

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Welholme Academy
Number of pupils in school	523
Proportion (%) of pupil premium eligible pupils	64.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	8.10.21.
Date on which it will be reviewed	31.08.22.
Statement authorised by	Jaimie Holbrook
Pupil premium lead	Ted Chamberlain
Governor / Trustee lead	Rebecca Clayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£437,125
Recovery premium funding allocation this academic year	£47,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£484,250

Part A: Pupil premium strategy plan

Statement of intent

Year-on-year we work to close the gap between disadvantaged and non-disadvantaged pupils, ultimately aiming for them to achieve at a comparable level in all areas. In order to achieve this, we look at the barriers they face and identify the key areas that we need to address. This is considered for the school as a whole and then cohort by cohort, considering individual need within this. The key challenges are identified below (see next section).

We have used the EEF (Education Endowment Fund) guide to the pupil premium and the EEF toolkit to consider the most appropriate strategies to achieve our aims. This begins with quality first teaching. Once interventions and strategies have been agreed they are monitored for impact in a number of ways:

- Lesson observation and enquiry walks (both internal and external)
- Work scrutiny exercises
- Analysis of data – ongoing curricular assessments and the outcomes of interventions
- Pupil progress meetings are held each term with teachers, the SENCo, the Assessment Lead and the Principal

As a result of this work interventions are changed or tweaked to secure the most effective impact. Resource allocation is reviewed as a part of this as well.

Whilst the Principal maintains oversight of pupil premium spending, the SENCo and the Assessment Lead also monitor the impact of this spending (through both their on-going work and attendance at the pupil progress meetings). Subject leaders also monitor their subjects closely – observing delivery in whole class and small group settings. They monitor the impact of interventions and maintain an oversight of standards.

The Academy Improvement Committee are kept informed about how this money is utilised and hold the Principal to account for this, providing challenge to ensure there is impact from this funding. This enables them to have an understanding of the work being undertaken to support these children. They approve the overall spending on an annual basis and are kept informed on a termly basis.

Challenges

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

Challenge number	Detail of challenge
1	Language development – communication (speech), vocabulary and reading.
2	Limited life experiences – a lack of enrichment activities.
3	Social and emotional aspects of learning – many families have support from Social Care and there are large numbers of children with unidentified social, emotional and mental health difficulties.
4	Attendance and punctuality. Also, due to unsettled and troubled home situations, mobility is high. The school population can be transient, with children that have often moved schools several times.
5	There is a culture of low aspirations , where education is not valued – resulting in a lack of support from home for learning.
6	Catch up – supporting children to attain at the level they had been prior to the Covid-19 pandemic.
7	Poor lifestyle choices – children do not always make healthy eating choices, exercise regularly or drink enough water. This impacts on their ability to concentrate and work in the classroom.

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																					
Attendance is raised across the school	<ul style="list-style-type: none"> - Attendance for the school rises (from 94% in the year 20-21). - The gap between school and national attendance is reduced (currently approximately 2%). 																					
Persistent absence is reduced across the school	<ul style="list-style-type: none"> - Persistent absence is reduced (from 25% in the year 20-21). - The gap between school and national is reduced (currently approximately 16%). 																					
The raise outcomes in reading and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child)	<p>Reading:</p> <table> <thead> <tr> <th></th> <th>20-21 outcome</th> <th>21-22 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>29%</td> <td>54%</td> </tr> <tr> <td>Y2:</td> <td>59%</td> <td>62%</td> </tr> <tr> <td>Y3:</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>Y4:</td> <td>46%</td> <td>51%</td> </tr> <tr> <td>Y5:</td> <td>45%</td> <td>60%</td> </tr> <tr> <td>Y6:</td> <td>51%</td> <td>69%</td> </tr> </tbody> </table>		20-21 outcome	21-22 target	Y1:	29%	54%	Y2:	59%	62%	Y3:	64%	64%	Y4:	46%	51%	Y5:	45%	60%	Y6:	51%	69%
	20-21 outcome	21-22 target																				
Y1:	29%	54%																				
Y2:	59%	62%																				
Y3:	64%	64%																				
Y4:	46%	51%																				
Y5:	45%	60%																				
Y6:	51%	69%																				

<p>The raise outcomes in writing and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child)</p>	<p>Writing:</p> <table border="1"> <thead> <tr> <th></th> <th>20-21 outcome</th> <th>21-22 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>24%</td> <td>50%</td> </tr> <tr> <td>Y2:</td> <td>46%</td> <td>59%</td> </tr> <tr> <td>Y3:</td> <td>58%</td> <td>58%</td> </tr> <tr> <td>Y4:</td> <td>39%</td> <td>49%</td> </tr> <tr> <td>Y5:</td> <td>30%</td> <td>42%</td> </tr> <tr> <td>Y6:</td> <td>31%</td> <td>58%</td> </tr> </tbody> </table>		20-21 outcome	21-22 target	Y1:	24%	50%	Y2:	46%	59%	Y3:	58%	58%	Y4:	39%	49%	Y5:	30%	42%	Y6:	31%	58%
	20-21 outcome	21-22 target																				
Y1:	24%	50%																				
Y2:	46%	59%																				
Y3:	58%	58%																				
Y4:	39%	49%																				
Y5:	30%	42%																				
Y6:	31%	58%																				
<p>The raise outcomes in mathematics and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child)</p>	<p>Mathematics:</p> <table border="1"> <thead> <tr> <th></th> <th>20-21 outcome</th> <th>21-22 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>36%</td> <td>57%</td> </tr> <tr> <td>Y2:</td> <td>64%</td> <td>68%</td> </tr> <tr> <td>Y3:</td> <td>64%</td> <td>65%</td> </tr> <tr> <td>Y4:</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Y5:</td> <td>47%</td> <td>64%</td> </tr> <tr> <td>Y6:</td> <td>49%</td> <td>58%</td> </tr> </tbody> </table>		20-21 outcome	21-22 target	Y1:	36%	57%	Y2:	64%	68%	Y3:	64%	65%	Y4:	54%	60%	Y5:	47%	64%	Y6:	49%	58%
	20-21 outcome	21-22 target																				
Y1:	36%	57%																				
Y2:	64%	68%																				
Y3:	64%	65%																				
Y4:	54%	60%																				
Y5:	47%	64%																				
Y6:	49%	58%																				
<p>The raise combined outcomes and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child)</p>	<p>Combined:</p> <table border="1"> <thead> <tr> <th></th> <th>20-21 outcome</th> <th>21-22 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>19%</td> <td>50%</td> </tr> <tr> <td>Y2:</td> <td>43%</td> <td>56%</td> </tr> <tr> <td>Y3:</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>Y4:</td> <td>34%</td> <td>41%</td> </tr> <tr> <td>Y5:</td> <td>25%</td> <td>39%</td> </tr> <tr> <td>Y6:</td> <td>27%</td> <td>52%</td> </tr> </tbody> </table>		20-21 outcome	21-22 target	Y1:	19%	50%	Y2:	43%	56%	Y3:	53%	56%	Y4:	34%	41%	Y5:	25%	39%	Y6:	27%	52%
	20-21 outcome	21-22 target																				
Y1:	19%	50%																				
Y2:	43%	56%																				
Y3:	53%	56%																				
Y4:	34%	41%																				
Y5:	25%	39%																				
Y6:	27%	52%																				
<p>Children feel safe and supported in school – they are confident, happy and know how to access support.</p>	<p>Pupil voice survey indicates that children have positive views in relation to school:</p> <ul style="list-style-type: none"> - Safety - Support & where/how to access it 																					
<p>Children’s attitude to school is positive; they show resilience and confidence</p>	<p>Negative behaviour incidents/reports reduce. Entries on CPOMS reduce. Children are able to discuss their work / feelings confidently in pupil voice discussions</p>																					
<p>Children are able to concentrate on their work without being distracted by hunger</p>	<p>Negative behaviours/incidents are reduced. Children are not distracted and off task (as reported in lesson observation or enquiry feedback). Children are able to discuss their work / feelings confidently in pupil voice discussions</p>																					
<p>Children have a range of experiences that they can talk about.</p>	<p>Children’s writing is interesting and draws on experiences provided.</p>																					

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: £198,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff	EEF Toolkit	1, 5 and 6
Additional TA staff	EEF Toolkit	1, 5 and 6
RWInc. - CPD	EEF Toolkt	1, 5 and 6
Royal Shakespeare Company - CPD	EEF Toolkit	1, 5 and 6
KYRA research project CPD	EEF Toolkit	1, 5 and 6

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

Budgeted cost: £57,727.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring	EEF Toolkit	1, 5 and 6
Speech & Language Therapy support	EEF Toolkit	1 and 6
Intervention programmes (Lexia, TTRS, Clicker & Reading+)	EEF Toolkit	1 and 6

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

Budgeted cost: £235,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Pastoral support and parental engagement	EEF Toolkit	3 and 4
SEMH support	EEF Toolkit	3
Attendance support	EEF Toolkit	4
Breakfast Club provision	EEF Toolkit	3 and 4
Enrichment provision (visits, visitors, clubs, etc.)	EEF Toolkit	2
Healthy lifestyles (fruit and milk)	EEF Toolkit	3
Dolly Parton Imagination Library Remarkable reader prizes	EEF Toolkit	1 and 2

Total budgeted cost: £491,287.50

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 2020 to 2021 academic year.

The COVID-19 pandemic resulted in school closures / bubble closures / individual periods of isolation. This substantially impacted on outcomes for the 2020-21 academic year.

- During lockdown, the most vulnerable children were targeted for support – online or in school. Those in school were given focussed input in small groups.
- KS1 outcomes were broadly as targeted: (R = 64%) (W = 58%) (M = 64%) with the combined outcome being 53%. Outcomes for both advantaged and disadvantaged were broadly similar in reading, with disadvantaged achieving better in mathematics than the non-disadvantaged group – and the opposite in writing.
- Phonic outcomes in Y1 were broadly similar to previous years – 74%. During lockdown the most vulnerable children were in school and able to access focussed small group support. Internal data shows they made significant improvements during this period. PP children achieved a 75% outcome.
- KS2 outcomes were severely impacted – (R = 49%) (W = 35%) (M = 56%). This was broadly similar for both advantaged and non-disadvantaged pupils.
- Attendance for the academic year was 94%.
- The children were able to speak confidently during the pupil voice section of ‘deep dive’ subject enquiries. They are also able to express their thoughts and feelings in structured interventions to support SEMH (therapy sessions, LEGO sessions and group work).
- The children were able to use technical vocabulary related to each subject within deep dives.
- We were unable to access SaLT support as planned. The money was instead diverted to support the development of our own ‘Reading Spine’ and the promotion of reading across the school. This provides benefit and impact to all children.
- Throughout lockdown, bubble closures and individual isolation periods regular contact was maintained with all children. Emotional support was provided as well as practical support to access and complete work.
- Targeted support was provided to children in Y3, who experienced significant emotional trauma.