

Pupil premium strategy / self-evaluation

1. Summary information					
School	Welholme Academy				
Academic Year	2019/2020	Total PP budget	£417,000	Date of most recent PP Review	07/2019
Total number of pupils	567	Number of pupils eligible for PP	320	Date for next internal review of this strategy	07.2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
Progress measure reading		
Progress measure writing		
Progress measure maths		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Significant number of pupils entering Foundation stage with language skills and mathematical skills below expected and from a number of different settings. Many pupils have speech difficulties on entry.
B.	Limited life experiences to draw upon and limited vocabulary which impacts on reading comprehension and writing.
C.	Many children with unidentified social, emotional and mental health difficulties.
D.	Large number of children who start the school at other than usual starting points, often with additional needs, and have often moved schools several times.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance for some groups of children.
F.	Culture of low aspirations and lack of value of education and support for home learning which has impact on sustained achievement.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved language skills for pupils eligible for pp from Foundation stage to end of KS2.	Children confident to talk about their learning in a range of contexts. Children have a wider vocabulary and can use topic specific vocabulary in their writing. Children able to access a greater range of texts and access the reading comprehension tests to meet the expected standard and above.
B.	Children are able to self –manage social and emotional difficulties and have a range of strategies for coping and accessing the full curriculum.	Children demonstrate resilience in all areas of school life. Children are happy and want to learn. Children have confidence and high aspirations for themselves. Number of fixed term exclusions is reduced.
C.	Attendance for PP pupils to be in line with National for all pupils.	Attendance of PP pupils improves rapidly. Persistent absence of PP pupils reduces rapidly.
D.	More children to achieve expected standard or above at the end of KS1 and KS2 in reading, writing and maths.	At least 60% of children in all year groups are achieving the expected standard in reading, writing and maths combined.
E.	Children entering the academy at other than usual starting points, settle quickly into school and make at least expected progress in reading, writing and maths.	Children new to the school make expected progress and the move does not impact negatively on their education.

5. Review of expenditure

Previous Academic Year

2018-2019.

i. Quality of teaching for all

Action	Intended outcome	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
Staff training Talk for Learning.	Improved language skills of pupils.	More pupils engaged in lessons. Children confident to talk and answer questions and give opinions in lessons.	Approach embedded across school.	
Creation of language rich environments in all classrooms.	Improved language skills of pupils.	Children using language in classrooms. Staff sharing resources and classroom practice more consistent.	Approach continue to be embedded across school with new staff members.	
Additional adults to enhance staff to pupil ratios.	Higher attainment of all pupils.	Staffing costs impacted on this and as staff changed had an impact on resources.	Needed to review deployment of staffing to meet needs at different times of the year and as new pupils joined the school. The staffing structure will be reviewed in September.	
Embed quality feedback policy and introduction of Rubrics.	Higher attainment of all pupils.	Rubrics had high impact and embedded throughout school.	Feedback policy needs reviewing again September 2019 with new staff.	

ii. Targeted support

Action	Intended outcome	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
Employment of external speech therapist.	Improved communication skills of pupils in Foundations stage and KS1.	Change of speech therapist due to staffing shortages in NHS and staff changes in school. This will be renegotiated if capacity in external provider allows.	This area is key to the development of communication skills in Early Years. Will look to continue in school if external provider not feasible.	

Aspire room staffed.	Social and emotional issues addressed.	Change of staffing due to staff absence. Some children successfully reintegrated into school from BAC and back into classroom from Aspire with effective support.	Approach to continue with new staff. Review of programmes to meet identified needs of individuals and to meet the needs of the rest of the class so behaviour does not have detrimental effect on their learning.	
Deployment of adults to deliver structured programs- Lexia, RWI.	Targeted support for pupils at risk of falling behind.	Lexia results show positive impact.	Approach to continue.	
iii. Other approaches				
Action	Intended outcome	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
Investment in reading incentive prizes.	To celebrate reading and promote enjoyment in reading.	More children reading for pleasure, but reading test results at end of KS2 do not reflect. Children at end of KS1 making good progress from starting points.	Approach to be continued.	
Subsidised breakfast club and toast in school.	Children ready to learn at the beginning of the day and to promote punctuality.	Growth in number of pupils accessing breakfast clubs. Toast did not have desired impact on punctuality but did meet the needs of pupils and ensure they all had access to breakfast at the start of the day and were ready to learn.	Both approaches will be continued to meet pastoral needs.	
Subsidise holiday clubs.	Social and emotional needs of pupils met. Engagement with school increased.	Growth in number of pupils attending holiday clubs and in level of engagement amongst this group and parental relationships with school.	Both approaches will continue.	
Subsidise school visits.	To promote engagement. To extend knowledge and experiences of children.	Attendance always high on visits. Children have experiences to write about and shows in quality writing.	Approach to continue. Review to ensure progression and purpose of any educational visits.	

6. Planned expenditure

Academic year

September 2019-July 2020.

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Focus on literacy. Staff training and professional development. All children have access to high class novels in all classrooms. A culture of celebrating reading across the school. Investment in reading incentive prizes.	All children have access to high quality literacy which leads to improvement in attainment at the end of Foundation stage, KS1 and KS2 in reading and writing. Gap is closed between PP pupils and pupils Nationally.	EEF shows the importance of early reading and suggests that poor literacy skills hold children back in all areas of the wider curriculum.	Impact monitored by Literacy team. Pupil voice surveys. Pupil progress meetings. Tracking data.	C.Burman	December 2019, March 2020, July 2020.

<p>Improved language. All children have access to high quality visits and visitors through an engaging curriculum. Use of Kagen groupings in all classrooms to encourage pupil talk and interaction. Staff training to enable effective modelling.</p>	<p>Develop cultural capital of our most disadvantaged pupils. All children have extended vocabulary which they can use in context in the wider curriculum. Children articulate and confident to talk about their learning. All staff have positive impact on language of our children.</p>	<p>Our children have difficulty accessing the language in comprehension tests as they have not experienced the vocabulary and often cannot relate to the context. Adults trained who are able to support children with speech, language and communication difficulties to help them to communicate better and to improve how clearly a child talks, how well they can understand what is said to them, or how they put sentences together to talk to other people and to use in their writing. They can also help with conversation and social skills.</p>	<p>Curriculum maps. Lesson observations and Enquiry walks led by SLT. Book scrutiny.</p>	<p>D.Turrell</p>	<p>July 2020.</p>
<p>Early years. Focus on developing communication and language skills. Smaller classes in Foundation stage. Staff training and professional development.</p>	<p>Gap closed at the end of Foundation stage. Increase in number of children attaining GLD.</p>	<p>EEF -“Early Years has huge promise in preventing the attainment gap becoming entrenched”. Many of our children enter school with attainment in reading, writing and maths below what is expected of children of a similar age (see baseline data) and need to catch up rapidly.</p>	<p>Enquiry walks and lesson observations. Book scrutiny. Tracking data and pupil progress meetings.</p>	<p>L.Briggs</p>	<p>July 2020</p>

<p>Deployment of staff. Additional professionals to enhance staff to pupil ratios and deliver structured intervention programmes in class and in small groups. Staff training and professional development.</p>	<p>At least 60% of children in all year groups are achieving the expected standard in reading, writing and maths combined.</p>	<p>EEF research suggests that when teaching assistants are used to deliver structured programmes with high quality support and training, they can have a positive impact on pupil learning outcomes. Rational behind this is to allow teachers and teaching assistants time to give improved quality and quantity of feedback to all pupils and work more intensely with smaller groups of all abilities.</p>	<p>Tracking data and pupil progress meetings. Lesson observations and Enquiry walks. Book scrutiny.</p>	<p>D.Turrell</p>	<p>December 2019 April 2020 July 2020</p>
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Focus on literacy. Targeted support for struggling pupils. Deployment of adults to deliver structured programs- Lexia, RWI.</p>	<p>Children at risk of falling behind or SEND pupils make at least expected progress from starting point.</p>	<p>It is important that children catch up rapidly if at risk of falling behind or joining school with gaps in literacy. These programmes have been effective with this.</p>	<p>Lesson observations of small group interventions. Tracking data. Pupil progress meetings.</p>	<p>K.Glasby</p>	<p>Termly.</p>
<p>Improved attendance. Enhanced pastoral team and clear roles within the team to support attendance for all vulnerable groups.</p>	<p>Attendance for PP pupils to be in line with National for all pupils. Persistent absence of PP pupils reduces rapidly.</p>	<p>Children with low attendance cannot access the curriculum and do not achieve as highly as their peers.</p>	<p>All staff to be aware of children with low attendance in their class and can talk about strategies in place to support and improve. Regular meetings with EWO. SIMS attendance tracking data.</p>	<p>D.Turrell</p>	<p>Weekly.</p>

<p>Social emotional and behavioural issues addressed. Staff afternoon Aspire provision-staff trained to deliver programmes which target children with social, emotional and behavioural issues. Lego therapy groups. Sensory room groups. Art therapy groups. Learning Mentors to encourage parental engagement. Introduction of homework club. Introduction of sewing club</p>	<p>Support staff with strategies in class to enable the targeted children to learn. Children who access Aspire with increased emotional intelligence skills, enabling them to successfully access their learning. Programmes that address children's emotional wellbeing in order for them to be 'ready to learn'. Safeguarding information shared and acted upon to ensure the education of the children concerned is not impacted.</p>	<p>EEF research supports our rationale that "pupils cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson and behaving appropriately for learning".</p>	<p>Monitor behaviour and any improvements using Boxall profile. Assess successful integration back in whole class. All teachers on a 'need to know' basis can identify children in their class at risk of social and emotional issues and have effective strategies in place to support the family. CPOMS. CP and SEND lead to meet weekly with pastoral team.</p>	<p>K.Glasby</p>	<p>December 2019, April 2020, July 2020.</p>
<p>Focus on transition. Diagnosis of needs as soon as pupils start the academy. Support staff put in place for any new child at risk of falling behind or to support those joining us who need to catch up.</p>	<p>Children entering the academy at other than usual starting points, settle quickly into school and make at least expected progress in reading, writing and maths.</p>	<p>Records often do not arrive until child has been in school for a period of time. Children often join the academy with undiagnosed needs which impacts on their attainment.</p>	<p>All new children to have assessments of baseline during first week in school. Pupil progress meetings.</p>	<p>D.Turrell</p>	<p>Termly.</p>
Total budgeted cost					

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parental engagement. Parent workshops. Exit point events. Parental leaflets informing of age related expectations.	Parents value education and able to effectively support their child. Parents feel welcome in school and confident to become involved in child's education.	Conversations with parents identify their lack of knowledge as a barrier to supporting their child.	Parent surveys. Pupil voice. Monitor participation in exit events.	D.Turrell L.Briggs.	Termly.
Social emotional and behavioural issues addressed. Subsidised breakfast club and toast in school. Subsidise milk in school. Subsidise holiday clubs.	Children ready to learn. Children healthy. Engagement in school improved by pupils and parents. Improved attendance.	Pupils cannot benefit from a lesson if they are hungry or engage in the lesson if they have other social and emotional concerns on their minds.	Monitor participation levels. Pupil voice. CPOMS. Attendance data.	D.Turrell	Monthly.
Total budgeted cost					
7. Additional detail					

