

Pupil premium strategy statement 2021-24

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 three-year period and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wellfield Middle
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Susan Winter
Pupil premium leads	Kurt Burns and Jenny Hawkrige
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,000
Recovery premium funding allocation this academic year	£11,000
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	£77,000

Part A: Pupil premium strategy plan

Statement of intent

All students will be supported to engage with the whole curriculum and wider school life in order to maximise their individual progress and reach their full potential.

This strategy focuses on narrowing the gap in attainment between **disadvantaged and non-disadvantaged children in our school** (our attainment data is already favourable when compared to the national outcomes). High quality teaching and an engaging, relevant and creative curriculum are of primary importance in achieving this. Good attendance, at least in line with non-disadvantaged peers, is crucial so that learners can access the excellent teaching and learning taking place at Wellfield. Opportunities for exposure to a wide range of experiences, language and activities, further enhance the 'cultural capital' of our disadvantaged cohort. The combination of good attendance, high quality teaching and an environment where social, emotional and mental health are nurtured, will enable social mobility and a 'level playing field'.

Data shows that the impact of COVID-19 is evident for all students, but disadvantaged students have been affected disproportionately. The way in which we will use the DfE Recovery Premium to provide identified support for students with gaps in knowledge and skills is included in this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	The gap between the disadvantaged and non disadvantaged within Wellfield Middle is narrowing, however, it presents a challenge, especially in reading and writing (Reading 20% in Y8; Writing 21% in Year 6).
2	Anxiety and other social, emotional and mental health problems, which are increased with the impact of COVID-19, have a negative impact on the children's engagement with learning.
3	The attendance of disadvantaged students is lower than their non-disadvantaged peers (disadvantaged att 1.69% lower than non-disadvantaged)
4	A number of our disadvantaged students and their families need support in engagement, especially with home learning.
5	A disproportionate number of our disadvantaged students have special educational needs (20%) in comparison to their non-disadvantaged peers (9%). The SEN cohort is making less progress currently than the non SEN cohort (2020-21).

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 narrow the gap in attainment in reading, writing and maths between our disadvantaged and non-disadvantaged students, whilst improving progress for all pupils.	<ul style="list-style-type: none"> -Progress of PP children exceeds that of non-pp in writing so as to narrow the attainment gap. -In year 6, the difference between Pupil Premium attainment and Non-Pupil Premium at Wellfield is 10% or less. - To improve the performance of the current Pupil Premium students so the difference between attainment of PP and non PP reduces by at least 5% over the 12 months to July 2022.
SEN students are supported to ensure they can achieve their potential.	<ul style="list-style-type: none"> -Improved progress of PP/SEN students in comparison to 2020-21, at least in line with Non SEN. -Improved outcomes for PP/SEN in reading, writing and maths
To improve the mental health of all students.	<ul style="list-style-type: none"> -Positive feedback on pupil voice regarding praise and positive feedback, including communication with home. -Reduce the gap between PP and non PP students' engagement with school during self isolation -100% PP students have access to Ipad both in school and at home. - Thrive data shows a positive impact of intervention on SEMH.
To minimise the gap in attendance of disadvantaged and non-disadvantaged students, whilst improving attendance for all students.	<ul style="list-style-type: none"> -The gap between PP and Non-PP attendance narrows by at least one percentage point by the end of 2021-22. -Reduction in the number of PP students persistently absent by 5 or more by the end of 2021-22.
To foster positive relationships with parents/carers of disadvantaged students so that students are better supported at home and more engaged with school.	<ul style="list-style-type: none"> -Increased percentage of parents attending all arranged meetings - improved homework completion for PP students. - Increased % of PP students attending extracurricular groups (at least in line with non-PP).

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The dedicated 'Reading Champion' teacher will develop a package of initiatives to promote engagement in, and a love of, reading:</p> <ul style="list-style-type: none"> -Reading Plus programme embedded across Key Stage 2; -Regular form time reading; - Google Classroom used to record, monitor and promote home reading; - Opportunities for 'book talk' with the children; -Communicate with parents successes and areas for improvement; -Book recommendations shared by staff and within year groups/classes; -A diverse range of good quality, age appropriate books (fiction and nonfiction) available in all classrooms around school; -Author visits arranged throughout the year; -Regular 'book cafes' linked to the curriculum. 	<p>DFE 2012 'Research Evidence on Reading for Pleasure'</p>	<p>1, 4 and 5</p>
<p>Disciplinary Literacy</p> <ul style="list-style-type: none"> - writing form time challenge to boost creativity and enjoyment of writing; - Focus on independent freedom of writing in form time without success criteria to alleviate pressure; - Writing challenges for SEN pupils in KS3 (hoping to roll out to full school perhaps?) to refer back to core learning; - A diverse range of good quality writing studied within English lessons; - KS2 able writers day; - Opportunities for good work shared across the school; - Talk For Writing training attended by all staff to aid effective teaching of writing in the classroom; - Targeted support given to those who need it in order to aid fluency with writing - Broken down writing incorporating planning and evaluation; 	<p>EEF: Improving Literacy in Secondary Schools</p>	<p>1 and 5</p>

<p>- Structured oracy opportunities before writing</p>		
<p>Reading buddies</p> <p>Pupil Premium children are encouraged to become reading buddies. KS3 children read with KS2 children on a Thursday and Friday morning in the library.</p> <p>It gives the children more reading time every week. However, it also gives the KS2 children a positive reading role model whilst also giving the KS3 children a positive reading experience in which they feel a sense of responsibility and that they are helping the KS2 children.</p>	<p>EEF: Teacher Toolkit Peer Mentoring</p>	<p>1, 2 and 5</p>
<p>A sustained approach to staff training in excellent quality class teaching including Wellfield's own 'LEARNS' programme of CPD for new and recently new staff:</p> <p>L: language for learning, oracy and vocabulary as a key component in learning;</p> <p>E: excellence is promoted through the use of modelling in all areas to ensure pupils are clear about what they are learning and how to be successful;</p> <p>A: learners are actively engaged rather than passive;</p> <p>R: reading and writing is taught across the curriculum;</p> <p>N: the needs of all learners is met to enable good progress from any starting point;</p> <p>S: the seating or grouping with a lesson is strategic to enable collaboration and maximise progress.</p>	<p>EEF: Teacher Toolkit Metacognition</p> <p>EEF: Teacher Toolkit Oral Language</p> <p>EEF Teacher Toolkit: Collaborative Learning</p> <p>EEF: Improving Literacy in Key Stage 2</p>	<p>1 and 5</p>
<p>Deepening understanding of mathematical structures</p> <p>Manipulatives and representations are used to help pupils engage with mathematical ideas and structures. The manipulatives are not just used as tools; their choice is purposeful and appropriate to have an impact. Manipulatives should be temporary; they should act as a 'scaffold' that can be removed once independence and a deeper understanding is achieved.</p> <p>Teach pupils the strategies for solving problems - Worked examples modelled by the teacher and efficient strategies shared then celebrated to solve problems - pupils to consciously choose between mathematical strategies.</p>	<p>EEF Teacher Toolkit: Mastery Learning</p> <p>EEF Improving Mathematics in Key Stages 2 and 3 -</p>	<p>1 and 5</p>
<p>Developing fluency and rapid recall of number facts.</p> <p>Mathematical thinking and the ability to enable pupils to develop a rich network of mathematical knowledge interleave between mathematical concepts:</p>	<p>EEF Improving Mathematics in Key Stages 2 and 3 - Recommendation 4</p>	

<ul style="list-style-type: none"> - Emphasise the many connections between facts, procedures and concepts - Fluent rapid recall of facts (ARE <i>times tables, bonds to powers of 10, related facts, etc</i>) - <i>Fractions, decimals and percentages extend beyond whole numbers and are connected</i> 		
Key vocabulary (topic and tier 2) displayed and referred to in all classrooms	EEF Improving Literacy in Secondary Schools	1 and 5
An empathic and understanding approach is adopted in all lessons, reflecting our behaviour policy and adopting Thrive strategies.	Public Health England: The link between pupil health and wellbeing and attainment	1, 2, 3 and 5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions including phonics and oracy and a rolling programme of targeted interventions for literacy and numeracy.	EEF Teacher Toolkit: Phonics EEF Teacher Toolkit: Oral Language Intervention EEF Teacher Toolkit: TA Interventions	1 and 5
The Assess, plan, do and review cycle is used to support the students with the weakest levels of literacy through targeted interventions.	EEF Improving Literacy in Secondary Schools	1 and 5
School led tuition programme in place from Jan 2022 using staff from within the workforce.	EEF Teacher Toolkit: Tuition	1 and 5
Monitoring absence using a graduated approach based on communication and support for parents.	EEF Teacher Toolkit: Parental Engagement	2, 3 and 4

All students have access to online learning and support, including for parents, when required to isolate.	EEF Impact of school closures on the attainment gap: Supporting Learning at Home page 20	1, 2 and 4
Summer school- the opportunity to access a Y4/5 transitional summer school. Allowing them to meet staff, familiarise themselves with the school and feel more comfortable about routines and expectations.	EEF Teacher Toolkit: Summer School	2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Thrive Approach using the assess, plan, do review cycle to improve student social and emotional wellbeing.	The Impact of Thrive	2
Promote and enable access to music tuition through pupil voice, communication with peripatetic music teachers and parents.	The impact of instrumental music learning on attainment at age 16	2 and 4
Extracurricular- A wide range of opportunities in and outside of school are given to all students. Students can access theoretical clubs, practical clubs and social clubs. All year groups have various opportunities before, during and after school to attend various clubs linked to different topics.	EEF Teacher Toolkit: Physical Activity EEF Teacher Toolkit: Arts Participation	2 and 4

Total budgeted cost: £ 75,000