

# Pupil premium strategy statement – Welholme Academy

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	481 (+48 in Nursery)
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	31.08.24
Statement authorised by	Darren Holmes
Pupil premium lead	Ted Chamberlain
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,000
Recovery premium funding allocation this academic year	£ 44, 443
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£0
<b>Total budget for this academic year</b>  <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>	£469,443

# 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	<b>Language development</b> – communication (speech), vocabulary and reading.
2	<b>Limited life experiences</b> – a lack of enrichment activities.
3	<b>Social and emotional aspects of learning</b> – many families have support from Social Care and there are large numbers of children with unidentified social, emotional and mental health difficulties.
4	<b>Attendance and punctuality</b> . Also, due to unsettled and challenging home situations, <b>mobility</b> is high. The school population can be transient, with children that have often moved schools several times. Over the last 2 years mobility in some year groups is over 70%.
5	Children do not always hold the same high <b>aspirations</b> that we hold for them. Education is not always valued – which can bring an associated 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	<b>Catch up</b> – 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	<b>Lifestyle choices</b> – 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"> <li>- Attendance for the school rises (from 93.5% in the year 22-23).</li> <li>- The gap between school and national attendance is reduced (currently approximately 2%).</li> </ul>
Persistent absence is reduced across the school	<ul style="list-style-type: none"> <li>- Persistent absence is reduced (from 20.6% in the year 22-23).</li> <li>- The gap between school and national is reduced (currently approximately 3.4%).</li> </ul>

<p>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>	<p>Reading:</p> <table border="1"> <thead> <tr> <th></th> <th>22-23 outcome</th> <th>23-24 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>61%</td> <td>64%</td> </tr> <tr> <td>Y2:</td> <td>72%</td> <td>72%</td> </tr> <tr> <td>Y3:</td> <td>35%</td> <td>49%</td> </tr> <tr> <td>Y4:</td> <td>51%</td> <td>48%</td> </tr> <tr> <td>Y5:</td> <td>50%</td> <td>58%</td> </tr> <tr> <td>Y6:</td> <td>51%</td> <td>64%</td> </tr> </tbody> </table>		22-23 outcome	23-24 target	Y1:	61%	64%	Y2:	72%	72%	Y3:	35%	49%	Y4:	51%	48%	Y5:	50%	58%	Y6:	51%	64%
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<p>To 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>22-23 outcome</th> <th>23-24 target</th> </tr> </thead> <tbody> <tr> <td>Y1:</td> <td>41%</td> <td>60%</td> </tr> <tr> <td>Y2:</td> <td>59%</td> <td>59%</td> </tr> <tr> <td>Y3:</td> <td>22%</td> <td>40%</td> </tr> <tr> <td>Y4:</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Y5:</td> <td>32%</td> <td>43%</td> </tr> <tr> <td>Y6:</td> <td>29%</td> <td>45%</td> </tr> </tbody> </table>		22-23 outcome	23-24 target	Y1:	41%	60%	Y2:	59%	59%	Y3:	22%	40%	Y4:	47%	41%	Y5:	32%	43%	Y6:	29%	45%
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<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"> <li>- Safety</li> <li>- Support &amp; where/how to access it</li> </ul>																					
<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).</p>																					

	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: £250,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff: Reduced class sizes (Y6, Y2 & Y3) 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: £49,375

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

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

Budgeted cost: £271,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support and parental engagement</i>	EEF Toolkit	3 and 4
<i>SEMH support</i>	EEF Toolkit	3
<i>Attendance support</i>	EEF Toolkit	4
<i>Breakfast Club provision</i>	EEF Toolkit	3 and 4
<i>Enrichment provision (visits, visitors, clubs, etc.)</i>	EEF Toolkit	2
<i>Healthy lifestyles (fruit and milk)</i>	EEF Toolkit	3
<i>Dolly Parton Imagination Library Remarkable reader prizes</i>	EEF Toolkit	1 and 2

**Total budgeted cost: £572,110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- The gaps between the cohort as a whole and the disadvantaged children narrow as the children move through school.

The average gap in KS 1 is: R -6%, W -11%, M -9% and combined -12%.  
By the end of KS2 these gaps are: R -4%, W -4%, M -2% and combined - 1%.

- Outcomes for disadvantaged pupils across the school were broadly similar. In three quarters of the outcomes (R / W / M / combined in each cohort), disadvantaged pupils were broadly similar or above the cohort as a whole. In four year groups (Reception, Y2, Y3 and Y4) the disadvantaged pupils had the same or better outcomes than the cohort as a whole in both reading and maths.
- Phonic outcomes in Y1 were significantly up on previous years – 92%. For disadvantaged children, the success rate was 94%. The outcome for Y2 (cumulatively) was 88%.
- In the Maths MTC (Y4), there was significant improvement for the school. There was a 16.5% increase in the children attaining a maximum score. The mean average score for the cohort was 20.4 marks - an increase of 1.7. For children identified as disadvantaged the increase was 2.3 marks.
- Attendance has shown a small improvement, rising from 93.2% in 2021/22 to 93.5% in 2022/23. Persistent absence has reduced from 24.9% in 2021/22 down to 20.6% in 2022/23. For disadvantaged children attendance remained static at 92.6%, whilst persistent absence saw a drop of 1.1%
- 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.
- 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.
- Targeted support was provided to children in Y5, who have experienced significant emotional trauma.

## 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