

Pupil Premium Strategy Statement



Wembley Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	819
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Annmarie Taylor-Kent Headteacher
Pupil premium lead	Annmarie Taylor-Kent
Governor lead	Angus Hislop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£254,480

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 are responsive to children's individual needs and do not make assumptions about the impact of disadvantage. We understand the importance of ensuring all children learn foundational knowledge.

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 for all children. 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 some disadvantaged pupils. These are evident from Reception through to KS2 in these areas: reading, writing, science and use of language stems. Some children have gaps in foundational knowledge.
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	Children who are in receipt of pupil premium may also have other needs-SEND /EAL
5	Some children need support in relation to their social and emotional needs.

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 English	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above national data. Children make excellent progress and achieve targets
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. Children make excellent progress and achieve targets

All children learn the foundational knowledge by the end of Key Stage 1 that they will need later.	The knowledge that children need to learn is clearly identified. This learning is prioritised. Children have good foundational knowledge when moving from Key Stage 1 to Key Stage 2
To effectively support children with social and emotional needs	Children achieve highly Children able to self-regulate.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke CPD sessions & Coaching sessions to develop high quality teaching. Professional Development is evidence based. This includes building knowledge, motivating staff, developing teaching techniques and embedding practice Professional development aligns with the needs of the school and individuals.	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>	1,2,3,4
Purchase of standardised diagnostic assessments.	The EEF Guide to the Pupil Premium-Autumn 2021 The Standardised Assessments are part of our actions/processes to ensure	1,2

Training for staff to ensure assessments are interpreted and administered correctly	we gain a thorough knowledge of our pupils levels of attainment and identify gaps. The EEF Guide to Pupil Premium-Autumn 2021 -Diagnosing your pupil's needs	
Implementing the coaching model for staff development (CPD) to impact on effective provision. Leaders trained in coaching models	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>	1,2,3,4
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	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> EEF Toolkit Social and Emotional Learning-moderate impact for very low cost	5
Provision of an additional Teacher for EYFS. To support in ensuring children gain foundational knowledge	Strong Foundations in the first years of school. Ofsted Gov.uk October 2024	3
CPD to develop staff understanding of foundational knowledge and implications for curriculum and pedagogical approaches	Strong Foundations in the first years of school. Ofsted Gov.Uk October 2024	1,2,3,4

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 English sessions targeted at disadvantaged pupils who require further support –to accelerate progress further.</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</p> <p>Small Group Tuition Moderate impact for Low cost</p> <p>Improving Literacy in Key Stage 2-EEF</p> <p>Recommendation 3-Teach reading comprehension strategies through modelling and supported practice</p> <p>The EEF Guide to Pupil Premium-Targeted Academic Support</p>	<p>1</p>
<p>Additional Y6 maths sessions targeted at disadvantaged pupils who require further support in maths arithmetic and application to problem-solving</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 Small Group Tuition Moderate impact for Low cost</p> <p>The EEF Guide to Pupil Premium-Targeted Academic Support</p> <p>Maths Hub information/research</p> <p>EEF Improving Mathematics in KS2 and 3</p>	<p>1</p>

KS 2 reading sessions- Children to 'catch up' and 'keep up'	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
Year 1 targeted RWM sessions by HLTA Developing- foundational knowledge	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 Improving Social and Emotional Learning in Primary School- Guidance Report EEF	3,1,2
Clubs/Music	To ensure equity of access to clubs/music lessons through providing some at a reduced/no cost	5

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

Budgeted cost: £20000

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	
<i>Attendance</i>	<p>To continue to embed the principles of good practice set out in the Dfe's Improving School Attendance & Toolkit 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>	
Clubs/Music	To ensure equity of access to clubs/music lessons through providing some at a reduced/no cost	5

Total budgeted cost: £245,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 1

	2019				2021		2022		2023		2024	
	Maths, Reading & Writing				Maths, Reading & Writing		Maths, Reading & Writing		Maths, Reading & Writing		Maths, Reading & Writing	
All subjects combined	Cohort no	sch	nat	Difference	Cohort no	sch	Cohort no	sch	Cohort no	sch	Cohort no	sch
Pupil Premium		75			22	55	23	52	20	60	33	62
Other pupils		69			94	71	96	60		61		71
School Gap		+7				-16		-8		-1		-9
Reading												
Pupil Premium	12	75	62	+13		64		61	20	70		83
Other pupils	108	75	75	0		72		69		70		81
School Gap		0				-8		-8		0		+2
Writing												
Pupil Premium	12	75	55	+20		55		60	20	60		62
Other pupils	108	70	69	+1		73		61		64		71
School Gap		+5				-18		-1		-4		-9
Maths												
Pupil Premium	12	75	62	+13		59		61	20	65		76
Other pupils	108	79	76	+3		77		65		72		78
School Gap		-4				-18		-4		-7		-2

Key Stage 2

	2021			2022			2023			2024		
	Maths, Reading & Writing			Maths, Reading & Writing			Maths, Reading & Writing			Maths, Reading & Writing		
All subjects combined	Cohort number	school	national	Cohort number	school	national	Cohort number	school	national	Cohort number	school	national
Pupil Premium	38	58		39	46		19	70	66	31	52	
Other pupils		72			65	59		73			73	
School Gap		-14			-19			-10			-21	
Reading												
Pupil Premium	38	71			51			70			59	
Other pupils		78			75	74		78			79	
School Gap		-7			-24			-11			-20	
Writing												
Pupil Premium	38	68			51			67			66	
Other pupils		77			77	69		72			80	
School Gap		-9			-26			-5			-14	
Maths												
Pupil Premium	38	71			59			77			69	
Other pupils		85			79	71		90			86	
School Gap		-14			-20			-13			-17	

The Pupil Premium spend in 2023-2024 has had a clear impact on attainment and progress across the school with the great majority of children achieving targets. The gap at key 2 is the result of the complexity of needs of the children. The great majority of children who are pupil premium and did not achieve age related expectations also have SEND needs. 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.

The gap in attendance between all pupils and PP Children has narrowed from 2022-2023 - 1.4% to 2023-2024 -0.5%

