

# Pupil premium strategy statement

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

## School overview

Detail	Data
School name	Welbourne Primary Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	96.46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Claire Everton
Pupil premium lead	Tracy Lawson
Governor / Trustee lead	Sharon Keogh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,133
Recovery premium funding allocation this academic year	£10,936
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2693
<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	£105,762

# Part A: Pupil premium strategy plan

## Statement of intent

It is the intent of our school to close the gap between disadvantaged pupils and their non-disadvantaged peers whilst maintaining a broad and balanced curriculum. This is in relation to national data and in-school data. Our approach is to identify barriers to learning using diagnostic assessment and plan ways in which to overcome these barriers using evidence from research and the expert knowledge and understanding of the pupils that are in our care.

In order to achieve our objectives our priorities are as follows:

\*To ensure all pupils receive quality first teaching in each lesson

\*To provide targeted academic support for students who are not making the expected progress

- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium funding reaches the pupils who need it most

### **Context**

Official figures show that 62% of pupils who attend Welbourne Primary Academy reside within the lowest quartile of deprivation. Our % of Pupil Premium currently sits at 46%

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments indicate that attainment is low for Reception children on entry to EYFS. This has an impact upon the number of children achieving GLD at the end of Reception.
2	For disadvantaged pupils the gap in attainment for children reaching the expected standard across Reading and Writing tends to grow wider as the children move into year 3 and 4.
3	Pupil reaching the expected standard across Reading, Writing and Maths is below 2018 – 2019 data as a result of long periods of time off school due to the COVID pandemic.
4	Assessments, observations and discussions with pupils indicate that children have a limited understanding of the world. Cultural Capital is low.
5	Poor SEMH amongst some disadvantaged pupils. This has a negative impact on the children's readiness to learn. Number of children accessing additional support for health and well being within school is at 23%.
6	<p>Attendance data shows that attendance among disadvantaged pupils is 2.71% lower than for non-disadvantaged. Attendance among FSM children is 3.08% lower than for non-disadvantaged.</p> <p>23.26% of disadvantaged pupils have been persistently absent compared to 8.89% of their non disadvantaged peers.</p> <p>25.97% of FSM pupils have been persistently absent compared to 8.33% of non FSM children.</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
Increase in the number of children that are securely working within the reception age band of development matters.	*Assessment data demonstrates accelerated progress for Reception pupils at data check points.
Improved reading and writing attainment among disadvantaged pupils in year 3 and year 4 which is sustained throughout key stage 2.	<p>KS2 reading outcomes show that all disadvantaged pupils have maintained expected progress since KS1.</p> <p>KS2 writing outcomes show that all disadvantaged pupils have maintained expected progress since KS1.</p> <p>Targeted disadvantaged children make accelerated progress to ensure that more pupils reach the expected standard in each subject.</p>
Improved attainment for KS2, in reading, writing and maths for all pupils, particularly disadvantaged pupils.	<p>KS2 outcomes in 2024/25 show that all pupils have maintained expected progress since KS1.</p> <p>There is an increase in the number of pupils that are converting to greater depth across all subjects.</p>
To improve cultural capital amongst all pupils, particularly disadvantaged pupils.	<p>Pupils knowledge and understanding of the world has improved. This is demonstrated by:</p> <p>*children’s ability to have a greater understanding of the texts that they have read.</p> <p>*children’s ability to use knowledge across a range of subjects.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <p>*a reduction in the number of pupils needing extra support for health and well being</p> <p>*qualitative data from student voice, student and parent surveys and teacher observations.</p>

	<p>*children's readiness to learn does not have an impact on the class teachers ability to teach.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <p>*the overall absence rate for all pupils is no more than 4.2% and the attendance gap between disadvantage pupils and their non disadvantage peers is no more than 2%.</p> <p>*the percentage of all pupils who are persistently absent is in line with previous national figures of 5.8% and the figure among disadvantaged pupils being no more than 5% lower than their peers</p>

## 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: £ [40, 038.33]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to use McKie Mastery approach to teach literacy and numeracy across the school.</p> <p>*Revisit fundamental principles of PTL. Highlight areas that need to be focused on with individual members of staff.</p> <p>*Train new members of staff in McKie Mastery Approach</p>	<p>Attainment across Reading, Writing and Numeracy is considerably lower in 2020/21 then in 2018/19.</p> <p>In 2018/2019 the children were in school and were taught using the McKie pedagogy.</p> <p>Due to school closure it was not possible to implement this whilst the children were remote learning.</p> <p><i>(£5083.33 License)</i>  <i>(£25, 230.00 additional teaching staff)</i>  <i>(Est: £1500 resources)</i></p>	<p>2, 3</p>
<p>*To use POR to support the teaching of reading and writing skills.</p> <p>*Development of long term plan to ensure depth and breadth of study to develop children's cultural capital.</p>	<p>Research carried out by Leeds Trinity University on the Power of Reading, evidenced that children make an additional 6 months progress in reading and writing in schools that use the programme compared to their peers (<a href="http://www.CLPE.org.uk">www.CLPE.org.uk</a>).</p> <p><i>(Subscription £350.00)</i></p>	<p>2, 3, 4</p>
<p>*Staff to complete recovery document and use this to inform mid term planning for maths and literacy.</p> <p>*Leaders to review recovery document and devise priorities for their subject area</p> <p>*Story steps assessments, phonic gaps analysis and fluency assessments carried out to establish gaps and inform planning.</p>	<p>After the period of lock down, the need to prioritise the identification of gaps is paramount. This will help staff to re-establish good progress in the essentials (DfE 2020)</p> <p><i>(Subject Leader Release £4875.00)</i></p>	<p>2, 3</p>

<p>To review the curriculum and implement change to ensure that there is knowledge and skills progression within foundation subjects which builds cultural capital. Resources will need to be purchased to support implementation.</p>	<p>The Matthew Effect posits that disadvantaged pupils shall get more disadvantaged because they do not possess the foundational knowledge they need in order to access and understand the school curriculum (Matt Bromley, 2018).</p> <p><i>(Est: License, Training and Resources £3000)</i></p>	<p>4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [39,888.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify gaps and re-establish good progress in the essentials after the COVID pandemic for targeted disadvantaged children through the use of a school led tutor.</p>	<p>In the last academic year we were able to secure an academic mentor for English. Within this time she was able to:</p> <ul style="list-style-type: none"> <li>*Work with 10 individual children on reading. Of these ten pupils the class teacher reported that all of the pupils demonstrated an improved attitude towards their reading and 7 out of the ten pupils made good progress in their reading fluency.</li> <li>*Work with 6 year 3 providing additional phonics support. All of these children demonstrated progress in their phonics gaps analysis and 2 of the children made enough progress to move into a power steps group.</li> </ul> <p><i>(£2782.00)</i></p>	<p>2, 3</p>
<p>To implement the NELI project in Year 1 and Reception in order to develop oral language skills.</p>	<p>The Education Endowment Foundation (EEF) demonstrated that the programme increased the language skills of 4- to 5-year-olds by an additional three months.</p> <p><i>(HLTA to deliver Reception £4875.00)</i> <i>(HLTA to deliver Year 1 £4875.00)</i></p>	<p>1</p>
<p>To employ an academic mentor</p>	<p>In the last academic year we were able to secure an academic mentor for English. Within this time she was able to:</p> <ul style="list-style-type: none"> <li>*Work with 10 individual children on reading. Of these ten pupils the class teacher reported that all of the pupils demonstrated an improved attitude towards their reading and 7 out of the ten pupils made good progress in their reading fluency.</li> <li>*Work with 6 year 3 providing additional phonics support. All of these children demonstrated progress in their phonics</li> </ul>	<p>2, 3</p>

	gaps analysis and 2 of the children made enough progress to move into a power steps group.  <b>[Est: 5% of salary £1000]</b>	
To improve targeted pupils mental health and well being through tiered system of support: *SLT mentor support *Resilience Recovery Programme *Lego Therapy *Counselling	The Education Endowment Foundation (EEF) demonstrates that social and emotional learning approaches have a positive impact, on average, of four months additional progress in academic outcomes over the course of an academic year.  (Programme costs and delivery £14, 606)	5
*To recruit trainee social worker and supply staff to support the implementation of these programmes.	Students with SEMH needs bear the greatest disadvantage of all. If not addressed it can hinder a child's ability to access education leading to their opportunities being significantly reduced.  Increasing numbers of children and parents requesting support for managing children's behaviour and anxiety.  (Est: Safeguarding and Training £1000)	5
*To recruit volunteers to listen to children read on a one-to-one basis from school readers.	Reading Agency Literature Review: A key theme that came through the research was the centrality of enjoyment of reading as a prerequisite for the other outcomes of reading to be achieved.  (Est: Safeguarding and Reading Support Training £1000)	2, 3
*To develop the involvement of families of disadvantaged pupils in their child's learning.	Parental engagement has a large and positive effect on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education, or who are not involved at all. (DfE, 2011)  (Release for teaching staff to work with parents £9750.00)	2, 3

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

Budgeted cost: £ [25,136.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement the 'Step On' programme to develop a	The average impact of behaviour interventions is four additional months' progress over the	5

therapeutic approach to behaviour management.	<p>course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF)</p> <p><i>(Est: Staff Training £1000)</i></p>	
All children to attend school trips and visits School trips and swimming will be subsidised.	<p>Some families in school have expressed concern that they are not able to afford trips and swimming sessions, especially when they have multiple siblings.</p> <p>Matt Bromley states that: Schools need to ensure that disadvantaged pupils have equal access to a knowledge rich diet and provide cultural experiences in addition to, not in place of, the school curriculum.</p> <p><i>(Est: £1795.00)</i></p>	4
To use the national breakfast programme to ensure that children who need it receive a free breakfast.	<p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p><i>(Est: Contribution to food costs and equipment set up £1000.00)</i></p>	5
All children to participate in twice weekly morning PE sessions in order to improve physical health and development and to help build teamwork and leadership.	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><i>(Contribution towards sports coach £8141.00)</i></p>	5
To cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	<p>Matt Bromley states that: Schools need to ensure that disadvantaged pupils have equal access to a knowledge rich diet and provide cultural experiences in addition to, not in place of, the school curriculum.</p> <p><i>(Est: £3000)</i></p>	4
<p>To ensure all pupils with poor attendance have access to Key Staff to promote attendance and devise individual action plan.</p> <p>Use of SLA agreement to support attendance manager</p>	<p>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.</p> <p>Absence rates and Persistent absenteeism for PP children is lower than those for non pp.</p>	6

	(Staff release £9750) (SLA agreement £450)	
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**Total budgeted cost: £ [105,062.33]**

## **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 2020 to 2021 academic year.

**Children start school with a limited understanding of the world. Cultural capital is low.**

Long term plan has now been created for each year group. Literacy lead has reviewed the long term plan and the texts used now ensure that a range and breadth of books will be shared with the children. This has ensured that the children are exposed to a wider range of vocabulary and knowledge. Children are now using a wider range of vocabulary within their writing which has been evidenced during moderation.

**Involvement of parents in their child's learning due to a lack of confidence or limited knowledge. In some cases, parents do not value the education system as a result of their own negative experiences**

A start was made on this project but due to lock down only a few sessions were carried out. Staff members reported that they thought it would be beneficial as the parents were able to understand what their children had to do in class. It also helped to build relationships with the parents that they felt would have a positive impact on their attendance and completion of homework.

**Children's experiences can have a negative impact on their social and emotional wellbeing.**

Use of the Art of Brilliance Programme

\*Emotional intelligence:

The children are much more able to verbalise and discuss their feelings. They have been given vocabulary from the programme that they can use to talk about their feelings. In particular, they can articulate the things they find hardest about learning such as how to keep trying when something is difficult.

Key strategies:

The children are able to talk about the key strategies they need to be happy and successful. They use phrases such as bounce-back-ability and stick-ability to describe the qualities they need to invest in to help them achieve their goals.

Reflective outlook:

The children are able to reflect on their own and others attitudes towards difficulties or problems they face. They recognise and can talk about how their own actions can affect others. They can describe how what they put into life is reflected by what they get out of it. They call this the sausage machine analogy and can describe it with examples.

They began to understand the importance of being responsible for their own learning. For some of the quieter children, it helped them to engage a little more during these sessions, and overall seemed to be a positive experience for the children. It helped to encourage positivity and helped the children consider just how much they are capable of.

**Tiered Support**

3 children received counselling support

4 children received lego therapy

2 children completed the anxiety programme

Impact from these programmes was noted anecdotally but improved measures need to be put in place moving forward.

**Long period of time off school due to COVID pandemic. Unable to complete home learning due to a lack of support from home, motivation or the use of a digital device.**

Children grouped according to ability. Subject leads have observed lessons and are beginning to team teach with other members of staff to improve fundamental principles of PTL. Staff are beginning to feel more confident with aspects of PTL and say that the team teaching is more helpful.

Staff have created a recovery curriculum document for both maths and literacy which clearly identifies the areas that need to be covered in order to establish good progress in the essentials. This document has been used but the impact has been limited due to the number of gaps that exist and time remaining in the term.

Pupil discussion demonstrates that pupils are able to talk about what they have learnt and are retaining knowledge.

Despite this, the number of pupils reaching the expected standard across Reading, Writing and Maths is still below 2018 – 2019 data and still below non pp children due to the additional time not at school.

Work with Academic mentor:

\*Work with 10 individual children on reading. Of these ten pupils the class teacher reported that all of the pupils demonstrated an improved attitude towards their reading and 7 out of the ten pupils made good progress in their reading fluency.

\*Work with 6 year 3 providing additional phonics support. All of these children demonstrated progress in their phonics gaps analysis and 2 of the children made enough progress to move into a power steps group.

NELI

Staff completed training but children did not have the time to complete the programme. This will continue next year.

## 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*

<b>Programme</b>	<b>Provider</b>
The Art of Brilliance	
Lego Therapy	
Anxiety Programme	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*