



**Wingrove Primary School**  
**Pupil Premium Strategy 2021-24**

**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.

**Funding allocation and pupil eligibility figures**

Where the amount of funding which we will receive this academic year is stated, we have provided an estimate based on the data available to us at the time of writing this statement. It may be amended when allocations are updated and when pupil premium allocations for the following financial year are published.

Where we are required to state the % of pupils eligible for pupil premium, we have provided the most up to date figure (November 2023) we have at the time we completed our statement. This does not always correspond to the amount of funding at the time as it is based on previous October 2022 Census figures. The actual numbers of children entitled to PP payment as at November 2023 is 177/418 from Reception to Y6, which is 42.3% of the school and amounts to £257,535 at £1455 per pupil. This is not the amount given to school for this year, as it is based on previous figures. The numbers have decreased slightly over the last year, meaning school will be given a less funding next year (2024-25). This year, we have been allocated **£257,535 for 177 pupils, based on October 2022 figures.**

**School overview**

Detail	Data
School name	Wingrove Primary School
Number of pupils in school	472 including nursery (52)
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published	December 2021 and updated December 2023
Date on which it will be reviewed	November 2023
Statement authorised by	HT, SLT, Governors
Pupil premium lead	Jane Mullarkey

	Head Teacher
Governor / Trustee lead	Anne Laws, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (177 pupils @£1455 pp)	<b>£257,535</b>
Recovery premium funding allocation this academic year (186 pupils @£145 pp)	<b>£26,970</b> (£27,115 2022-23) (£23,055 2021-22)
National Tutoring Programme Grant (175 pupils @£67.50 pp) This fund covers 50% of the school's spending on tuition partners, academic mentors and school-led tutoring	<b>£11,812.50</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	<b>£296,317.50</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We are offering additional tuition sessions to our Y6 pupils to support them with their SATs at the end of the year.

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 in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- The key principle of our strategy is to provide quality first teaching for all children

## 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	Speech and language delay on entry. Impoverished language, limited vocabulary, English not always the first language.
3	Limited access to resources and experiences to develop cultural capital. This is assessed through observations and discussions.
4	Many parents require support to help their children with learning.
5	Emotional wellbeing, develop social skills, resilience, character building and career skills.
6	A significant proportion of children with SEND needs. The national figure is 12.6% whilst ours is 23%, and we have 24 children in receipt of or awaiting an EHCP and a significant proportion are also pupil premium, 42.3%.
7	Catch up due to missed learning in lockdowns and absence. A huge amount of resource is needed to ensure our attendance is above average, but last year it was reduced to 94.2% (national expectation is 96%+).

## 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 in all children	<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>Increased staff confidence in developing their children's oracy skills (SALT support and CPD)</p> <p>Improved reading, writing and oracy progress and attainment</p> <p>Interventions will have positive impact on progress for all pupils</p>

	Increase the % of pupils eligible for PP in EYFS, KS1 and KS2 meeting at least ARE in statutory tests
Children will catch up in their learning and meet expected or greater depth standards.	Increased the % of pupils eligible for PP in EYFS, KS1 and KS2 meeting at least ARE in statutory tests
Children will be given the opportunity to visit a range of places and take part in a number of activities to develop their cultural capital and knowledge of the world.	Increased the % of pupils eligible for PP in EYFS, KS1 and KS2 meeting at least ARE in statutory tests
Parents will feel supported and more confident to support their children's learning.	Increased the % of pupils eligible for PP in EYFS, KS1 and KS2 meeting at least ARE in statutory tests
Children will be more resilient and more able to self-regulate when faced with challenges. They will have developed skills for life and employment.	Increased the % of pupils eligible for PP in EYFS, KS1 and KS2 meeting at least ARE in statutory tests
SEND children will make good progress and close the gap on their peers.	Increased the % of pupils eligible for PP in EYFS, KS1 and KS2 meeting at least ARE in statutory tests

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023-24** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£202,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments White Rose <b>£500</b> and Test Base <b>£365</b>.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. Supply cover for staff when on training courses. (£100 per week)</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 6, 7</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. (Tower Hamlets and Hounslow Language team support <b>£500</b>, Read Aloud, Think Aloud, Talk for Writing, Literature Works <b>£750</b>)</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Training in Oracy 21 <b>£8000</b> over 3 years (£2666 pa)</p> <p>Appointment of lead for Oracy21 TLR3 <b>£8925</b> (£2975 pa)</p> <p>Cover for 2 staff out on development days (3) and additional release time @£400 per day. <b>£1200</b></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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3,4,5</p>

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle match funded by English Hub <b>£6000</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4 ,6 ,7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>Fully funded NP programmes for staff members: NPQleading teacherx4, NPQleading literacyx1, NPQLeading Mathsx1</p> <p>Linking Leaders’ Programme – fully funded by North of Tyne (+£10000 payment to school)</p> <p>Supply costs to release DHT <b>@£400</b> per day</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,6,7</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – Clennell Education Solutions, Kalmer Counselling <b>£4,000 + £12,426</b></p> <p>Mental Health Champion Training. £1200 Gov funding</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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Use of technology to support teaching and learning. Including support from our IT consultant, Seesaw software and more Ipads / touchscreens bought. <b>(£15000)</b></p>	<p>COVID19 pandemic highlighted the need for all children to have access to and skills for using technology to support home and remote learning</p>	<p>1-7</p>

<p>Whole school Developing teacher's subject knowledge. (£3,500 training budget)</p> <p>Training with Tom Sherrington £1,800</p>	<p>EEF, models of great teaching.</p> <p>Effective Professional Development, EEF. <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a></p>	<p>1-7 whole school</p>
<p>Develop teachers' expertise in inclusive practices.ie. to develop bottom 20%.</p> <p>(staff meeting time and in school support)</p> <p>Work with achievement partner to support staff £1797</p>	<p>EEF, models of great teaching, Ofsted.</p>	<p>1-7 whole school</p>
<p>Whole school strategies from specialist staff ie speech &amp; language, Ed Psychologist, Pastoral Team and Occupational Therapist. £30,000, £15,000, £37,421, £41,000, £40,000 =£148,421</p>	<p>EFF and research.</p> <p>Speech &amp; Language Therapist shared whole school strategies to promote good language; Ed Psych – trauma, resilience, parent workshops; Well Being Officer – Forest School, after school clubs, climbing etc OT – sensory and physical environment. Counsellor – strategies to support children in trauma.</p>	<p>1-7 whole school</p>

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

Budgeted cost: **£64,017.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition for target group and in Y6 24weeks @£30,165.50</p> <p>Additional Teacher in Y6 for 3 terms. 26 weeks @£33,852</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	<p>1-7 whole school</p>

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Increase TA support, (see above)	See above	1-7 whole school
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub – St Michael’s– training and resources. £12,000 (see above)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4,7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4,5,7

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training Speech and Language (part of SALT costs)	Both targeted interventions and universal approaches can have positive overall effects	5
Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice. This will support attendance officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4,5,7

Pupil and Family Support Officer, Attendance Officer, Pastoral Team, Breakfast Club <b>£30,000</b>	EEF and Research	1-7 whole school
Trips, visits and visitors	EEF and Research	3
Uniform	EEF and Research	1-7 whole school

**Total budgeted cost: £296,317.50**

## 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 2022-2023 academic year.

Our statutory assessments during for 2023 suggested that the performance of disadvantaged pupils was lower than the previous year for Early Years outcomes. Phonics shows an improvement on last year. KS1 outcomes show that we are moving towards better outcomes for all PP pupils, particularly in maths. KS2 shows a similar picture. In 2019 all outcomes were showing a strong upward trend. This was a year where all groups made progress which was well above the national average. We were ranked in the top 3% of primary schools in the country. We could not complete any assessments in 2020, as most children were learning at home in the final term. We did conduct assessments on their return in September. Attendance, due to COVID was a challenge, as it was for all schools during 2020-21 and 2021-22. Our assessments in the summer term of 2021 were based on the children's potential to achieve age-related expectations and we worked hard to cover for lost learning. Writing was lower than we have achieved in the past and it maintains one of our key priorities during the next three years.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We invested in training to support digital learning (prior to March) and appointed a digital and online learning lead, offering a temporary Teaching and Learning Responsibility Payment (TLR3) to support staff development and knowledge. We invested in training in Seesaw, our chosen platform and our maths lead is now a Seesaw Ambassador. Online learning began immediately in March 2020 – all staff were able to create groups and tailor the lessons so each ability group received bespoke learning, which was in line with the curriculum as it would have been in school. We offered recorded lessons, so it did not affect other members of each household who were also working or learning at home. Our PE team set up a You Tube channel and posted several videos – particularly focused on younger children. We also used Joe Wicks' sessions for the older pupils and used BBC Bitesize to support our online offer. Our Achievement partner conducted a review of this that was shared with governors in the summer term 2021. We also offered hard copies to families prior to the digital roll out. Not all families and children were engaged in home learning, despite our efforts. This has led to greater gaps in learning for some of the most vulnerable children in the school.

Overall attendance in 2022-23 was slightly higher than the previous year at 94.2% (94.83% 2019-2020, 95.2% 2020-21 , 94% 2021-22). The gap between PP and NPP groups had almost closed in 2019, this widened again in 2020, 2021 and 2022, but showed improvement in 2023. Around 28% of our PP pupils also have SEND, which is higher than national figures.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted which is primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### EYFS – Good Level of Development (GLD) 2023

**Table One** shows outcomes for children who are not PP and **Table Two** shows outcomes for PP pupils. The first column in each table shows Wingrove outcomes, the second column shows Newcastle outcomes and the third column shows National Outcomes.

**Table One**

#### ASSESSMENTS

Item	Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne		NCER National	
	Value	Value	Gap	Value	Gap
Good Level of Development ●	59.6%	68.0%	-8.4%	69.7%	-10.1%
Average no. ELGs at expected	13.2	14.2	-1.0	14.4	-1.2
All Goals, Exp+	59.6%	66.8%	-7.2%	68.2%	-8.6%
Prime Goals, Exp+	70.2%	76.2%	-6.0%	77.0%	-6.8%
Com. & Lang. Goals, Exp+ ●	70.2%	80.5%	-10.3%	81.5%	-11.3%
PSE Goals, Exp+ ●	85.1%	84.2%	+0.9%	84.7%	+0.4%
Phys. Dev. Goals, Exp+ ●	87.2%	86.1%	+1.1%	86.7%	+0.5%
Specific Goals, Exp+	61.7%	68.0%	-6.3%	69.6%	-7.9%
Literacy Goals, Exp+ ●	61.7%	70.5%	-8.8%	72.3%	-10.6%
Maths Goals, Exp+ ●	72.3%	77.9%	-5.6%	79.4%	-7.1%
Und. The World Goals, Exp+	76.6%	80.3%	-3.7%	82.2%	-5.6%
Exp. Arts & Des. Goals, Exp+	83.0%	85.2%	-2.2%	86.4%	-3.4%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

- = value suppressed, negligible or unavailable

**Table Two**

**ASSESSMENTS**

Item	Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne		NCER National	
	Value	Value	Gap	Value	Gap
Good Level of Development ●	33.3%	51.9%	-18.6%	52.2%	-18.9%
Average no. ELGs at expected	9.8	12.5	-2.7	12.5	-2.7
All Goals, Exp+	33.3%	51.3%	-18.0%	50.3%	-17.0%
Prime Goals, Exp+	33.3%	64.2%	-30.9%	62.9%	-29.6%
Com. & Lang. Goals, Exp+ ●	50.0%	71.6%	-21.6%	69.6%	-19.6%
PSE Goals, Exp+ ●	58.3%	76.6%	-18.3%	74.4%	-16.1%
Phys. Dev. Goals, Exp+ ●	75.0%	75.4%	-0.4%	76.6%	-1.6%
Specific Goals, Exp+	33.3%	51.8%	-18.5%	51.5%	-18.2%
Literacy Goals, Exp+ ●	33.3%	53.2%	-19.9%	54.5%	-21.2%
Maths Goals, Exp+ ●	50.0%	63.0%	-13.0%	63.7%	-13.7%
Und. The World Goals, Exp+	50.0%	70.3%	-20.3%	69.3%	-19.3%
Exp. Arts & Des. Goals, Exp+	83.3%	78.9%	+4.4%	76.8%	+6.5%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

- = value suppressed, negligible or unavailable

GLD outcomes for disadvantaged pupils were below national outcomes by 18.6%. The table shows that Wingrove PP pupils achieve better outcomes in physical development and expressive arts and design. The biggest gaps between PP pupils at Wingrove and the National outcomes for this cohort are with Communication and Language, Literacy and Understanding the World. The development of children’s spoken language underpins all seven areas of learning and development. Sixty eight per cent cohort of our Reception pupils have English as their second language- which is more than three times that of Newcastle and National averages. We spend our PP grant on providing additional support staff for all of our pupils, as well as buying support from NHS speech and language therapists who work in our school every week.

**Y1 Phonics (expected outcome (pass rate): 32/40)**

**Table One (NPP)**

	WT	WA
NCER National	15.5%	82.1%
Local Authority	15.7%	79.8%
Wingrove Primary School	25.0%	75.0%

WT=Working towards the expected outcome

WA=Working at expected outcome

**Table Two (PP)**

Estab. Name	Cohort	WT	WA
NCER National	128,070	29.2%	66.8%
Local Authority	1,148	31.9%	62.9%
Wingrove Primary School	27	51.9%	48.1%

Phonics outcomes for all pupils in Wingrove were 63% in 2023. This is below national outcomes by around 16% and below Newcastle outcomes by 11%. However, the outcomes for the school were 3% up on 2019 outcomes. There were 11% of the PP cohort who achieved raw scores between 24 and 31, so more than half of the PP cohort should pass the test when they retake it at the end of Y2. The PP cohort was 27 pupils and a third of the cohort also have SEN needs. Of the pupils who are PP and not SEND (19 pupils), 68.4% of them passed the phonic test.

## KS1 SAT Outcomes

### Table One - NPP

ASSESSMENTS		Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne	NCER National
Subject	Level	Value	Value	Gap
Reading	≥EXS	69.8%	75.2%	-5.4%
	GDS	7.0%	23.0%	-16.0%
Writing	≥EXS	65.1%	67.5%	-2.4%
	GDS	2.3%	12.3%	-10.0%
Maths	≥EXS	79.1%	77.7%	+1.4%
	GDS	9.3%	19.8%	-10.5%

### Table Two – PP

ASSESSMENTS		Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne	NCER National
Subject	Level	Value	Value	Gap
Reading	≥EXS	52.9%	52.7%	+0.2%
	GDS	0.0%	7.4%	-7.4%
Writing	≥EXS	47.1%	42.4%	+4.7%
	GDS	0.0%	3.4%	-3.4%
Maths	≥EXS	70.6%	54.8%	+15.8%
	GDS	5.9%	5.6%	+0.3%

Our KS1 outcomes for our PP cohort are broadly in line with Local and National outcomes for reading and writing and they are greater than both in maths. The gaps are greater for pupils achieving greater depth. Our outcomes overall are better than 2022 outcomes for all cohorts. We believe that this is because of the additional support in Early Years, along with the fact that for our children where English is their second language, it can take time to acquire a language to which they may be unfamiliar. The outcomes for PP cohort and no SEND are above outcomes for all pupils and are 92.3% for maths. This suggests that the number of pupils identified as having SEND has a greater impact on outcomes than those who are PP.

## KS2 SAT Outcomes

### Table One – NPP

#### ATTAINMENT & ASSESSMENTS

Subject	Level	Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	51.6%	71.3%	-19.7%	66.0%	-14.4%
	GDS/High Score	3.2%	13.7%	-10.5%	10.0%	-6.8%
Reading	≥Exp.Std.	61.3%	80.9%	-19.6%	78.1%	-16.8%
	High Score	22.6%	36.3%	-13.7%	34.0%	-11.4%
Writing (TA)	≥EXS	64.5%	81.2%	-16.7%	77.1%	-12.6%
	GDS	12.9%	23.5%	-10.6%	16.1%	-3.2%
Maths (test)	≥Exp.Std.	67.7%	82.8%	-15.1%	78.9%	-11.2%
	High Score	29.0%	31.4%	-2.4%	28.5%	+0.5%

#### PROGRESS

Subject	Level	Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	-2.26	0.71	-2.97	0.41	-2.67
	Conf. Int.	±2.25 -4.51 to -0.01	±0.31 +0.40 to +1.02	n/a	±0.02 +0.39 to +0.43	n/a
Writing	Avg. Prog. Score	0.47	1.33	-0.86	0.34	+0.13
	Conf. Int.	±2.16 -1.69 to +2.63	±0.30 +1.03 to +1.63	n/a	±0.02 +0.32 to +0.36	n/a
Maths	Avg. Prog. Score	-0.69	0.96	-1.65	0.48	-1.17
	Conf. Int.	±2.12 -2.81 to +1.43	±0.29 +0.67 to +1.25	n/a	±0.02 +0.46 to +0.50	n/a

**Table Two – PP**

ATTAINMENT & ASSESSMENTS						
Subject	Level	Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.0%	49.7%	+0.3%	44.2%	+5.8%
	GDS/High Score	10.7%	4.0%	+6.7%	3.2%	+7.5%
Reading	≥Exp.Std.	67.9%	64.8%	+3.1%	60.3%	+7.6%
	High Score	10.7%	20.0%	-9.3%	17.4%	-6.7%
Writing (TA)	≥EXS	64.3%	62.9%	+1.4%	58.2%	+6.1%
	GDS	21.4%	11.4%	+10.0%	6.6%	+14.8%
Maths (test)	≥Exp.Std.	60.7%	64.8%	-4.1%	59.0%	+1.7%
	High Score	17.9%	14.2%	+3.7%	13.0%	+4.9%

  

PROGRESS						
Subject	Level	Wingrove Primary School (2960)	Local Authority - Newcastle upon Tyne		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	-2.23	-0.43	-1.80	-0.84	-1.39
	Conf. Int.	±2.37 -4.60 to +0.14	±0.33 -0.76 to -0.10	n/a	±0.03 -0.87 to -0.81	n/a
Writing	Avg. Prog. Score	2.30	-0.01	+2.31	-0.66	+2.96
	Conf. Int.	±2.28 +0.02 to +4.58	±0.32 -0.33 to +0.31	n/a	±0.03 -0.69 to -0.63	n/a
Maths	Avg. Prog. Score	-1.16	-0.56	-0.60	-1.01	-0.15
	Conf. Int.	±2.23 -3.39 to +1.07	±0.31 -0.87 to -0.25	n/a	±0.03 -1.04 to -0.98	n/a

The KS2 outcomes for PP pupils shows that there is very little difference between the both cohorts. The progress scores show a more positive picture of how much progress each cohort makes between KS1 and KS2, particularly in writing that is above the national progress figure. Whilst there remains a gap in outcomes between the school and national outcomes, there is no discernible gap between PP and NPP, the progress measures reflect the first quality teaching at Wingrove that is a positive and both floor standards for progress measures, and outcomes were met.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- getting assessment right for children with SEND needs to ensure they make at least expected progress – using SCART assessment tool and training alongside this
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Pastoral and PE teams to lead on the main programme – particularly cycling, climbing and other sporting events across the year.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. This was largely down to COVID and the two lockdowns.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a few reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.