

Pupil Premium Strategy Statement



Welford on Avon Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Julie Leeman
Pupil premium lead	Julie Leeman
Governor / Trustee lead	Sally Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,955
Recovery premium funding allocation this academic year	£ 3,993
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,948

Part A: Pupil premium strategy plan

Statement of intent

At Welford School, we have high expectations and ambitions for every pupil. We aim to create resilient, effective and confident learners regardless of their socio-economic backgrounds. Pupil Premium children needs to be clearly identified and their individual needs met so that they have every opportunity to meet their full potential.

The aims of Pupil Premium:

- To create effective and confident learners
- To improve outcomes for disadvantaged learners
- To attainment gap between pupil premium pupils and their more affluent peers
- To give every student the same opportunities to succeed

Identification:

- Pupil premium students are identified from the January pupil census.
- Yearly Cycle:
- Once identified, an initial autumn term meeting will be held with class teacher and parents to establish how pupil outcomes can be raised. At this meeting a bespoke plan will be agreed with clear targets and strategies.
- A mid-year meeting will be held to discuss the impact of current strategies and include parents, pupil and teachers views and future steps.
- An end of year meeting will be held with parents, current class teacher and new class teacher to discuss end of year outcomes.

Strategies:

- Some of these children need high quality, tailored support
- Some may benefit from attending clubs they would not be able to access such as swimming lesson, football clubs and gymnastics
- Pupil premium children benefit from excellence in the classroom and high-quality teaching and learning
- Help parents with wrap around care so that parents can work, breaking the cycle of disadvantage
- Tutoring for more able children
- Identify and deploy strategies that make a difference to the children who are on the margins
- Our SLT identify training that will continue to provide the best opportunities for all pupils e.g. staff have received training around play therapy and dealing with challenging behaviours as well as restorative practice and Early Help. All teachers are aware of the pupil premium pupils in their class and plan

accordingly with support and challenge so that they have the same opportunities as their peers. The outcomes of the pupil premium students are discussed case by case at pupil premium meetings and parents evening. The school is committed to a rigorous and robust recruitment process for teachers, teaching assistants and middays, only employing staff who will provide the best opportunities for children and dedicated to continuous professional development.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year has dropped from 97% to 96% and while the overall attendance rate for PP pupils is 96% as well, when we look at individual attendance figures for PP is below the school figure and below the national average of 97%.
2	Through assessments and discussions with pupils, parents and families it is still clear that many of our pupil premium families need additional support with wellbeing. Some of the pupils display low mood and some have been referred to the Mental Health Schools Team for help and support. A few families have had a family and children's assessment which has resulted in family support worker or Early help work.
3	We have had three Ukrainian families in school this year and they have required a high level of support both emotionally and academically. Two of the families have now returned to the Ukraine.
4	Assessment indicate that 39% of our pupil premium pupils are on the SEN register with two pupils also in receipt of an EHC plan. Both of these children are post looked after.
5	Through family discussions we have a number of families who need a higher amount of financial support to feed their families every week. The school is able to provide food vouchers.
6	Assessments, data and discussions with our families indicate a high level of emotional need and wellbeing support with our post looked after pupils who are in receipt of Pupil Premium.
7	Assessments and discussions with teachers indicate that some of our KS1 PP pupils are not making progress in mathematics compared to the non-disadvantaged pupils
8	Assessments indicate that our PP pupils in KS1 did not make expected progress in English and Maths (2 pupils on SEN)

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
To continue to support and improve wellbeing support all pupils in our school but particularly for our post looked after pupils	High levels of wellbeing by 2024-2025 <ul style="list-style-type: none"> • Demonstrated progress from pupil voice, parents' surveys and teachers' observations
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	Attendance data in line or above national average To ensure that parents understand the importance of their children coming to school and not booking holidays in term time.
Improved reading outcomes for all children particularly pupil premium outcomes	End of Year progress for every year group demonstrates that the vast majority of PP pupils have made expected progress. KS2 reading outcomes for 2024-2025 show that more than 80% of our PP pupils met the expected standard
Improved mathematic outcomes for all pupils particularly pupil premium outcomes	End of Year progress for every year group demonstrates that the vast majority of PP pupils have made expected progress. KS2 mathematics outcomes for 2024-2025 show that more than 80% of our PP pupils met the expected standard

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: £ 30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of KS1 catch up programme for mathematics</i></p> <p>Training of staff to identify pupils and deliver programme</p>	<p>New edition of First class at number has been purchased.</p> <p>Maths subject Leader has been trained alongside two KS1 teaching assistants.</p> <p>Evidence based approach used through this programme</p>	4, 7
<p>Purchase of additional catch up phonics programme for KS1 and Year 3 and 4 when required</p>	<p>Little Wandle catch up programme purchased to support pupils with reading and phonics. Phonic approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading</p>	4, 8
<p>Improve the quality of social and emotional learning</p> <p>Part of the teacher deliver programme of study</p>	<p>Evidence from EEF research suggest that pupils who feel more secure and confident will have improved outcomes</p>	1,2
<p>Enhancement of our maths teaching programme.</p> <p>Purchased time with Maths Hub</p>	<p>In line with the National Centre for excellence in the Teaching of Mathematics</p> <p>EEF guidance- Improving Maths in Key Stage 2</p>	1, 7, 8
<p>Purchase of standardised diagnostic assessment</p>	<p>These can provide reliable assessments to provide the right support through interventions or teacher instructions.</p>	1,7,8

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approached have a strong evidence that this targeted approach is very effective with pupils who need to close the gap particularly PP pupils	4,7,8
Additional maths sessions targets at disadvantaged pupils	Evidence shows that this time of targeted intervention can close the attainment gap	4,7,8
Employment of an academic tutor who has completed training to provide catch up programme for pupils who have fallen behind	Evidence shows that this time of targeted intervention can close the attainment gap An assess, do, review approach is implemented. Pupils may have this help only for part of the maths curriculum where they are having difficulties	4,7,8

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a mentor to talk to children with low mood and who are feeling anxious particularly pupils with PP	Evidence suggests that feeling good about yourself can lead to better wellbeing and self-esteem. Restorative practise is the also an approach the school has started to use	2,6

Total budgeted cost: £ 49,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school' disadvantaged pupils during the 2021/2022 academic year using the KS1 and 2 performance data, phonics check and the school's internal assessment and data checking.

We have been sent the position statement for Welford School which allows us to look at the results for all national data. Data from tests and assessments suggest that the school is well above the national and LA % for both disadvantaged and non-disadvantaged pupils. We can also say that the vast majority of pupils reached the standard at phonics and KS1. The in year progress results were also very good showing that the vast majority of PP has made expected progress. However we still have a number of PP pupils who are also on the SEN register and not making end of year expectations.

This year we have had a sharp rise in pupils behaviours related to low mood and mental health. This is across the school community but has also impacted on the pupil premium pupils. We have recruited a school mentor and two staff have completed mental health training. We have also make the decision to train one of our own staff as a play therapist so that she is able to work with these pupils quickly and avoid waiting lists.

We have also trained an academic tutor who works with mainly KS2 pupils to catch up in Maths and English. We have identified new programmes in Maths and English for KS1.

We continue to offer help with school trips and residentials and have built a good rapport with most of our PP families.

Specialist Teaching Service has also been used to help with assessment and recommendations with our PP pupils who are also on the SEN register

We do feel we are making good progress with all our PP pupils. Our low % compared to national means we can make our approach very bespoke for these pupils and their families. We identify what makes the differences are and try and plan an approach to meet needs which in the vast majority of cases has proved very successful.

Further information (optional)

We have several teachers who are currently undertaking NPQ programmes. The programmes are clearly linked to research and use of the EEF materials. As a result, we hope to link our pupils' interventions even more to current research which will have an even better impact on all pupils and in particular pupil progress meetings.