>	<p>Enriched learning opportunities are offered after school in dance, drama, sports and arts to develop engagement and oral language as well as intrinsic benefits to positive wellbeing.</p> <p>EEF Enrichment Moderate Impact (+3 months) for very low cost, based on moderate research.</p> <p>We believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education and intensive programmes such as residential visits and day visits enable pupils to experience life skills they may otherwise not gain as well as the opportunity to hear and use a greater range of vocabulary in context.</p>	3, 4, 5

	EEF Life Skills and Enrichment suggests that visits can directly improve pupils' attainment across the curriculum.	
Release time for English lead to complete CPD with each teacher focusing on the new writing framework and curriculum Whole school CPD on effective feedback (May 2022 INSET day)	Quality First teaching is our priority to ensure the daily education of pupils is of the highest standard across the curriculum. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of our successful school. EEF Pupil Premium Guide	

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

Budgeted cost: **£13,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Run Wellcomm interventions across the EYFS and KS1 Speech and Language Therapy input for children not accessing SALT after referrals from school	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
After school tutoring for targeted children year 2 to year 6 in maths, reading and writing delivered by qualified teachers	The class teacher is able to focus exclusively on a small number of learners to ensure effective progress, or to teach challenging topics or skills. This is additional tutoring before or after school so children do not miss any more curriculum time and continue to receive a broad and balanced curriculum. EEF Small Group Tuition: Moderate Impact (+4 months) for low cost, based on moderate research.	
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	2

disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,507**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and trauma based training approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Full time Pastoral Lead to be employed to run therapy sessions and interventions</p> <p>Forest School Lead to work full time providing Forest School Therapy across the school.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Pastoral lead to have access to a social worker on a 1:1 basis to further improve the work we complete with our children on SEL</p>	<p>Our pastoral lead will be more confident and qualified in supporting our most in need children with their SEL needs. Reference: The EEF guidance relating to SEL, Well-being and Mental Health</p> <p>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)</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Reference: DfE Improving School Attendance</p>	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we	All

	have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £96,116

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 to 2023 academic year.

Monitoring and assessment indicated that teaching across all classes was consistently good through access to high quality CPD funded by the Pupil Premium Grant. This was evident through triangulation of evidence seen by senior leaders in learning walks / lesson observation, book scrutiny, and through data tracking. It was also evident in external visits. From our recent inspections (SIAMS January 2023 and OFSTED March 2023) it was clear that all children had access to a robust, broad and balanced curriculum which was focused on child development and for all children to have the opportunities to remember more over time and develop a key working memory through a systemic planning of all curriculum areas.

Our assessment data shows an increase in the progress made by our disadvantaged children, this has been evident particularly in subjects where clear interventions and tutoring has been put in place for these children, although this is still lower than non-disadvantaged pupils – quality first teaching and rapid identification and interventions will ensure that pupils receive the support that they need to make accelerated progress. Additional tutoring will continue next year to focus on reading and maths and the development of key skills for disadvantaged children.

This year we have focused upon the strands of ELKLAN work which has seen a significant improvement in our children's achievement in speech and language, with our children in EYFS and KS1 showing the most improvement in this area. We have completed our ELKLAN audit and this has developed through school to ensure further increase in our disadvantaged children accessing all areas of the curriculum has improved. From next year we will have a specific SALT specialist who will work at Wesley every fortnight to support our most at need children.

Attendance will continue as a focus to ensure further improvements are made and sustained to support the children's education. We will support attendance through a variety of approaches, including supporting attendance at before school club for persistently absent children, completing home visits and regular meetings with parents. The pastoral manager will introduce Attendance Contracts to families who need support with attendance before they meet the threshold for Early Help. Rewards and incentives will be provided for all children, as a collective where the focus will be on the class overall and for the improvements made by classes.

Due to the impact on mental health and wellbeing of all of our pupils during the post-Covid recovery we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. The impact was particularly acute for

disadvantaged pupils. Therefore, we ensure that all children had access to Forest school on a regular basis and that our SEMH pupils had further sessions at our school allotment. Our pastoral manager also ran several interventions to support our disadvantaged pupils such as: 'drawing and talking' and 'sailing the anxiety boat'.

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
MARK Analysis and SHINE interventions	Rising Stars
Times Tables Support and homework tracker	TT Rockstars
Mathematics Premium Classroom Resources	Power Maths
Comprehension support	Cracking comprehension and HeadStart
Spelling scheme	Purple Mash