

Pupil premium (PP) strategy statement

Wessex Gardens Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	January 24
Date on which it will be reviewed	December 24
Statement authorised by	Alexander Banks
Pupil premium lead	Alexander Banks
Governor / Trustee lead	Franklin Dannenberg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,384.00
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£ 16,384.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£ 180,799.00

Part A: Pupil premium strategy plan

Statement of intent

At Wessex Gardens Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations and aspirations for all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

We recognise that not all disadvantaged pupils will be in receipt of the PPG and support will be allocated to any pupil or group the school identifies as being socially disadvantaged.

Pupils from disadvantaged backgrounds make up 31% of the whole school. We intend for all pupils to leave Wessex Gardens as confident individuals who are life-long learners, equipped to reach their full potential.

By the time our children leave Wessex Gardens they will:

- have read widely and fluently, forming opinions on books and authors.
- solve mathematical problems fluently.
- gain a wider knowledge of the world around them.
- be emotionally literate.
- have experience to work collaboratively and develop team building skills.

To achieve this, we will:

- Ensure all teaching is good or better.
- Provide additional teaching and learning opportunities through trained support staff.
- Ensure that all our work is aimed at accelerating progress, moving children to at least age-related expectations.
- Ensure that resources are to be used to target children on Free School Meals to achieve Age Related Expectations.
- Support payment for activities, educational visits and residential trips ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide behavioural support

Challenges

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

Challenge number	Detail of challenge
1.	Poor communication and language skills in EYFS
2.	Low attainment in KS1 – phonics, reading writing maths
3.	SEND (a number of pupils eligible for PP grant have varying SEND)
4.	A number of our families have experienced significant economic hardship and are unable to provide the support their children need. This is not only restricted to those families eligible for the PPG.
5.	A number of our families are in temporary accommodation that is cramped so difficult to provide quiet learning spaces. This is not only restricted to those families eligible for the PPG. This is linked to the schools very high mobility
6.	Restricted enrichment opportunities
7.	Attendance & punctuality
8.	Self-regulation and mental health

Intended outcomes

Intended outcome	Success criteria
Improved communication and language in the early years	Targeted children show improved language skills as shown in performance data
Improved English skills – reading and writing	Improved English attainment data
To improve the level of phonics across KS1 and Y3	Performance data shows improvement in phonics acquisition
High levels of EHCP children across the school make good progress to their individual targets	Individual assessment shows good progress towards targets
To maintain high attendance and punctuality rates;	Rates of attendance and punctuality across the school are high
To engage parents into supporting their children’s development and learning	Parents can identify new strategies for behaviour management at home and are able to use these with confidence;
Improved progress and attainment across all key stages for PP children	Measured by teacher assessments, successful moderation practices (intra- and inter-school), as well as data in YR, Y2 and Y6
children provided with more opportunities for wider learning experiences	children gain more exposure to wider learning experiences which results in improved behaviour for learning and attainment

Improved wellbeing	Measured by teacher feedback and observations, behaviour records, pupil progress meetings and feedback from learning mentors and parents/carers
Improved behaviour in class and readiness for learning for PP children	Measured by teacher feedback and observations, behaviour records and pupil progress meetings

Activity in this academic year

Teaching

Budgeted cost: £ 14,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS project is develop children s literacy	Involvement in CPL and Barnet project	1
Support pupils with SEND through funding an assistant SENDco 1 day per week	Children on the SEN register make good progress towards s their targets	3

Targeted academic support

Budgeted cost: £ 110,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the high need EHCP children through additional support that will Add capacity to the team around the child	High need children are supported throughout the day to maximise their learning opportunities which leads to integration into the class	3
A range of interventions are delivered by teachers and teaching assistants across the school, which include: <ul style="list-style-type: none"> • small group phonics interventions 	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1,2,3,8

<p>in YR, KS1 and LKS2</p> <ul style="list-style-type: none"> • Basic literacy and numeracy skills • SEN intervention • Year 6 booster groups after school • Better Reading partner intervention • Number champions intervention • Wellbeing PSHE project intervention • Fine and gross motor skills intervention 		
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Wider strategies

Budgeted cost: £ 55,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of admin team dedicated to new admissions to ensure smooth transition for the children into the school	Key information is gathered, the child is initially assessed by our SENCo so there is a smooth transition for the child and for the class teacher where a lot of information is gathered.	5
Barnet EWO (Education Welfare Officer) service	High impact on maintaining good attendance	7
Member of admin team dedicated to attendance to ensure good attendance levels are maintained	Emphasis placed on attendance results in higher than average attendance and highlights the importance of coming in to school every day and on time	7
The learning mentor supports children with their behaviour, emotional wellbeing and resilience.	Social interventions, opportunities to talk through difficulties and address has resulted in improved behaviour for learning	8 4 5
Educational visits, workshops and enrichment opportunities (including School Journey	Emphasis on providing rich and varied experiences that increase cultural capital has impact on overall attainment	6

in Y6) Broaden PP children's interests by giving them the opportunity to experience activities they may not otherwise take part in; support for extra-curricular activities and trips		
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Total budgeted cost: £ 180, 797

Review of the previous academic year

All values are percentages		Pupils eligible for PP	Pupils not eligible for PP	National
% at expected + in reading	67	60	77	73
% at expected + in writing	78	72	84	71
% at expected + in maths	81	76	86	73
% at expected + in GPS	76	72	83	72
% at expected + in reading, writing and maths	60	40%	61%	59