



Pupil premium strategy: Welbourn Church of England Primary School



1. Summary information					
School	Welbourn Church of England Primary School				
Academic Year	2020/21	Total PP budget	£12,105 + £33.00 CF	Date of most recent PP Review	4.9.2019
Total number of pupils	57	Number of pupils eligible for PP	9	Date for next internal review of this strategy	March 2021

	<i>Pupils eligible for Pupil Premium</i>	<i>Pupil not eligible</i>
KS2 % achieving expected standards or above in reading, writing and maths	No data available due to Covid -19	
KS2 % achieving expected standards or above in reading		
KS2 % achieving expected standards or above in writing		
KS2 % achieving expected standards or above in maths		
KS1 % achieving expected standards or above in reading		
KS1 % achieving expected standards or above in writing		
KS1 % achieving expected standards or above in maths		
Year 1 % achieving expected standard in phonics		
EYFS % achieving GLD		
Attendance of Pupils eligible for PP		

2. Barriers to learning identified for 2020 - 21 (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	School closure in March (well-being, remote learning)	
B.	Attainment and progress of reading and writing is low (especially in KS2) so children are not reaching ARE due to lack of provision to embed skills and achieve in reading and writing	
C.	Early language development, speech and phonics is low in the Early Years and Key stage one from baselines made.	
D.	KS2 maths attainment and progress is not yet good enough (Year 5)	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Low confidence and self-esteem through lack of interaction and extra-curricular experiences with their peers	
G.	Attendance and lateness for our vulnerable learners	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To ensure that pupils make accelerated progress and continue to do so via remote learning	<ul style="list-style-type: none"> • A recover curriculum has been put in place and staff receive CPD to deliver a curriculum to meet the needs of all pupils • Children receive pastoral support to improve mental health and wellbeing • Children feel happy and safe in school • All disadvantaged children have access to a laptop and additional support for remote learning if needed
B.	To improve outcomes for pupils across the school in reading and writing for disadvantaged pupils when compared to non-disadvantaged pupils.	<ul style="list-style-type: none"> • All disadvantaged pupils perform in line with non-disadvantaged pupils for reading and writing in all year groups • Pupils will access focused intervention with a highly trained HLTA for reading and writing • Interventions are monitored and impact is reviewed termly • Interventions are communicated to parents to insure that learning is supported at home • The gap has closed for all pupils
C.	To develop speech and language and early language development for disadvantaged pupils	<ul style="list-style-type: none"> • Teachers / TAs use the EEF toolkit to deliver high quality teaching and learning to improve speech and language • Intervention is delivered in class and in addition to class provision to accelerate the progress of speech and language • Phonics intervention takes place daily and accelerates the progress of disadvantaged pupils • Interventions are monitored and impact is reviewed termly • Interventions are communicated to parents to insure that learning is supported at home • The gap has closed for all pupils
D.	To improve outcome for KS2 disadvantaged pupils for maths so that they achieve in line with non-disadvantaged pupils.	<ul style="list-style-type: none"> • Teachers / TAs use the EEF toolkit to deliver high quality teaching and learning to improve maths • Intervention is delivered in class and in addition to class provision to accelerate the progress of maths • Maths intervention takes place daily and accelerates the progress of disadvantaged pupils • Interventions are monitored and impact is reviewed termly

		<ul style="list-style-type: none"> • Interventions are communicated to parents to insure that learning is supported at home • The gap has closed for all pupils
E.	<p>To ensure that children experience a wider curriculum and opportunities to engage and enhance their learning experiences including extra-curricular activities.</p>	<ul style="list-style-type: none"> • Pupil premium children have a wider skills set by the time they leave school and a range of experiences to draw upon • Children attend breakfast club to ensure that attendance improves and children are on time for the start of school • Improved attendance and punctuality in school • Children experience a range of extra-curricular activities and experiences

4. Planned expenditure

Academic year 2020 / 2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A Tier 1: Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Cost?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the Recovery curriculum is implemented well and meets the needs of all pupils.	<ul style="list-style-type: none"> Recovery curriculum CPD for all pupils Baseline assessment made using well-being questionnaires PSHE/RSE lessons delivered in response to needs of disadvantaged pupils Books purchased to help pupils deal with feelings and relationships Staff to receive bespoke training according to need (grief and loss, anxiety) 	<ul style="list-style-type: none"> Recommendation EEF toolkit for improving social and emotional learning in school. Strategy 1, 2, 5 Evidence from teachers that social and emotional challenges are impacting on children's attainment and attendance in school. Free training and inset Free research and use of EEF guidance 	<ul style="list-style-type: none"> Monitor pupil well-being using case studies. Pupil voice through discussion and questionnaires Regular conversations with SENDco and PP lead Parental consultations PHSE/ RSE evidence, including books 	Claire Puttock	Termly monitoring

A Tier 2: Targeted support

All social, emotional and mental well-being is addressed in school for disadvantaged pupils and they feel happy and safe.	<ul style="list-style-type: none"> Specialist targeted support from HLTA Referral to external agencies if needed Parental engagement 	<ul style="list-style-type: none"> Recommendation EEF toolkit for improving social and emotional learning in school. Strategy 1, 2, 5 Evidence from teachers that social and emotional challenges are impacting on children's attainment and attendance in school. Part deployment of HLTA 	<ul style="list-style-type: none"> Monitor pupil well-being using case studies. Pupil voice through discussion and questionnaires Regular conversations with SENDco and PP lead Parental consultations 	Claire Puttock	Termly - provision maps / case study
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		<ul style="list-style-type: none"> Free training and inset through LCC 	<ul style="list-style-type: none"> PHSE/ RSE evidence, including books 		
A Tier 3: Wider strategies					
Pupils who are disadvantaged are supported in being able to access remote learning and to complete homework.	<ul style="list-style-type: none"> Loan laptop if needed Support with completion of work in school Printed packs to be provided Bespoke support/ intervention via Microsoft Teams during closure of bubbles or isolation Support for parents when completing learning and homework 	<ul style="list-style-type: none"> Recommendation EEF toolkit for working with parents to support children's learning strategies 2, 3,4 Free laptops from the DFE/ school Part deployment of HLTA should we go into isolation/ closure of bubble 	<ul style="list-style-type: none"> Monitor attendance on Microsoft Teams when remote learning Monitor completion of homework Monitor completion of learning tasks 	Tracy Boulter	Weekly – pupil engagement and completion of tasks
B Tier 1: Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Cost?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes for pupils across the school for reading and writing so that all PP attain well and make good or better progress	<ul style="list-style-type: none"> Quality first teaching of reading and writing Continued implementation of Active English Bespoke support from SLEs Use of EEF toolkit recommendations 	<ul style="list-style-type: none"> Recommendation from EEF toolkit for KS1 and KS2 English strategies KS1 2,4,5 KS2 3, 4,5 Baseline assessments show that PP pupils are not attaining in line with their peers In all year groups in reading and writing There are gaps in learning for writing and reading 	<ul style="list-style-type: none"> Monitoring teaching and learning of reading and writing Monitoring planning of reading and writing to ensure that PP pupils are planned and targeted in lessons Monitor books of PP pupils to see if CPD is implemented 	Becky Hope	Termly
B Tier 2: Targeted academic support					
To improve outcomes for PP pupils across	<ul style="list-style-type: none"> Small group intervention delivered 	EEF findings show moderate impact for small group	<ul style="list-style-type: none"> Monitoring of progress in books and by looking at 	Becky hope	Termly

<p>the school for reading and writing so that all they make good or better progress and attain well.</p>	<p>by high quality HLTA for targeted children following pupil progress meetings</p> <ul style="list-style-type: none"> • 1:1 tuition for UKS2 pupils accelerate progress and improve attainment • Teaching assistants deployed effectively within lessons to target key pupils who are falling behind • Use Mobilise choice EEF research to improve teaching strategies 	<p>intervention and 1:1 tuition.</p> <p>Dedicated small group intervention or 1:1 intervention enables pre & post teaching of key skills to ensure pupils succeed in main teaching sessions.</p> <p>Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention</p> <p>EEF toolkit is used to implement same day teaching intervention</p> <p>Part deployment of HLTA to deliver quality intervention. £11,000</p>	<p>data</p> <ul style="list-style-type: none"> • Review of progress and attainment in Pupil progress meetings • Intervention review of impact made • Pupil voice 		
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C Tier 1: Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Cost?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve outcomes for pupils across EYFS and KS1 so that all PP attain well and make good or better progress in Phonics and English</p> <p>To develop speech and language and early language development for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Quality first teaching of English, including speech and language and S & L teaching • Quality first teaching of speaking and language skills • Continued implementation of Phonics programme (new in 2019) • Bespoke support from SLEs • Use of EEF toolkit recommendations 	<ul style="list-style-type: none"> • Recommendation from EEF toolkit for Preparing for Literacy strategies 1, 2, 6 • Baseline assessments show that PP pupils are not attaining in line with their peers In all year groups in phonics • Baseline assessments show that pupils in Reception have speech and language delay • There are gaps in learning for writing and reading and phonics across EYFS and KS1 – specifically in phonics 	<ul style="list-style-type: none"> • Monitoring teaching and learning of phonics • 6 weekly phonics data reviews • Monitor planning of English to ensure opportunities for early language development, S & L skills and role play • Monitoring planning of reading and writing to ensure that PP pupils are planned and targeted in lessons • Monitor books of PP pupils to see if CPD is implemented 	<p>Becky Hope</p>	<p>6 weekly phonics assessments</p> <p>Termly data check points</p>

C Tier 2: Targeted academic support

To improve outcomes for pupils across EYFS and KS1 so that all PP attain well and make good or better progress in Phonics and English	<ul style="list-style-type: none"> • Small group intervention delivered by high quality TA for targeted children following pupil progress meetings • Daily readers and speech and language support • Teaching assistants deployed effectively within lessons to target key pupils who are falling behind • Use Mobilise choice EEF research to improve teaching strategies 	<p>EEF findings show moderate impact for small group intervention and 1:1 tuition.</p> <p>Dedicated small group intervention or 1:1 intervention</p> <p>Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention</p> <p>EEF toolkit is used to implement same day teaching intervention</p> <p>Part deployment of HLTA/TA to deliver quality intervention. £11,000</p>	<ul style="list-style-type: none"> • Monitoring of progress in books and by looking at data • Review of progress and attainment in Pupil progress meetings • Intervention review of impact made • Pupil conferences • Phonics data check points • Pupil voice 	Becky hope	Termly
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D Tier 1: Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? Cost?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes for KS2 disadvantaged pupils for maths so that they achieve in line with non-disadvantaged pupils	<ul style="list-style-type: none"> • Quality first teaching of maths • Support from Subject leader • Bespoke support from SLEs • Use of EEF toolkit recommendations 	<ul style="list-style-type: none"> • Recommendation from EEF toolkit for • Baseline assessments show that PP pupils are not attaining in line with their peers In all year groups in maths in KS2 • Baseline assessments show that pupils have poor arithmetic skills in KS2 since lockdown • There are gaps in learning for maths in KS2 	<ul style="list-style-type: none"> • Monitoring teaching and learning of maths • Monitor planning of Maths to ensure opportunities for basic skills to be developed and the 3 aims of maths • Monitoring planning of maths to ensure that PP pupils are planned and targeted in lessons • Monitor books of PP pupils to see if CPD is implemented 	Tracy Boulter	Pre and post learning tasks Termly data check points

D Tier 2: Targeted academic support

To improve outcomes for KS2 disadvantaged pupils for maths so that	<ul style="list-style-type: none"> • Small group intervention delivered by high quality HLTA 	<p>EEF findings show moderate impact for small group intervention and 1:1 tuition.</p>	<ul style="list-style-type: none"> • Monitoring of progress in books and by looking at data 	Tracy Boulter	Termly
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they achieve in line with non-disadvantaged pupils	for targeted children following pupil progress meetings <ul style="list-style-type: none"> • Daily times table and fluency support • Teaching assistants deployed effectively within lessons to target key pupils who are falling behind (especially in Y5) • Use Mobilise choice EEF research to improve teaching strategies 	Dedicated small group intervention or 1:1 intervention Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention EEF toolkit is used to implement same day teaching intervention Part deployment of HLTA/TA to deliver quality intervention. £11,000	<ul style="list-style-type: none"> • Review of progress and attainment in Pupil progress meetings • Intervention review of impact made • Pupil conferences • Times table rockstar progress information • Pupil voice 		
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E Tier 3 Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that children experience a wider curriculum and opportunities to engage their learning experiences, including extra-curricular activities	<ul style="list-style-type: none"> • Enable pupils to take part in extra clubs such as Magical Maths or music tuition, STEM club • Money to pay for trips so all Pupil Premium pupils can attend wow days and educational visits as part of the new curriculum. • Pupils to attend breakfast club and after school club • Children can have school milk at break times (extra nutritional support) 	<ul style="list-style-type: none"> • Continue to ensure all pupils get an equal opportunity to be involved in all aspects of school life and that no pupils are disadvantaged by not being able to pay • Attending clubs enables pupils to develop confidence and friendship groups through involving vulnerable learners in clubs and extra-curricular activities after school and during lunch 			

		<p>times Attending such clubs enables some learners to excel in learning that intrinsically motivates them and develops confidence and self esteem</p> <ul style="list-style-type: none"> • Clubs - £186 • Enabling children to have a healthy breakfast and positive start to the day plays an important role in preparing our children for learning and improves punctuality/ attendance • Cost: £852.00 Breakfast club staffing • Cost £100 for milk 			
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Total budgeted cost £12,138

Review of expenditure for 2020 – 2021

Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Summary of impact 2020-21

Due to Covid, it has been difficult to measure the impact and outcomes of both disadvantaged and non-disadvantaged pupils because of partial closures and lockdown. However, the Pupil premium has had a positive impact on the following:

- Improved attendance, punctuality and engagement of work during lockdown for disadvantaged pupils due to breakfast club and after school provision .
- Disadvantaged pupils being able to access enrichment activities such as trips and visits
- Well-being mentor – supported children and families during lockdown and on returning to school which had a significant impact on well-being and attendance.
- Accelerated progress for disadvantaged pupils in phonics, reading and maths due to interventions and in class support.

