

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	267
Proportion (%) of pupil premium eligible pupils	9% (23 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 2025
Date on which it will be reviewed	July 26
Statement authorised by	
Pupil premium lead	N Pidgeon
Governor / Trustee lead	P Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,350
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>	£31,350

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:

- pre-teach
- in class teacher led
- one-to-one tuition
- small group tuition
- speech and language therapy

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
- ELSA to support emotional health and wellbeing
- Sensory interventions
- Safe spaces
- help with the cost of educational trips or visits

Our strategy will be to use EEF toolkits, The Writing framework, The Reading framework, Deployment of teaching assistants, 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 implementation leaders track the most vulnerable pupils, including
- disadvantaged
- Ensure implementation 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 the barrier to writing for some children (including some disadvantaged) is lack of automaticity of Hand Writing. This negatively impacts on their writing.
4	Observations identify that the deployment of Teaching Assistants is not always resulting in the most disadvantaged children being taught by the teacher at least as much if not more than other children.
5	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.
6	Observations and exploration of barriers to learning for disadvantaged identified that poorer working memory led to cognitive overload.
7.	Data, assessments, and pupil progress reviews identify that increasing levels of poor SEMH and wellbeing are a barrier to learning for some disadvantage pupils.

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	Reading outcomes at KS1 and KS2 show more than 15% improvement of disadvantaged pupils met the expected standards. July 25 position 61%
Improved handwriting skills among amongst disadvantaged pupils and those falling behind	Writing outcomes at KS1 and KS2 show more than 15% improvement of disadvantaged pupils met the expected standards. July 25 position 43%
Improved handwriting skills among amongst disadvantaged pupils and those falling behind	Writing outcomes at KS1 and KS2 show more than 15% improvement of disadvantaged pupils met the expected standards. July 25 position 43%
Improved maths attainment among disadvantaged pupils and those falling behind as a result of partial school closure.	Maths outcomes at KS1 and KS2 show more than 15% improvement of disadvantaged pupils met the expected standards. July 25 position 48%

Improved reduction of extraneous load and therefore cognitive overload among amongst disadvantaged pupils and those falling behind.	Observations demonstrate that pupils are not cognitively overloaded and as a result make better progress in lessons. Combined outcomes at KS1 and KS2 show more than 15% improvement of disadvantaged pupils met the expected standards. July 25 position 36%
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 show more than 15% improvement of disadvantaged pupils met the expected standards. July 25 position 36%
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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
OLT SEND Programme of Training to strengthen staff understanding of barriers to learning	EEF Special Educational Needs in Mainstream Schools	1,2,3,5
Individual coaching and mentoring for planning and pedagogy	EEF-Teacher feedback to improve pupil learning EEF – Deployment of Teaching Assistants	All
Training for TA's - scaffolding, metacognition and feedback	EEF – Deployment of Teaching Assistants Maximizing the Impact of Teaching Assistants - Routledge The Effective Teaching Assistant – Routledge	4, 6
Training for teachers - deploying teaching assistants effectively	EEF – Deployment of Teaching Assistants Maximizing the Impact of Teaching Assistants - Routledge The Effective Teaching Assistant – Routledge	4, 6, 7

Training and Audit – Writing framework Whole School	The Writing Framework DfE 2025	1,2,3
Nurture Programme and Award	EEF Improving Social and Emotional Learning in Primary Schools	7

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach: children will be invited to attend a pre-teaching session before school. Led by teachers.	EEF – Deployment of Teaching Assistants Maximizing the Impact of Teaching Assistants - Routledge The Effective Teaching Assistant – Routledge	1,2,3,4,5
Teacher led targeted support for pupils, daily in all lessons	EEF – Deployment of Teaching Assistants Maximizing the Impact of Teaching Assistants - Routledge The Effective Teaching Assistant – Routledge	1,2,3,4,5
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 writing intervention. 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	2,3
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.	5

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

Budgeted cost: £ 10,000

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	7
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.	7
Improve the offer for Supporting pupils' social, emotional and behavioural needs through the nurturing schools award	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.	7
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	7

Total budgeted cost: £ 43, 500 (more than current funding)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Further improvement is required:

Excellent impact was demonstrated in the important Y6 transition year:

Reading ↑↓	Std Met ↑↓	Writing ↑↓	Std Met ↑↓	Maths ↑↓	Std Met ↑↓	
Y6 Secure	Yes	Y6 Secure	Yes	Y6 Secure	Yes	Yes
Y6 Secure	Yes	Y6 Secure	Yes	Y6 Dev	No	No
Y6 Secure	Yes	Y6 Secure	Yes	Y6 Secure	Yes	Yes
Y6 Secure	Yes	Y6 Secure	Yes	Y6 Secure	Yes	Yes
Y6 Secure	Yes	Y6 Secure	Yes	Y6 Secure	Yes	Yes
Y6 Secure+	Yes	Y6 Secure	Yes	Y6 Secure	Yes	Yes
Y6 GD	Yes	Y6 Secure	Yes	Y6 GD	Yes	Yes

Numbers of children in other Year groups were very small, however the impact was not as strong.

Average Attendance for pupil premium children was 96% as a result of support and intervention.