

## Welbourne Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	209 50.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Robert Lane, Headteacher
Pupil premium lead	Robert Lane, Headteacher
Governor / Trustee lead	Rhys Moffat

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,095
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£304,095

## Part A: Pupil premium strategy plan

### Statement of intent

Welbourne Primary School's intention is that all pupils, irrespective of their background and challenges that they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to reach that goal and for high attaining disadvantaged children to continue to reach high levels of attainment and make excellent progress.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless if they are recognised as disadvantaged or not.

The strategy that has the greatest impact on all pupils, including those with disadvantage, is high quality first teaching. This benefits all pupils in school and has proven to close the disadvantage gap while sustained good progress for non-disadvantaged pupils continues.

Our strategy is also integral to wider school plans for educational recovery, notably targeted support through school led tutoring for pupils who have been worse affected.

Our approach will be responsive to common challenges and individual needs, bespoke to pupils following robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure maximum effectiveness we will:

- ensure all pupils, including disadvantaged, are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that a number of disadvantaged pupils are working below expectations in communication and language, leading to vocabulary gaps. These are evident from Early years through to KS2.
2	Despite improvements in attainment and progress, some disadvantaged pupils do face challenges with their reading and phonics, especially given their low starting points. This makes it more challenging for them to access an age appropriate curriculum.
3	Disadvantaged pupils have lower school attendance than their peers. Poor school attendance negatively affects pupils' ability to catch up.
4	In some year groups assessments show that disadvantaged pupils are less likely to achieve greater depth across the curriculum than their peers, especially in maths.
5	Some children, especially those from vulnerable families, have social and emotional needs. These challenges impact on these pupils attainment who sometimes lack confidence in their learning and have limited wider learning experiences outside school.
6	Our assessments and observations indicate that more families are living below the poverty line than previously and this impacts their mental health.

## 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 Communication and Language skills alongside a wider breadth of vocabulary among disadvantaged pupils.	Assessments and observations indicated significantly improved oral language among disadvantaged pupils. This will be triangulated with the school's monitoring and evaluation cycle and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Continued excellent phonics outcomes so that pupils are fluent readers.. Progress scores at KS2 for disadvantaged pupils continues to be above 0, and the greater depth percentage for on track pupils is greater than 20% More children across the school are able to access an age appropriate curriculum effectively.
To improve school attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>- the overall attendance rate for all pupils being at least 95% during the spring and summer term.</li> <li>- the attendance gap between disadvantaged and their non-disadvantaged peers has been significantly reduced.</li> </ul>
Improved greater depth attainment for disadvantaged pupils at the end of KS2, especially in maths.	KS2 outcomes in 2022/23 show that an increased percentage of disadvantaged pupils are working at greater depth; this will be in line or above pre pandemic levels and current national averages.
To achieve and sustain improved wellbeing for all pupils in our school	Sustained and improved high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>- data from student and parent surveys</li> <li>- sustained high levels of participation in enrichment activities, especially among disadvantaged pupils.</li> <li>- families living below the poverty line are confident in asking for support to support their needs</li> </ul>

## 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: **£ 58,765.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Intervention providing expertise across the school so that children across the school can benefit from focussed intervention.	There is extensive evidence that phonic support has a high impact on pupil outcomes and to support these pupils to access the wider curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics</a>	2
Teaching Walkthrus coaching and CPD.	Successful mentoring and coaching through an instructional coaching approach as recommended by Teaching Walkthrus. This can be motivating, develop teachers techniques and embed practice. <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a> <a href="https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217">https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</a>	1, 2, 4
TA CPD programme	Training that develops support staff knowledge and understanding of Teacher Assistant interventions, understanding of pedagogy and small group sessions. There is evidence to suggest that this can have a positive impact on pupil outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions</a>	2, 4

Haringey CPD programme	CPD booked for the staff team to access. This will include training on Autism Awareness to support adaptive teaching strategies, including those focussed on communication and language.	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£124,567**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1/Small group tuition	Tuition targeted at specific needs and knowledge gaps can be effective at supporting low-attaining pupils or those falling behind, both one-to-one <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 4
Accelerated reading	Reading comprehension strategies, when diagnosed effectively, have a high impact in supporting pupils to make accelerated progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 4
Intensive support programme	This will enable targeted pupils to close the gap in their learning. Immediate and personalised feedback within small group work will help these pupils make accelerated progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, 4

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

Budgeted cost: **£120,774.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling service and Drama therapy for pupils.	Behaviour interventions can have a 4 month positive impact on attainment if used effectively. Strategies to build self-regulation also have a proven positive academic benefit. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5
Motivational Incentives	At Welbourne we have found that incentives can have a positive impact on behaviour and help support our school's core values of community, self-belief, respect for each other and innovation for learning. Children are extremely positive about school.	3, 5
Magic Breakfast	This ensures our vulnerable children enjoy breakfast every day in school so that no child is hungry in school, have their needs met and are supported to focus on the school day.	5
Enriching the curriculum (Sports, drama, dance, music, pantomime, etc)	Arts and sports participation and experiences can have a positive impact on academic outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 3, 5
Extended school support (Breakfast club, adventurous activity, after school club)	This is to support vulnerable families in extenuating circumstances. Support can help relations between the school and hard to reach families.	3, 5, 6
Family Support Worker	There is strong evidence that parental engagement strategies have a positive impact for pupil progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3, 5, 6
Family Hardship Fund	Provision for families in crisis can have a positive impact on pupil progress.	3, 5, 6

Edible Gardens Project	This project teaches children about growing and eating healthy food, providing physical health benefits. In providing an outdoor learning environment the project can help to support mental health by boosting mood, confidence and self-esteem.	5
Extra curricula physical activity	There is evidence that extra curricula sporting activities increase pupil attendance and retention. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3, 5

**Total budgeted cost: £ 304,105.32**



## 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 2021 to 2022 academic year.

Our assessments during 2022/23 suggested that disadvantaged pupils have continued to outperform national measures and this shows that our strategy is on track. Disadvantaged pupils in Year 6 made progress statistically in line with national averages (-1.4R, +1W, +0.3M) Attainment is significantly above national measures, (71%R, 68%W, 77%M on track) and 59% of disadvantaged pupils reached the expected standard in reading, writing and maths. This is against 44% of disadvantaged pupils achieving this nationally and 60% of all pupils. Pupils also performed well at greater depth against the national picture.

Attainment in KSI, while slightly or significantly above the national picture for disadvantaged pupils, there continues to be a significant amount of work to do so that our youngest pupils catch up to pre pandemic levels. Our assessments show that an area identified as a continued pupil need is closing the vocabulary gap. This is highlighted in our School Development Plan.

Reading interventions have been highly effective for all pupils, especially disadvantaged pupils. 80% of disadvantaged pupils obtained the expected standard in their phonic screening test (National 67%) and interventions enabled older pupils who were early readers to make excellent progress.

Overall attendance in 2022/23 was 92.27%, with attendance among disadvantaged pupils at 91.81%. This is compared to 92.39% for 2021/22, with disadvantaged pupils slightly lower at 91.73%. Attendance levels continue to be below pre-pandemic levels and this is an area we are working closely with families to encourage higher levels of attendance.

Our assessments and observations indicate that despite pupil behaviour in the classroom being good, wellbeing and mental health continue to show some continued ongoing impact from the pandemic. We used pupil premium funding to promote the wellbeing support for all pupils, and targeted interventions where required (e.g. drama therapy). We are building on this with the activities detailed in the plan.