

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-27 academic years) 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	Welbourn Primary School
<i>Number of pupils in school</i>	76
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jayne Watson
Pupil premium lead	Headteacher
Governor / Trustee lead	Sabrina Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Part A: Pupil premium strategy plan

Statement of intent

At Welbourn CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to a range of extra-curricular activities to enhance their curriculum experience. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve, be challenged and make at least good progress.

Quality first teaching is our main priority, ensuring that disadvantaged pupils are fully supported and can access all learning. This is proved to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This will ensure that outcomes of non-disadvantaged pupils will be sustained and improved alongside their disadvantaged peers and that higher attaining pupils for both groups will continue to make good progress and be challenged.

Our approach responds to common challenges and individual needs, rooted in robust diagnostic assessment and assessment for learning. The approaches we use complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Use pre teaching as a strategy to help pupils catch up and keep up
- Adopt a whole school approach to assessment, moderation and pupil progress tracking so pupils are monitored carefully and assessments are accurate.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.
- Positive parental engagement

Challenges

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

Challenge number	Detail of challenge
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1	Baselines, assessments and observations indicate that many disadvantaged pupils enter Receptions/KS1 with less developed vocabulary, phonological knowledge and oracy skills
2	Baseline assessments and observations indicate that disadvantaged pupil's confidence, attainment and progress in reading is not in line with those children that are non-disadvantaged.
3	Baseline assessments and observations indicate that disadvantaged pupil's confidence and stamina for writing, attainment and progress in writing is not in line with those children that are non-disadvantaged.
4	Baseline assessments and observations indicate that disadvantaged pupil's confidence and basic multiplication fact knowledge, attainment and progress in mathematics is not in line with those children that are non-disadvantaged.
5	Through pupil voice, teacher referrals and observations, some children have been identified as needing support for self –esteem, confidence and well-being. These challenges in particular affect disadvantaged pupils, who are receiving 'check ins' and intervention on a weekly basis. This is also supporting attendance and punctuality.
6	Our attendance data indicates that some pupils who are among the disadvantaged are identified as 'persistent absent' during Autumn Term 1 2021 and have been historically. Overall, pupil attendance for those pupils who are classed as 'disadvantaged' is not in line with those pupils who are not. This has a negative impact on their learning and well-being.

Teaching priorities for current academic year

Aim	Target	Target date
Phonics	Ensure that 100% pass phonics test at KS1	July 27
Progress in Reading	Ensure that progress gaps close towards National Average	July 27
Progress in Writing	Ensure that progress gaps close towards National Average	July 27
Progress in Maths	Ensure that progress gaps close towards National Average	July 27
Other	Improve attendance of disadvantaged pupils. Close the gap compared to non- eligible children.	July 27

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Oracy and Vocabulary skills among those children who are disadvantaged.	Assessments and observations indicate that pupil's speech, language, communication and oracy development has been accelerated and that their use of vocabulary has developed.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes show that all disadvantaged pupils pass the phonics screening test.

	KS1 and KS2 assessments show that disadvantaged pupils perform in line with their peers and make expected progress.
Improved writing attainment and stamina for writing among disadvantaged pupils.	KS1 and KS2 assessments show that disadvantaged pupils perform in line with their peers and make expected progress. Books, assessments and moderation shows that writing stamina has improved and disadvantaged pupils can write at length, using the expected age-appropriate punctuation, spelling and grammar.
Improved attainment of maths and knowledge of times tables facts among disadvantaged pupils.	KS1 and KS2 assessments show that disadvantaged pupils perform in line with their peers and make expected progress. All disadvantaged pupils pass their Year 4 multiplication test and can recall facts with ease.
To continue to improve well-being for all pupils in school and support disadvantaged pupils to develop resilience, good mental health and independence.	Pupil voice shows that all pupils are able to use strategies to maintain a good level of confidence, mental well-being and use coping strategies for anxiety. Pupils display strategies for independence and resilience. There has been an increased number of disadvantaged pupils participating in extracurricular activities, including competitions and events.
To sustain a good level of attendance for all pupils, particularly disadvantaged pupils and that they are on time.	The overall attendance is over 97% Pupils who are disadvantaged attend well and in line with those who are not. Pupil's punctuality is good and is in line with pupils who are disadvantaged. The percentage of pupils who are persistent absentees has significantly reduced and that disadvantaged pupils are not higher than non-disadvantaged pupils.

Activity in this academic year 2024/25

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

Teaching

Budgeted cost: £21,326.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of teaching and learning through effective and accurate assessment. Including external moderation and cover.	To ensure that classroom teaching is high quality and targeted to meet the needs of all pupils and challenge those who need to be extended. Accurate assessment for learning will ensure that pupils can have targeted support and resources and lessons are tailored to meet their needs.	1, 2, 3, 4

Enhancement of teaching and learning through effective use of oracy, spelling and vocabulary. We will fund resources and CPD.	To ensure that classroom teaching is high quality and targeted to meet the needs of all pupils and challenge those who need to be extended. Use of oracy and vocabulary development will be developed through CPD https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will fund teaching resources, release time for staff to attend training with the Maths Hub, White Rose Maths Materials and TTRockstars.	The DFE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics (NCETM) drawing on evidence-based approaches from the EEF Toolkit. Maths_guid-ance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of best evidence for improving Key Stages 1 and 2.	4
Further development of phonics teaching, including resourcing lessons and purchasing books to support teaching of Read, Write, Inc.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

Targeted academic support

Budgeted cost: **Included in the above Teaching costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund well-being groups and intervention to support the development of well-being, confidence and self-esteem.	EEF Toolkit: Social and Emotional support – can have an impact of +4 months (decision making, self-management of emotions and interaction)	5 & 6
1 to 1 phonics intervention in addition to RWI daily lessons.	EEF Toolkit: Phonics – can have an impact of +5 months and low cost. 1 to 1 tuition – can have an impact on +5 months.	1 & 2
Booster groups for maths.	EEF Toolkit: Small group tuition – can have an impact of +4 months 1 to 1 tuition – can have an impact on +5 months.	4

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

Budgeted cost: £900 and other costs included in the above teaching costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise breakfast club/after school clubs, trips, visits and experiences to support low attendance, persistent absence and repeated lateness and improve life opportunities ensuring that all pupils can access enrichment opportunities.	<p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months.</p> <p>NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.</p> <p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> <p>EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months.</p>	5

Total budgeted cost: £ 22,226

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.

Aim

To ensure that pupils make accelerated progress and continue to do so via remote learning.

To improve outcomes for pupils across the school in reading and writing for disadvantaged pupils when compared to non-disadvantaged pupils.

To develop speech and language and early language development.

To improve outcomes for KS2 disadvantaged pupils for maths so that they achieve in line with non-disadvantaged.

To ensure that children experience a wider curriculum and opportunities to engage and enhance their learning experiences.

Outcome

Pupils achieved well. There was no data to compare.

Pupils achieved well. There was no data to compare.

Those children who were supported and received interventions made good progress. There was no data to compare.

Pupils achieved well and made good progress. There was no data to compare.

Pupils were able to access a wide range of experiences to increase their cultural capital.

Service pupil premium funding

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

How did you spend your service pupil premium allocation last academic year?

Details

We had a Higher Level Teaching Assistant dedicated to emotional wellbeing and academic support both during lockdown and in school. This included bespoke resources, dedicated time to talk, 'pen pals' and interventions. We also supported the attendance of after school clubs and music tuition.

What was the impact of that spending on service pupil premium eligible pupils?

Parents and children valued the 1:1 and group support during lockdown, helping pupils to return to school with less worries and anxiety.

Teachers observed improved confidence, wellbeing and the children using coping strategies on a regular basis. Attendance and punctuality improved as a result. The children developed new skills and gained confidence whilst socialising.

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