

Welton Primary School 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	Welton Primary School
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J Gould C of G
Pupil premium lead	N Pidgeon
Governor / Trustee lead	S Forrest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42 935
Recovery premium funding allocation this academic year	£9,637
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	£52,572

Part A: Pupil premium strategy plan

Statement of intent

To remove barriers to disadvantaged children to ensure they reach their potential at school and perform as well as other pupils.

To use an evidence based tiered approach to targeting spending across 3 areas, with a particular focus on teaching:

1. Teaching

Investing in high-quality teaching, for example:
training and professional development for teachers
recruitment and retention
support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:
one-to-one tuition
small group tuition
speech and language therapy
national tutoring programme targeted support

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:
school breakfast clubs
counselling to support emotional health and wellbeing
help with the cost of educational trips or visits

Our strategy will be to use EEF toolkits, The reading framework. Teaching the foundations of literacy to identify the highest impact approaches to ensure that pupils, including disadvantaged to help pupils achieve strong outcomes.

Our approach will be to identify common trends and themes, through diagnostic assessment and pupil interviews. We will:

- Ensure middle leaders track the most vulnerable pupils, including disadvantaged
- Ensure middle leaders support teachers to act early, to intervene with appropriate actions
- Ensure all staff take responsibility for disadvantaged pupils' progress and achievements
- Ensure all staff are implementing the appropriate recovery curriculum

Challenges

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

Challenge number	Detail of challenge
1	Data, assessments, and pupil progress reviews identify that early reading skills and fluency skills amongst some disadvantaged children are underdeveloped. This negatively impacts on their reading.
2	Data, assessments, and pupil progress reviews identify that the barrier to writing for some children (including some disadvantaged) is encoding words because they cannot choose from sounds that have different common spellings. Some children in KS2 haven't always secured their encoding skills. This negatively impacts on their writing.
3	Data, assessments, and pupil progress reviews identify that lack of maths fluency and number sense is a barrier to progress and achievement for some of our disadvantaged children. School closure and partial school closure has resulted in some children falling behind age related expectations, include disadvantaged pupils.
4	Observations and exploration of barriers to learning for disadvantaged pupils and this most affected by school closures pupils identified that poorer working memory led to cognitive overload.
5	Observations and exploration of barriers to learning for disadvantaged pupils and this most affected by school closures identified that pupils lack independent learning skills.
6	Evaluations and assessments of pupil wellbeing as a result of partial school closures and the pandemic identify that there is a rise in pupils with social and emotional difficulties. Staff referral of pupils for internal support has increased.

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 early reading (decoding) and fluency skills among disadvantaged pupils and those falling behind as a result of partial school closure.	Reading outcomes at KS1 and KS2 in 24/25 show more than 80% of disadvantaged pupils met the expected standards
Improved encoding skills among amongst disadvantaged pupils and those falling behind as a result of partial school closure.	Writing outcomes at KS1 and KS2 in 24/25 show more than 80% of disadvantaged pupils met the expected standards

<p>Improved maths attainment among disadvantaged pupils and those falling behind as a result of partial school closure.</p>	<p>Reading outcomes at KS1 and KS2 in 24/25 show more than 80% of disadvantaged pupils met the expected standards</p>
<p>Improved reduction of extraneous load and therefore cognitive overload among amongst disadvantaged pupils and those falling behind as a result of partial school closure</p>	<p>Observations demonstrate that pupils are not cognitively overloaded and as a result make better progress in lessons. Combined outcomes at KS1 and KS2 in 24/25 show more than 80% of disadvantaged pupils met the expected standards</p>
<p>Improved metacognition and self-regulation approaches in pupils. Improved adult scaffolding from teachers and assistants.</p>	<p>Observations demonstrate that pupils are able to learn independently and as a result make better progress in lessons. Combined outcomes at KS1 and KS2 in 24/25 show more than 80% of disadvantaged pupils met the expected standards</p>
<p>To achieve and sustain improved wellbeing for pupils in the school, including disadvantaged pupils.</p>	<p>Reduced number of internal referrals from teachers for SEMH support. Pupil and parent voice demonstrates improved pupil well being</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: £ 22572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE validated Systematic Phonics Programme to secure stronger phonics teaching to all pupils Training for staff to ensure programme is delivered accurately	Literacy KS1 Guidance Report The reading framework. Teaching the foundations of literacy	1, 2
Enhancing the reading culture and curriculum in line with latest guidance. Purchasing of resources and funding for teachers to training	EEF June 2018: Preparing for Literacy Children's vocabulary should be explicitly extended. Closing the vocabulary gap EEF Improving Literacy in Key Stage 2 Alex Barton – Reading Reconsidered Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.	1
Enhance maths teaching and curriculum planning in line with DfE and EEF guidance Release for teachers to participate in Maths Hub sustaining group	DfE non-statutory guidance The Recovery curriculum guidance EEF improving maths in Early years, KS1 and KS2	3
Participation in the Mastering Number Programme through the Maths Hub Training for staff to ensure programme is delivered accurately	Part of the work of NCETM and Maths hubs EEF improving maths in Early years, KS1 and KS2	3
Training for staff to ensure learning is planned and implemented to reduce extraneous load.	Cognitive Load Theory in Action O Lovell Rosenshine's Principles in Action EEF Teaching and Learning Toolkit	4
Training for staff to ensure the scaffolding approach to supporting independent learning is embedded.	Making best use of teaching assistants Scaffolding framework for teaching assistant-pupil interactions Special educational needs in mainstream schools	5
Improve the quality of social and emotional learning. Embed approaches to support positive wellbeing into daily practise' though training and professional development for staff	EEF Improving social and emotional learning in primary schools Social and emotional learning: skills for life and work. Research Early Intervention Foundation	6

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics interventions targeted at disadvantaged pupils.	The reading framework. Teaching the foundations of literacy EEF Making Best Use of Teaching Assistants guidance report. Teaching and Learning Toolkit one to one tuition	1
Purchase Reading plus programme subscription to be delivered as a learning support activity as well as home access	EEF Making Best Use of Teaching Assistants guidance report. Teaching and Learning Toolkit- structured interventions	1
Delivering structured writing intervention for pupils whose education was the most affected by partial school closure. Disadvantaged children are prioritised.	EEF: Teaching and Learning Toolkit- structured interventions Literacy KS1 and KS2 Guidance Report- high quality structured interventions EEF toolkit 1:1 and small group tutoring	2
NTP-using this to provide school led tutoring for pupils whose education was the most affected by partial school closure. Disadvantaged children are prioritised.	Part of the work of NCETM and Maths hubs EEF improving maths in Early years, KS1 and KS2 DfE non-statutory guidance The Recovery curriculum guidance	3

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

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to strengthen the ELSA provision in the school. This will include releasing staff for training and supervision as well as providing discrete group and individual work	EEF Improving social and emotional learning in primary schools Social and emotional learning: skills for life and work. Research Early Intervention Foundation EEF toolkit behaviour – targeted interventions	6

<p>Deliver structured group interventions to improve social and emotional well being</p>	<p>EEF Improving social and emotional learning in primary schools Social and emotional learning: skills for life and work. Research Early Intervention Foundation EEF toolkit behaviour – targeted interventions</p>	<p>6</p>
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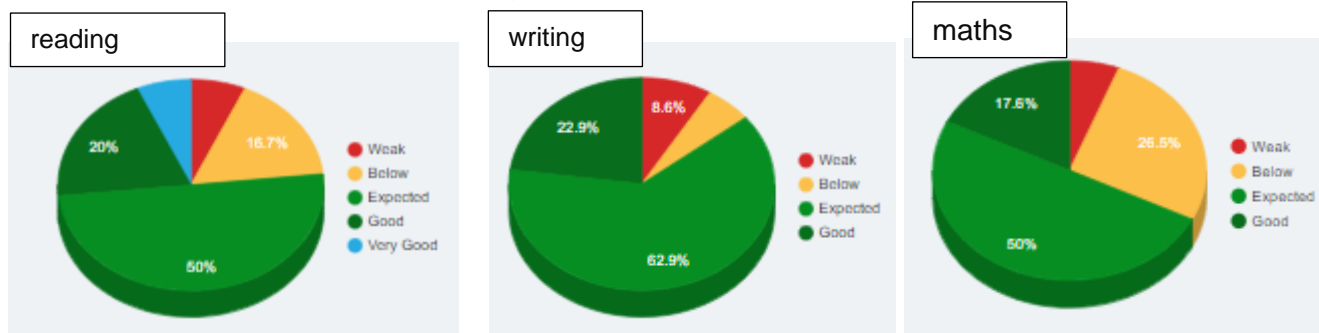
Total budgeted cost: £ 52572

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.

Due to the disruption of partial school closure the performance of disadvantaged children was lower than previous years. See progress below:



However, extensive tutoring from the NTP and remote tutoring during partial school closure plus provision of high quality remote learning when necessary, ensured that the most disadvantaged children were protected as much as possible from falling even further behind.

Observations, information from staff and parents, plus pupil voice, demonstrated that well being and mental health due to Covid-related issues has been significantly affected. We used pupil premium funding to provide targeted support to disadvantaged pupils.

Externally provided programmes

Programme	Provider