

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, in line with our school vision, as to 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.

Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

School overview

Detail	Data
School name	Welton St. Mary's Church of England Primary Academy
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	PP proposed spend discussed at Full Gobs Dec 2021. Plan discussed with chair of finance and member of School Improvement committee Dec 2021 Approved by the full governing body 27.1.2022
Date on which it will be reviewed	October 2022
Statement authorised by	Nicola Gough Headteacher, WSM governing body
Pupil premium lead	Odette Thorner

Governor / Trustee lead	Andy Johnson
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,630
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,613
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	£106,508

Part A: Pupil premium strategy plan

Statement of intent

Our vision is clear in that *'we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.'*

Our intention is that every child, irrespective of their background or the challenges that they may face to make good progress, achieve well across the curriculum the given the opportunity to thrive We aim to spot talent and strengths, nurture these and provide support so that each child can flourish. In all that we do, we aim to inspire every child so that they are confident and successful citizens, making a positive contribution to the world in which we live.

We listen and hear what our children and families are telling us about the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The areas we have outlined in this statement are also intended to support their needs.

High-quality teaching is at the heart of every child's success regardless of whether they are disadvantaged or not. Our focus is on ensuring all children receive high quality teaching through a well- sequenced curriculum. There will be a focus on areas in which disadvantaged pupils require the most support as identified in our School Development Plan and through plans for education recovery for pupils who have been most affected by the last two years. Not only will a focus on these areas support disadvantaged, but will benefit all learners. We expect all learners to thrive through high quality teaching and a well-thought-out curriculum.

Our approach is in response to common challenges identified within our school and individual needs. The areas identified are being addressed through evidence-informed approaches to meet the identified need.

To ensure they are effective we will:

- provide high quality teaching across every year group in every subject
- deliver a well-sequenced curriculum
- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they are set
- ensure staff have high quality professional development which will enable our staff and pupils to thrive
- 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, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Social confidence, ability to articulate views and opinions, be listened to and heard are areas to develop. These are more evident from Reception through to lower KS2.
2	Whilst phonics knowledge is rapidly improving, many disadvantaged children have underdeveloped reading fluency and comprehension. This in turn impacts on their ability to fully access a broad and balanced curriculum.
3	Children have not had the same opportunities in school over the last two years for building their knowledge, skills and behaviours to grow into confident and successful citizens. To make a positive contribution in the world in which we live, personal development opportunities including staying safe, understanding mental and physical wellbeing, building resilience, working with others to have a greater focus within our curriculum and wider curriculum.
4	We need to continue to develop a well-sequenced, language-rich, knowledge-rich curriculum providing opportunities for all to thrive. For all staff to be highly skilled in teaching and delivering the curriculum and for children to be independently linking learning, ensuring that they have had the necessary experiences and pre-learning to bring to the curriculum. Children need to be drawing on previous curriculum knowledge, adding new knowledge and applying it to different contexts.
5	Assessment, observation and discussion with children has indicated that some of the basic mathematical skills and knowledge are yet to be embedded. This is more evident in Key Stage 1 and lower Key Stage 2.

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 oral language skills and vocabulary among disadvantaged pupils with all children being confident and effective speakers and listeners in a range of different contexts.	Children are to articulate their ideas with confidence and respectfully. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Oral ideas are well-developed and transferred into improved written work.
Improved fluency for all children so that they have greater understanding of what they are reading and are able to fully access a broad and balanced curriculum.	KS1 reading outcomes in 2023/24 show that 80% of disadvantaged pupils have met the expected level.

	<p>KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard.</p> <p>KS1 outcomes in non-core subjects show that 80% of disadvantaged pupils have met the expected level.</p> <p>KS2 outcomes in non-core subjects show that more than 75% of pupils have met the expected level.</p> <p>Each year children will read with increased fluency (measured by year group baseline checks)</p> <p>Each year progress will be seen in both teacher assessed outcomes and summative tests in reading.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Opportunities for building children’s knowledge, skills and behaviours enabling them to be safe and to grow into confident and successful citizens. Personal development opportunities through the curriculum including how to stay safe, understanding mental and physical wellbeing, building resilience, working with others.</p>	<p>Greater knowledge, understanding and skills over the next three years and then sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • greater resilience • positive mental and physical wellbeing • a further increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>A high quality, well-sequenced, language-rich, knowledge-rich curriculum, taught by high quality staff, which meets the needs of all learners particularly disadvantaged pupils. All children are thriving.</p>	<p>All staff are highly skilled in teaching the curriculum.</p> <p>The curriculum is highly effective in meeting the needs of the learners and all children are able to thrive.</p> <p>KS1 reading, writing, maths and science outcomes in 2023/24 show that 80% of disadvantaged pupils have met the expected level.</p> <p>KS2 reading, writing, maths and science outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard.</p> <p>KS1 outcomes in non-core subjects show that 80% of disadvantaged pupils have met the expected level.</p>

	<p>KS2 outcomes in non-core subjects show that more than 75% of pupils have met the expected level.</p> <p>Each year children will be drawing on previous curriculum knowledge, adding new knowledge and applying it to different contexts.</p> <p>Children are able to articulate the content of their curriculum demonstrating that their knowledge is embedded in the long-term memory.</p>
<p>To achieve and sustain improved outcomes in maths for children in Key Stage 1 and lower Key Stage 2 through Improved fluency in calculation and a confidence and flexibility with number.</p>	<p>KS1 maths outcomes in 2022/23 show that more than 75% of disadvantaged pupils have met the expected level.</p> <p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard.</p> <p>Each year progress will be seen in both teacher assessed outcomes and summative tests.</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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging in the Voice 21 Project to develop oracy skills through high quality teaching</i>	<p>https://voice21.org/</p> <p>There is a strong evidence base that suggests oral language projects and interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 4
<i>Read, Write Inc training for new staff and KS2 staff and coaching by Phonics lead Active English coaching and Book Talk Training</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2
<i>Professional development opportunities for teachers including ECT and those members of staff engaging</i>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p>	1,2,3,4,5

<p><i>in NPQ, teaching assistants and subject leaders – curriculum development and pedagogy</i></p> <p><i>We will fund ongoing teacher training and release time</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p><i>Mastering Number</i></p> <p><i>We will fund ongoing teacher training and release time</i></p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	5

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI interventions & fresh start</i></p>	<p>The introduction of the Read, Write, Inc phonics programme has had a positive impact on children’s knowledge of phonics and reading in Foundation stage and Key Stage one. This will now be implemented in KS2 in the form of Ruth Miskin’s Fresh start programme. It will also continue to support teacher’s and teaching assistant’s CPD in delivering the programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p><i>1:1 tuition for reading</i></p>	<p>Improved fluency in reading has been observed and quantified through assessment data for children in receipt of 1:1 tuition and therefore will continue to be implemented.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	2, 4

<i>NELI project</i>	Children entering Foundation Stage with poor baseline results in communication and language were targeted with support from the NELI programme. This led to 79% of learners achieving the ELG in listening, attention and understanding, an increase of 12% from the baseline and 79% also achieving the speaking strand of the ELG. https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools#:~:text=What%20is%20the%20evidence%20base%3F%20NELI%20was%20initially,skills%2C%20including%20the%20use%20of%20vocabulary%20and%20grammar.	1
<i>Maths tutoring for children in KS1 and Y3</i>	In line with national statistics, children in key stage one and lower key stage 2 have been hardest hit by the covid pandemic in terms of achievement and therefore additional support through the national tutoring programme will support these children. https://www.gov.uk/government/publications/school-led-tutoring-grant	5
<i>Healthy Minds sessions</i>	Vulnerable learners have benefited from the healthy minds programme putting them in a better place mentally to access learning. https://www.healthymindsprogram.com/about-us/articles	3

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

Budgeted cost: £62000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>50% reduction in the cost of specialist instrumental tuition.</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf	3,4
<i>Holiday and activities club available to all children in receipt of FSM and for</i>	https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021	3,4

<i>children with an EHCP</i>		
<i>Access for children to pastoral support</i>	https://healthyschoolscp.org.uk/mental-health-and-emotional-well-being/healthy-minds/ https://healthyminduk.co.uk/primary-school-projects https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf#:~:text=a%20UK%20study%20published%20by%20the%20Department%20for,term%E2%80%99s%20progress%29%20than%20pupils%20with%20poorer%20emotional%20wellbeing	3
<i>50% reduction for after school clubs and school visits</i>	https://educationendowmentfoundation.org.uk/ https://neu.org.uk/advice/educational-visits	1,3, 4
<i>Wellbeing, personal development and safeguarding workshops</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf#:~:text=a%20UK%20study%20published%20by%20the%20Department%20for,term%E2%80%99s%20progress%29%20than%20pupils%20with%20poorer%20emotional%20wellbeing	3
<i>A free school meal for eligible pupils</i>		

Total budgeted cost: £101,000

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.

Our internal assessments during 2020/21 suggested that children who are not in receipt of free school meals outperform our disadvantaged pupils. Therefore our focus this academic year is to close the gap to ensure that children in receipt of free school meals are at least in line with non-FSM and are making good and accelerated progress. Oracy is a focus area for development. Only 29% in total of PP children have achieved all of the communication and language strands in the Foundation Stage Early Learning Goals. Covid has impacted greatly on speaking, listening and communication skills. Therefore, NELI and voice 21 projects are to be put in place this academic year to benefit all learners.

Prioritising reading last year had a positive impact on children's attainment and achievement. This was not limited to the English curriculum as children who read fluently are able to access all areas of the curriculum more easily. The positive results in RWI phonics (92% of children passed the phonics screen) and 1:1 fluency reading support has influenced our decision to invest in the Fresh Start program for years 5 and 6 and more guided 1:1 reading support for the bottom 20% of readers in other year groups. Children's fluency scores in reading have improved term on term.

In light of covid, one of the key findings was that pupils in receipt of FSM were less engaged in on-line learning despite continual effort and encouragement to participate. As evidenced in schools across the country, school closure impacted on our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including twice daily on-line learning sessions with class teachers over zoom, work set on our virtual learning platform (seesaw) and work set during periods of partial closure. There is relentless encouragement and demand to ensure that PP children develop good learning habits and engagement in learning as other learners. Where pupil engagement is poor, this is challenged and followed up.

Attendance of disadvantaged children remains above the national average and the attendance gap in school between non-FSM and FSM remains negligible.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health impacted last year. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Forces Champion providing learning support in reading for children in receipt of forces premium. Messy club to provide pastoral support for forces families especially when parents are serving away from home.
What was the impact of that spending on service pupil premium eligible pupils?	Children continued to make progress in applying phonics, reading fluency and reading comprehension.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.