

Pupil premium strategy statement

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	42% (87 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Tracy Lawson
Pupil premium lead	Oliver Hurford
Governor / Trustee lead	Carrie Trounce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,800
Recovery premium funding allocation this academic year	£13,095
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	£123,895

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 42%

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: £ [42,689.50]

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 2021/22 then in 2018/19.</p> <p>In 2018/2019 the children were in school and were taught using the McKie pedagogy.</p> <p>For children that have been taught using McKie Mastery consistently outcomes are higher (Current Year 6 class)</p> <p><i>(£5750.00 License)</i> <i>(£23, 139.50 additional teaching staff)</i> <i>(Est: £1500 resources/training)</i></p>	2, 3
<p>*To use POR to support the teaching of reading and writing skills.</p> <p>*Review and embed 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 (www.CLPE.org.uk).</p> <p><i>(Subscription £300.00)</i></p>	2, 3, 4
<p>Attendance at Leading phonics course to support narrowing the gap to national for the Year 1 phonics test.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early (EEF)</p> <p>Course cost: £250 Staff Release: £3566.00</p>	2,3
<p>*Staff to complete recovery document and use this to</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>	2, 3

<p>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 (8 weekly).</p>	<p>(Subject Leader Release £5184.00)</p>	
<p>To further develop and embed the wider curriculum to ensure that there is knowledge and skills progression within foundation subjects which builds cultural capital. Further invest in additional resources.</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>(Est: License, Training and Resources £3000)</p>	4

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

Budgeted cost: £ [58, 780.00]

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 using a school led tutor.</p>	<p>The EEF Teaching and Learning Toolkit shows that high quality tuition aligned to classroom teaching can support pupils in making up to five months additional progress. It can be particularly effective for socio-economically disadvantaged pupils too.</p> <p>£10, 100 Contribution to tutoring costs</p>	2, 3
<p>Identified children to receive twice weekly phonics interventions.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early (EEF)</p> <p>(Staff to deliver intervention: £8053.00)</p>	2,3

<p>To implement the NELI project in 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 £5184.00)</i></p>	<p>1</p>
<p>Establishment of nurture group to support identified children with SEMH needs.</p>	<p>To date more than 100 academic studies have demonstrated the positive impact of nurture groups. Although their primary goal is to improve children and young people's social, emotional and behavioural difficulties, nurture groups have positive outcomes across a wide range of areas, both for pupils themselves and also for teachers, the school community and beyond.</p> <p>(Nurture UK)</p> <p><i>(HLTA: 11,058)</i> <i>(Boxhall Profile £195)</i></p>	<p>5</p>
<p>To improve targeted pupils' mental health and well being through tiered system of support:</p> <ul style="list-style-type: none"> *Mentoring *Drawing and Talking Therapy *ELSA *Lego Therapy *Counselling 	<p>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.</p> <p>(Staffing: £8678.00) (Drawing and Talking: £299) (ELSA Training: £660.00) (Counselling: £4875.00)</p>	<p>5</p>
<p>*To recruit volunteers to listen to children read on a one-to-one basis from school readers.</p>	<p>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.</p> <p>(Est: Safeguarding and Reading Support Training £1000)</p>	<p>2, 3</p>
<p>*To develop the involvement of families of disadvantaged pupils in their child's learning.</p>	<p>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)</p> <p>(Staffing: £8678)</p>	<p>2, 3</p>

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

Budgeted cost: £ [15, 789]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement the 'Step On' programme to develop a therapeutic approach to behaviour management.	<p>The average impact of behaviour interventions is four additional months' progress over the 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>	5
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: £5000.00)</i></p>	4
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> <p><i>(Staffing: 4339.00)</i> <i>(SLA agreement £450)</i></p>	6
To use the national breakfast programme to ensure that children who need it receive a free breakfast.	Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not	

	even attend breakfast club by improving class-room environments. This key conclusion is unchanged from the original report.	
	Bagels and Cereal (£2000)	

Total budgeted cost: £ [117, 258.50]

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 2020 to 2021 academic year.

Teaching

The impact of Mckie Mastery was most noted in the Year 5 cohort. This is the first cohort that has been taught using this pedagogy throughout the school. For our core children their attainment for expected sits at:

Reading 75%

Writing 69%

Maths 75%

Combined 69%

When the fundamental principles of the approach are used consistently the impact can clearly be seen. Observations of lessons, planning scrutiny and book scrutiny during 2021/22 show that teachers are delivering high quality lessons for all children during Literacy and Maths. The quality of work produced by pupil premium children is high.

The children have been exposed to a wider variety of texts and are able to discuss how they enjoy them and how they have supported them to understand the subject they are studying in History.

Staff have used the recovery documents to support planning for identified gaps in knowledge and understanding. Book Looks show a progressive learning journey across the school. The use of recovery documents will be adapted moving forward as it has been identified as a successful way to support future planning by identifying gaps.

Curriculum Maestro has been implemented across the school. Books demonstrate a progression in knowledge and skills. Pupil Premium children can discuss what they have learnt within the subjects that they have been taught.

Targeted Academic Support

School Led Tutor Support -

NELI - 5 children were identified through initial assessments to carry out programme. After part one, two children had made considerable progress and re-assessments demonstrated that this was no longer necessary.

This was then an opportunity to include further 2 children. By the end of part two all children made progress and the 3 children that took part in 1 and 2 no longer require NELI.

Academic Mentor – Academic Mentor supported

Targeted Mental Health Support

Trainee Social Worker – Trainee social worker supported

Volunteers - Children's fluency has improved. In year 6, 60% of children are reading age related texts fluently. There is similar pattern across other year groups.

Family Engagement

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

Programme	Provider