

Welbourne Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2023 to 2024 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	410
Proportion (%) of pupil premium eligible pupils	197
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Robert Lane, Headteacher
Pupil premium lead	Robert Lane, Headteacher
Governor / Trustee lead	Andrew Dowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,560
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	£291,560

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 a significant number of families are living below the poverty line than previously and this impacts their mental health. For example, some of these families live in unsuitable accommodation.

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.. Attainment scores are at least at national at KS2 for disadvantaged pupils, 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 2024/25 demonstrated by: <ul style="list-style-type: none"> - the overall attendance rate for all pupils being at least 95% during the spring and summer term. - the attendance gap between disadvantaged and their non-disadvantaged peers has been significantly reduced.
To sustain or improve greater depth attainment for disadvantaged pupils at the end of KS2, especially in maths.	KS2 outcomes in 2024/25 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 2024/25 demonstrated by: <ul style="list-style-type: none"> - data from student and parent surveys - sustained high levels of participation in enrichment activities, especially among disadvantaged pupils. - families living below the poverty line are confident in asking for support to support their needs

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 45,274.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. https://www.walkthrus.co.uk/ https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217	1, 2, 4
Mentoring and coaching for teachers	Mentoring and Coaching are recognised as strategies that can support high quality teaching - See EEF 'The tiered approach to pupil premium spending.'	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. Much CPD to be led by the SENCO in bespoke sessions and drop ins with support staff. There is evidence to suggest that this can have a positive impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions	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
Wider CPD bespoke to Welbourne	Specialist CPD bespoke to Welbourne to support school improvement. This includes training from 'When the Adults Change' and additional School Improvement Support.	1, 2, 5

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

Budgeted cost: **£108,235.32**

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
Accelerated reading	Reading comprehension strategies, when diagnosed effectively, have a high impact in supporting pupils to make accelerated progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 4
Easter School	Targeted at pupils to be secondary ready and to gain confidence in the basic skills	2, 5

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

Budgeted cost: **£138,206.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	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
SEMH support	Some children with SEMH need to perform better with additional support over time to ensure that they are successful throughout the whole school day and are successfully accessing the curriculum.	2, 5

Educational Welfare Service	There is strong evidence that demonstrates that children with high attendance perform best in school.	3
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 curricular sporting activities increase pupil attendance and retention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 5

Total budgeted cost: £ 291,716.38

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 2023 to 2024 academic year.

Our assessments during 2023/24 suggested that disadvantaged pupils have continued to outperform national measures and this shows that our strategy is on track. Attainment is significantly above national measures, (69%R, 71%W, 74%M on track) and 66% of disadvantaged pupils reached the expected standard in reading, writing and maths. This is against 46% of disadvantaged pupils achieving this nationally and 61% of all pupils. Pupils also performed well at greater depth against the national picture, with attainment above the national figure for disadvantaged pupils in all subjects.

Reading interventions have been highly effective for all pupils, especially disadvantaged pupils. 81% of disadvantaged pupils obtained the expected standard in their phonic screening test (National 68%) and interventions enabled older pupils who were early readers to make excellent progress. This has effectively enabled a greater number of disadvantaged pupils to read with the expected level of fluency, and above national measures.

Overall attendance in 2023/24 was 93.1%, with attendance among disadvantaged pupils at 92.2%. This is compared to 92.27% for 2022/23, with disadvantaged pupils slightly lower at 91.81%. Attendance levels continue to be below pre-pandemic levels and this is an area we are working closely with the Education Welfare Service and 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. Learning Mentor). We are building on this with the activities detailed in the plan.