

Pupil premium strategy / self-evaluation –Due to COVID-19 many strategies will continue into 2020-2021.

1. Summary information					
School	Welholme Academy				
Academic Year	2020/2021	Total PP budget	£430'000	Date of most recent PP Review	09/2020
Total number of pupils	525 + Nursery	Number of pupils eligible for PP	326 62%	Date for next internal review of this strategy	07.2021

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	N/A 2020	
Progress measure reading	N/A 2020	
Progress measure writing	N/A 2020	
Progress measure maths	N/A 2020	

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.

G.	Limited resources to support home learning.	
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.	<p>Children confident to talk about their learning in a range of contexts.</p> <p>Children have a wider vocabulary and can use topic specific vocabulary in their writing.</p> <p>Children able to access a greater range of texts and access the reading comprehension tests to meet the expected standard and above.</p>
B.	Children are able to self –manage social and emotional difficulties and have a range of strategies for coping and accessing the full curriculum.	<p>Children demonstrate resilience in all areas of school life.</p> <p>Children are happy and want to learn.</p> <p>Children have confidence and high aspirations for themselves.</p> <p>Number of fixed term exclusions is reduced.</p>
C.	Attendance for PP pupils to be in line with National for all pupils.	<p>Attendance of PP pupils improves rapidly.</p> <p>Persistent absence of PP pupils reduces rapidly.</p>
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		2019-2020.		
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
<p>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. New library environment.</p>	<p>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. Children want to read.</p>	<p>Initial positive impact had been observed when talking to pupils. Staff reported more children choosing to read novels they had been exposed to in class whole reading time. School closure in March limited impacted seen. Children very keen to read in new library and beginning to choose a wider variety of new authors.</p>	<p>Strategies to be embedded across school. New books purchased for library and Welholme 100 books a success but need to maintain after school closure. Will also need to continue to purchase new books to widen their experience of a range of authors.</p> <p>Need to purchase better quality books for home school libraries in each year group to ensure children have access to high quality texts at home.</p> <p>New library just completed so will need timetabling to ensure all pupils have access.</p>	<p>£4,200</p>
<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</p>	<p>Teachers using talk partners and Kagen groupings very successfully in all classrooms. Children keen to engage and growing in confidence to interact and share ideas/learning in a supportive environment.</p> <p>Visits and visitors deepen experiences and support children to use new vocabulary in correct context. Some planned visits did not take place due to closure in summer term. Staff made greater use of school environment to develop opportunities to extend vocabulary.</p>	<p>Some staff will have further CPD opportunities for developing vocabulary this year and developing whole school approach.</p> <p>Staff will continue to create other opportunities to use the local environment and create different experiences to develop vocabulary if a restriction on visits outside of the local area is still in place.</p>	<p>£17,000</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>Children did not take end of Foundation stage assessments due to closure. Spring predictions were for 64% of pupils to achieve GLD. 58% of disadvantaged pupils were on track for GLD at the end of March.</p>	<p>Enhanced staffing in reception was working very well and children were making good progress from starting point.</p>	<p>£38,000</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>By the end of Year 6, Spring predictions were for 58% of children to achieve expected standard in RWM. 52% of disadvantaged pupils were predicted to achieve expected standard in RWM.</p>	<p>Enhanced staffing will continue with appropriate training for staff and close monitoring of the impact of interventions.</p>	<p>£97,000</p>
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Employment of external speech therapist.</p>	<p>Improved communication skills of pupils in Foundations stage and KS1.</p>	<p>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.</p>	<p>This area is key to the development of communication skills in Early Years to ensure gap is narrowed and children can access learning across the curriculum. Will look to continue with NHS staffing but a fulltime member of staff to be shared with 2 other academies within the Trust.</p>	<p>£9,500</p>
<p>Aspire room staffed.</p>	<p>Social and emotional issues addressed.</p>	<p>New member of staff appointed to the team. External training for the staff member. Some children successfully reintegrated into school from BAC and back into classroom from Aspire with effective support.</p>	<p>Approach to continue. Review of timetable and 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. Use of sensory room to enhance provision and increase number of children we can reach.</p>	<p>£38,500</p>

Deployment of adults to deliver structured programs- Lexia, RWI.	Targeted support for pupils at risk of falling behind.	Lexia results show positive impact. RWI structured intervention works well for identified mission critical pupils.	Approach to continue.	£19,724
--	--	--	-----------------------	---------

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. KS2 reading data reflected improvement in attainment. Children in KS1 making good progress from starting points but attainment at the end of KS1 still needs to be accelerated.	Approach to be continued. Next step is to introduce a wider range of authors to the children.	£2,200
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.	Subsidised breakfast club will be continued to help to improve attendance and punctuality. Healthy fruit will be provided throughout KS2 every day to ensure all children able to concentrate and learn and no child hungry.	£17,000
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.	This approach will continue as it builds relationships and enables staff to engage with hard to reach and vulnerable pupils. It is successful in raising attendance and giving a positive attitude to school.	£2,500
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. Children are able to experience new vocabulary and experiences.	Approach to continue. Review to ensure progression and purpose of any educational visits. Staff to develop use of local environment if restrictions on visits further afield.	£17,000

6. Planned expenditure

Academic year

September 2020-July 2021.

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?
<p>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 staff understanding and developing a culture of pride in writing.</p>	<p>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.</p>	<p>EEF shows the importance of early reading and suggests that poor literacy skills hold children back in all areas of the wider curriculum.</p>	<p>Impact monitored by Literacy team. Pupil voice surveys. Pupil progress meetings. Tracking data.</p>	<p>C.Burman</p>	<p>December 2020, March 2021, July 2021.</p>

<p>Improved language. All children have access to high quality visits and visitors through an engaging curriculum. Use of Kagen groupings/talk partners in all classrooms to encourage pupil talk and interaction. Staff training to enable effective modelling. Whole staff training on use of knowledge organisers and clear progression of vocabulary each year group to teach across all subjects.</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. Knowledge organisers show high expectations of vocabulary and progression throughout school.</p>	<p>D.Turrell</p>	<p>July 2021.</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 2021</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 2020 April 2021 July 2021</p>
Total budgeted cost					<p>£147,500</p>
<p>ii. Targeted support</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Focus on literacy. Targeted support for struggling pupils. Deployment of adults to deliver structured programs- Lexia, RWI, Clicker, Beat dyslexia. Staff training to ensure high quality delivery.</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 language. Target support by a speech and language specialist for pupils who find it difficult to communicate.</p>	<p>Children with speech and language difficulties are able to fully access the curriculum and develop age related relationships with their peers.</p>	<p>It is important that children can speak and understand language to enable them to fully access their learning across the curriculum. Improved language skills will enable attainment to improve in writing and reading as well as personal and social development.</p>	<p>Tracking data. Enquiry walks. Pupil voice. Work with NHS to manage professional and monitor progress.</p>	<p>K.Glasby</p>	<p>December 2020. July 2021</p>

<p>Improved attendance. Enhanced pastoral team and clear roles within the team to support attendance for all vulnerable groups. Access to staff training and support</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 and attendance team. SIMS attendance tracking data.</p>	<p>D.Turrell J.Donaldson H.Salt</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. Use of Fortis and Educational psychologists for support programmes.</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 2020, April 2021, July 2021.</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 £217,300

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?
<p>Parental engagement. Parent workshops. Exit point events. Parental leaflets informing of age related expectations. Access to Reading Plus and TTR to supplement home learning. Pastoral team available to engage parents at beginning and end of the day.</p>	<p>Parents value education and able to effectively support their child. Parents feel welcome in school and confident to become involved in child's education.</p>	<p>Conversations with parents identify their lack of knowledge as a barrier to supporting their child and some families had limited resources to support home learning.</p>	<p>Parent surveys. Pupil voice. Monitor participation in exit events. Monitor participation in home learning.</p>	<p>D.Turrell</p>	<p>Termly.</p>

<p>Social emotional and behavioural issues and attendance addressed. Subsidised breakfast club and fruit in school for all pupils. Subsidise milk in school. Subsidise holiday</p>	<p>Children ready to learn. Children healthy. Engagement in school improved by pupils and parents. Improved attendance.</p>	<p>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.</p>	<p>Monitor participation levels. Pupil voice. CPOMS. Attendance data.</p>	<p>D.Turrell</p>	<p>Monthly.</p>
Total budgeted cost					£65,200
7. Additional detail					

