

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	389
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 Govs 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 Updated plan: Nov 2022 Approved: 16 th December 2022 By the Governing Body
Date on which it will be reviewed	October 2024

Statement authorised by	Nicola Gough Headteacher, WSM governing body
Pupil premium lead	Odette Thorner
Governor / Trustee lead	Andy Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,410
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,875
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	£110,435

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 have make good progress, achieve well across the curriculum and be 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- now and in their adult life.

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 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. All staff need to be highly skilled in teaching and delivering the curriculum and children need 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. Writing is a priority on the School Development Plan. Staff will receive further training to become highly skilled in teaching the writing curriculum which in turn will lead to positive outcomes, attainment and achievement in writing for all learners.
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.
6	Our attendance data indicates that attendance among disadvantaged pupils is 91.3%, 5% lower than for non-disadvantaged pupils. Twice as many pupils in receipt of FSM have been 'persistently absent' compared to those not in receipt of FSM. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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<p>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.</p> <p>To have their own voice heard.</p>	<p>Children are to articulate their ideas with confidence and respectfully.</p> <p>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.</p> <p>Oral ideas are well-developed and transferred into improved written work.</p>
<p>Improved reading 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.</p>	<p>KS1 reading outcomes in 2023/24 show that 80% of disadvantaged pupils have met the expected level.</p> <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>Improved quality of writing for all children through</p> <ul style="list-style-type: none"> • presenting ideas that are interesting and important. • organisation that is logical and effective. • voice that is individual and appropriate. • word choice that is specific and memorable. • sentence fluency that is smooth and expressive. • grammar and punctuation that is correct and communicative. 	<p>Attainment in writing is in line with National</p> <p>KS1 outcomes in writing show that more than 55% of pupils have made the expected level and above</p> <p>KS2 outcomes in writing show that more than 69% of pupils have met the expected level and above</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Greater knowledge, understanding and skills over the next three years and then sustained</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>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. 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. 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. 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. KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard.</p>

	Each year progress will be seen in both teacher assessed outcomes and summative tests.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £55,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging in the Voice 21 Project to develop oracy skills through high quality teaching</i></p>	<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>	<p>1, 2, 3, 4</p>
<p><i>Read, Write Inc training for new staff and KS2 staff and coaching by Phonics lead</i></p> <p><i>Active English coaching and Book Talk Training</i></p> <p><i>High quality delivery of Active English, Active Spelling Book Tall</i></p>	<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>	<p>1, 2</p>
<p><i>Writing CPD for all staff to develop the quality of children's writing</i></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>	

<p><i>Professional development opportunities for teachers including ECT and those members of staff engaging 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>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,5</p>
<p><i>Mastering Number</i></p> <p><i>We will fund ongoing teacher training and release time</i></p> <p><i>(FS, KS1 & Y3)</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>	<p>5</p>
<p><i>Access for children to pastoral support</i></p>	<p>https://healthyschoolscp.org.uk/mental-health-and-emotional-well-being/healthy-minds/</p> <p>https://healthyminduk.co.uk/primary-school-projects</p> <p>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</p>	<p>3</p>
<p><i>Wellbeing, personal development and</i></p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach-</p>	<p>3</p>

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

Budgeted cost: £27,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI -FS & KS1 interventions & fresh start- KS2</i>	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. RWI development days will also continue to support teacher's and teaching assistant's CPD in delivering the programme. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
<i>1:1 tuition for reading</i>	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	2, 4
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4,5

<i>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i>		
<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: £27,600

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 children with an EHCP</i>	https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021	3,4
<i>Embedding principles of good practice set out in the DfE's Improving</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p><u>School Attendance</u> advice.</p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	<p>Appoint an attendance officer</p>	
<p><i>A free school meal for eligible pupils</i></p>		

Total budgeted cost: £110,400

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that children who are not in receipt of free school meals continue to out perform 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.

Key Stage 2 SAT data 2018/19 (last published)

In reading,

- 57% of disadvantaged achieved the expected standard compared to 78% disadvantaged nationally
- 43% in school achieved a higher standard compared with 31% nationally.
- The average score was for children in receipt of FSM was 101.7 (school) 105.5 (nationally).

SAT data 2021/22

Reading:

- The average score for children in receipt of FSM increased to 104.1 The average score for Non-FSM was 108.1

Whilst children's attainment continues to improve, it is not yet in line with non-disadvantaged learners.

Oracy is still a focus area for development. In total, 40% of PP children have achieved all of the communication and language strands in the Foundation Stage Early Learning Goals This is an increase of 11% on last year. NELI will support the development of communication, speaking and listening in Foundation Stage. Voice 21 project (in its second year) will continue 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 (87% of children passed the phonics screen) and 1:1 fluency reading support has influenced our decision to continue to invest in RWI phonics 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.

Attendance of disadvantaged children is below that of non-disadvantaged. School attendance is 95.3% compared to disadvantaged attendance of 91.2%. The gap between these groups have increased. As a result, some PP funding will be directed towards the monitoring and developing strategies for good attendance.

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

Budget £8640

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Forces Champion providing learning support in reading for children in receipt of forces premium.</p> <p>Messy club to provide and sense of community and pastoral support for forces families especially when parents are serving away from home.</p> <p>This year, a we are appointing a forces champion to support with pupils well-being, providing opportunities for children to communicate with parents who are abroad and facing the challenges of communicating whilst in different time zones.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children continued to make progress in applying phonics, reading fluency and reading comprehension.</p> <p>Children were able to meet together and share a common experience of having a family member working away from home. Pupil voice indicated that the children appreciated this time and the sense of community that it brought.</p> <p>Support through promoting a feeling of community will continue.</p>

