



Welton Primary School

Pupil Premium Grant

Schools receive additional funding via the Pupil premium to help ensure that all groups of pupils have the opportunity to achieve well. The funding is allocated to pupils who have been, or are currently eligible for free school meals (FSM), or are 'looked after' or belong to 'service families'. These pupils are referred to as 'disadvantaged'.

The purpose of this report is to inform parents, carers and governors how much pupil premium the school received for 2018 – 2019, how it was spent and the impact it had on pupils' achievement. The report also explains how the pupil premium for 2019 – 2020 has been allocated.

Each child has individual circumstances hence there is no such thing as a typical disadvantaged child. We acknowledge that the following barriers may exist but also appreciate that we should not generalise.

Possible barriers to learning:

- a) Lack of engagement of parent/carers with educational progress of their children
- b) The need for working parents to access extensive pre and after school care
- c) Lack of support at home
- d) Lack of self-confidence and self-esteem
- e) Poor social and other skills
- f) Mental and physical health issues, often undiagnosed
- g) Lack of sleep
- h) Limited vocabulary and oral skills
- i) No support with reading at home
- j) Poor attendance including holidays in term time

We ask our staff to identify the barriers to learning for individual children. Disadvantage cannot and will not be used as an excuse for underachievement at Welton Primary School. Senior leaders have extremely high expectations and will relentlessly challenge low aspirations amongst staff, parents and the wider school community. There are high levels of support and challenge and all staff are held to account. Rigorous assessment and tracking procedures are in place, which enables us to quickly identify any pupils who are not making the progress expected. Data analysis is robust and is available for individual, cohorts and groups of children.

At Welton Primary School approximately 6.5% of pupils are eligible for Pupil Premium, which is below the Local Authority and national average (26%).

Our spending from our Pupil Premium funding has, and will continue to be, primarily focussed on the development Quality First Teaching across the school so that all pupils have the very best opportunity to succeed. A high standard of quality first teaching is the most important lever we have to improve the outcomes for our disadvantaged pupils.

Evidence of the Impact of the 2018 – 2019 Pupil Premium*(unvalidated data)***Absence and Persistent Absence**

	Overall Absence		Gap to National	Persistent Absence		Gap to National
	School	National		School	National	
FSM	5.4	5.7	-0.3	8.33	16.5	-8.22
Other	3.42	3.7	-0.28	2.31	5.8	-3.49

Early Years Foundation Stage

The EYFS Profile introduced in September 2012 defines a **Good Level of Development** as having achieved at least the expected level in:

The Early Learning Goals in the Prime Areas of Learning (Personal, Social and Emotional Development; Physical Development; and Communication and Language) and; the Early Learning Goals in the Specific Areas of Mathematics and Literacy

Good Level of Development

	School 2019	National	Gap to National
Pupil Premium (2)	75%	71.8%	+3.2%
Other	90.24%	71.8%	+18.44%

Year 1 Phonics Check

	% of Year 1 meeting the expected standard	National 2019	Gap to National
Pupil Premium (2)	100%	71%	+29%
Other	91.84%	84%	7.84%

Key Stage 1 Outcomes

		Working at End of Year 2 Expectations		Working at Greater Depth	
		Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading	2019 School	50%	46%	10%	23%
	2019 National	62%	78%		
Writing	2019 School	70%	61%	0%	10%
	2019 National	55%	73%		
Maths	2019 School	70%	51%	0%	23%
	2019 National	62%	79%		

- 10 pupils were entitled to PP (16% of cohort). Each PP child represented 1.64%.

Key Stage 2 Outcomes

		Working at End of Year 6 Expectations		Working at Greater Depth/ High scaled score	
		Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading	2019 School	0	71%	0	38%
	2019 National		73%		27%
Writing	2019 School	0	86%	0	9%
	2019 National		78%		20%
Maths	2019 School	0	79%	0	21%
	2019 National		79%		27%
RWM	2019 School	0	64%	0	5%
	2019 National		65%		11%
GPS	2019 School	0	77%	0	34%
	2019 National		78%		36%

There were no children with pupil premium in the Year 6 cohort during the academic year.

Pupil Premium Expenditure 2018 – 2019

Total Pupil Premium Funding: £38,420

Focus	Targeted group / individual	What was provided	Impact
SMASH Peer Support £3746	Targeted group of children in KS2	Weekly support sessions for a term to develop their resilience,	Exit reports and parent feedback evidenced greater confidence and resilience
Restorative Practice Training for all staff £775	Whole school approach	Training	Pupils receive a consistent approach to being supported
Daily Maths Interventions £5809	Targeted pupils throughout the school	Teaching Assistants supporting pupils with same day interventions	Increase confidence in classroom, higher engagement
Purchasing of the JIGSAW/PSHCE resources £3720	Whole school approach	To develop social and emotional awareness	Governor and school monitoring identify pupils have an improved understanding
Jigsaw Staff Training £307	Whole school approach	To develop a nurturing and restorative approach to improving behaviour and social and emotional development	Whole school approach teaching of PSHE, SMSC and British Values Development of pupil emotional literacy.
Level 3 TA – Elsa	Targeted group of	To develop a nurturing	These pupils

support of social and emotional £15938	children throughout the school	approach to social and emotional development	demonstrate improved confidence and resilience
Nurture provision in the DEN (afternoons) £1211	Targeted group of children	To develop a nurturing approach to social and emotional development	Increased motivation and engagement
Maths Training for staff: Numicon, EEF and Maths Hub – 20 days cover £5000	Whole school approach	To improve achievement in mathematics	Lessons planned include smaller steps in learning and include both procedural and conceptual variation which supports depth of understanding in maths.
Rapid Phonics Interventions 20 minutes daily £726	Targeted group of children	To improve opportunities for reading/phonics	Improved phonics knowledge outcomes
Talk Boost – TA for 3 hours a week £1452	Targeted group of children	To improve oral language across the curriculum	Improved confidence in class discussion participation