

Pupil premium strategy statement – Welton Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	10.2% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	July 25
Statement authorised by	
Pupil premium lead	N Pidgeon
Governor / Trustee lead	S Forrest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,040.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,196.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,236.00

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 adapted 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. July 24 position 63%
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. July 24 position 34%
Improved maths attainment 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. July 24 position 63%

Improved reduction of extraneous load and therefore cognitive overload among amongst disadvantaged pupils and those falling behind as a result of partial school closure.	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. July 24 position 68%
Improved metacognition and self-regulation approaches in pupils. Improved adult scaffolding from teachers and assistants.	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. July 24 position 68%
To achieve and sustain improved wellbeing for pupils in the school, including disadvantaged pupils.	Reduced number of internal referrals from teachers for SEMH support. Pupil and parent voice demonstrates improved pupil well being.

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: £ 6236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2
Supporting the impact of senior and other teaching staff, providing cover time to undertake professional	EEF Effective Professional Development Promote, deliver, and design high-quality learning opportunities.	1

development for the NPQ's: 1. Leading primary mathematics 2. Senior leadership	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and	EEF Literacy – guidance for writing EEF-Teacher feedback to improve pupil learning DfE-Teaching the Foundations of Literacy	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

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

Budgeted cost: £32,000

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
Delivering structured reading intervention for pupils whose education was the most affected by partial school closure.	EEF: Teaching and Learning Toolkit structured interventions. Literacy KS1 and KS2 Guidance Report-high quality structured interventions.	1

Disadvantaged children are prioritised.	EEF toolkit 1:1 and small group tutoring	
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.	2
Provide school led structured interventions for mathematics 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: £ 15,000

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
Provide an enhanced offer including a sensory offer for the most vulnerable	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.	
Improve the offer for Supporting pupils' social, emotional and behavioural	EEF Improving social and emotional learning in primary schools. Social and emotional learning: skills for life and work.	6

needs through the nurturing schools award	Research Early Intervention Foundation. EEF toolkit behaviour – targeted interventions.	
Providing support for disadvantaged pupils to attend extra-curricular activities including visits and clubs	Supporting school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	6
Realising schools staff to participate in additional activities and CPD linked the Behaviour Hub participation	DfE Behaviour in Schools Creating a Culture. Tom Bennett EEF Improving Behaviour in Schools EEF Social and Emotional Learning Behaviour Hub Case Studies	6

Total budgeted cost: £ 53236

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School data demonstrates that there is a lot to do this year to achieve the identified outcomes. Data should be considered carefully with such small numbers of children in each year group. If 4 more children close attainment gaps we will have been successful.

The level of SEMH need continues to rise in our cohort and although we have a strong SEMH offer we still struggle to meet the level of need. All the actions for this year with this focus are aimed at meeting the needs of vulnerable children.

COMBINED: R + W + M / NONE				
EXPORT TO EXCEL				
	R + W + M		R + W + M (None)	
	Yes	No	Yes	No
Year 1 (2)	50% (1)	50% (1)	50% (1)	50% (1)
Year 2 (5)		100% (5)	60% (3)	40% (2)
Year 3 (5)	40% (2)	60% (3)	20% (1)	80% (4)
Year 4 (7)	14% (1)	86% (6)	43% (3)	57% (4)
Year 5 (7)	43% (3)	57% (4)	14% (1)	86% (6)
Year 6 (5)	40% (2)	60% (3)	20% (1)	80% (4)
Total (31)	29% (9)	71% (22)	32% (10)	68% (21)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider