

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 65.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2023 |
| Date this statement was published | 14.10.22. |
| Date on which it will be reviewed | 31.08.23. |
| Statement authorised by | Darren Holmes |
| Pupil premium lead | Ted Chamberlain |
| Governor / Trustee lead | Jaimie Holbrook |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £439,000 |
| Recovery premium funding allocation this academic year | £45,965 |
| 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 | £484,965 |

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, help determine who will receive 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. Children come to school unaware that attendance itself is not enough, they need to actively engage with their learning and the experiences on offer. |
| 6 | Catch up – remains an issue. We are still supporting children to attain at the level they had been prior to the Covid-19 pandemic. Children in the Early Years have missed vital experiences around socialisation, sharing, personal care and independence, |
| 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 93.2% in the year 21-22). - 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 24.9% in the year 21-22). - The gap between school and national is reduced (currently approximately 16%). | | | | | | | | | | | | |
| To 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>21-22 outcome</th> <th>22-23 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>57%</td> <td>56%</td> </tr> <tr> <td>Y2:</td> <td>53%</td> <td>65%</td> </tr> <tr> <td>Y3:</td> <td>50%</td> <td>46%</td> </tr> </tbody> </table> | | 21-22 outcome | 22-23 target | Y1: | 57% | 56% | Y2: | 53% | 65% | Y3: | 50% | 46% |
| | 21-22 outcome | 22-23 target | | | | | | | | | | | |
| Y1: | 57% | 56% | | | | | | | | | | | |
| Y2: | 53% | 65% | | | | | | | | | | | |
| Y3: | 50% | 46% | | | | | | | | | | | |

| | Y4: 58% 58% Y5: 44% 54% Y6: 58% 70% | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------|----------------------|---------------------|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|-----|------------|-----|-----|
| To raise outcomes in writing and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child) | Writing: <table border="0"> <thead> <tr> <th></th> <th>21-22 outcome</th> <th>22-23 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>48%</td> <td>54%</td> </tr> <tr> <td>Y2:</td> <td>53%</td> <td>63%</td> </tr> <tr> <td>Y3:</td> <td>36%</td> <td>39%</td> </tr> <tr> <td>Y4:</td> <td>47%</td> <td>51%</td> </tr> <tr> <td>Y5:</td> <td>34%</td> <td>44%</td> </tr> <tr> <td>Y6:</td> <td>43%</td> <td>58%</td> </tr> </tbody> </table> | | 21-22 outcome | 22-23 target | Y1: | 48% | 54% | Y2: | 53% | 63% | Y3: | 36% | 39% | Y4: | 47% | 51% | Y5: | 34% | 44% | Y6: | 43% | 58% |
| | 21-22 outcome | 22-23 target | | | | | | | | | | | | | | | | | | | | |
| Y1: | 48% | 54% | | | | | | | | | | | | | | | | | | | | |
| Y2: | 53% | 63% | | | | | | | | | | | | | | | | | | | | |
| Y3: | 36% | 39% | | | | | | | | | | | | | | | | | | | | |
| Y4: | 47% | 51% | | | | | | | | | | | | | | | | | | | | |
| Y5: | 34% | 44% | | | | | | | | | | | | | | | | | | | | |
| Y6: | 43% | 58% | | | | | | | | | | | | | | | | | | | | |
| To raise outcomes in mathematics and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child) | Mathematics: <table border="0"> <thead> <tr> <th></th> <th>21-22 outcome</th> <th>22-23 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>57%</td> <td>61%</td> </tr> <tr> <td>Y2:</td> <td>53%</td> <td>61%</td> </tr> <tr> <td>Y3:</td> <td>55%</td> <td>57%</td> </tr> <tr> <td>Y4:</td> <td>57%</td> <td>59%</td> </tr> <tr> <td>Y5:</td> <td>47%</td> <td>56%</td> </tr> <tr> <td>Y6:</td> <td>57%</td> <td>78%</td> </tr> </tbody> </table> | | 21-22 outcome | 22-23 target | Y1: | 57% | 61% | Y2: | 53% | 61% | Y3: | 55% | 57% | Y4: | 57% | 59% | Y5: | 47% | 56% | Y6: | 57% | 78% |
| | 21-22 outcome | 22-23 target | | | | | | | | | | | | | | | | | | | | |
| Y1: | 57% | 61% | | | | | | | | | | | | | | | | | | | | |
| Y2: | 53% | 61% | | | | | | | | | | | | | | | | | | | | |
| Y3: | 55% | 57% | | | | | | | | | | | | | | | | | | | | |
| Y4: | 57% | 59% | | | | | | | | | | | | | | | | | | | | |
| Y5: | 47% | 56% | | | | | | | | | | | | | | | | | | | | |
| Y6: | 57% | 78% | | | | | | | | | | | | | | | | | | | | |
| To raise combined outcomes and close the gap on national outcomes (ensuring that there is no slip-back in outcomes for any child) | Combined: <table border="0"> <thead> <tr> <th></th> <th>21-22 outcome</th> <th>22-23 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>47%</td> <td>53%</td> </tr> <tr> <td>Y2:</td> <td>47%</td> <td>57%</td> </tr> <tr> <td>Y3:</td> <td>30%</td> <td>35%</td> </tr> <tr> <td>Y4:</td> <td>44%</td> <td>47%</td> </tr> <tr> <td>Y5:</td> <td>29%</td> <td>40%</td> </tr> <tr> <td>Y6:</td> <td>36%</td> <td>54%</td> </tr> </tbody> </table> | | 21-22 outcome | 22-23 target | Y1: | 47% | 53% | Y2: | 47% | 57% | Y3: | 30% | 35% | Y4: | 44% | 47% | Y5: | 29% | 40% | Y6: | 36% | 54% |
| | 21-22 outcome | 22-23 target | | | | | | | | | | | | | | | | | | | | |
| Y1: | 47% | 53% | | | | | | | | | | | | | | | | | | | | |
| Y2: | 47% | 57% | | | | | | | | | | | | | | | | | | | | |
| Y3: | 30% | 35% | | | | | | | | | | | | | | | | | | | | |
| Y4: | 44% | 47% | | | | | | | | | | | | | | | | | | | | |
| Y5: | 29% | 40% | | | | | | | | | | | | | | | | | | | | |
| Y6: | 36% | 54% | | | | | | | | | | | | | | | | | | | | |
| Children feel safe and supported in school – they are confident, happy and know how to access support. | Pupil voice survey indicates that children have positive views in relation to school: <ul style="list-style-type: none"> - Safety - Support & where/how to access it | | | | | | | | | | | | | | | | | | | | | |
| Children’s attitude to school is positive; they show resilience and confidence | Negative behaviour incidents/reports reduce. Entries on CPOMS reduce. Children are able to discuss their work / feelings confidently in pupil voice discussions | | | | | | | | | | | | | | | | | | | | | |
| Children are able to concentrate on their work without being distracted by hunger | 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 | | | | | | | | | | | | | | | | | | | | | |
| Children have a range of experiences that they can talk about. | Children’s writing is interesting and draws on experiences provided. | | | | | | | | | | | | | | | | | | | | | |

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: £157,098

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Additional teaching staff: 1:1 tuition and small group intervention | EEF Toolkit | 1, 5 and 6 |
| Additional TA staff | EEF Toolkit | 1, 5 and 6 |
| RWInc. – CPD (Development days) | EEF Toolkt | 1, 5 and 6 |
| The Write Stuff – CPD (external training and in-house training and support) | EEF Toolkit | 1, 5 and 6 |

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

Budgeted cost: £130,684.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| School-led tutoring | EEF Toolkit | 1, 5 and 6 |
| Speech, Language & Communication 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: £256,490

| 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: £544,272.50

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-------------------------|---------------------|
| Read, Write Inc. | RWInc (Ruth Miskin) |
| Lexia | Lexia UK |
| Times Tables Rock Stars | Maths Circle |
| Clicker | Crick Software |
| Reading Plus | Dream Box Learning |

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 2021 to 2022 academic year.

During the 2021-2022 academic year, the direct impact of Covid-19 began to reduce. Although there were no lock downs or school closures, the guidance around self-isolation remained in place; this impacted on staff and pupil attendance – which in turn impacted on the delivery and effectiveness of interventions.

- EY outcomes: R (57%), W (48%), M (57%), combined (47%) and GLD (43%). This represented achievement that was broadly in line with targeted outcomes. Outcomes were a significant improvement from the 2021 outcomes – but still well below pre-Covid outcomes.
- KS1 outcomes were significantly below targets and significantly below pre-Covid outcomes.
- Phonic outcomes in Y1 were broadly similar to previous years – 72%. The outcome for Y2 (cumulatively) was 83%.
- KS2 outcomes showed significant improvement on 2021 outcomes – and on pre-Covid outcomes (with the exception of writing). Progress measures all showed a significant improvement. Writing up by 1.8 to +0.3 / Reading up by 3.0 to +0.9 / Mathematics up by 2.7 to +2.9 (putting us in the top 20% nationally).
- Outcomes for disadvantaged pupils were broadly similar – though writing was significantly better for this group (PP = 70% / non-PP = 53%)
- Attendance for the academic year was 93.2% (broadly similar for disadvantaged pupils – 92.6%)
- 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 able to access SaLT support as planned. We had a Speech & Language Therapist working in school and a 'Language & Communication' specialist supporting children as well.
- Emotional support was provided as well as practical support.
- Targeted support was provided to children in Y4, who have experienced significant emotional trauma.