

# Pupil premium strategy statement – Welholme Academy

This statement details our school's use of pupil 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	478 (+36 in Nursery)
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Darren Holmes
Pupil premium lead	Ted Chamberlain
Governor / Trustee lead	Rebecca Clayton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£449,850
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£449,850</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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Rather than being a minority, it is many of our pupils that attract the Pupil Premium funding.

This significantly influences the strategy for spending the premium as rather than seeking to raise attainment of a small group, we are seeking to raise the attainment of the majority of the school. The EEF state, “many of the most effective ways to do this [improve attainment] – including improving the quality of teaching – will also benefit other groups” and we fully embrace this philosophy.

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 DSL, 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 along with the DSL 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 Development Lead for the school and 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. A significant proportion of children enter EYFS with very low language skills, which impacts on speaking and listening, communication and language and reading skills which impacts on all areas of learning.
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 KS1 and KS2 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.
8	Many children have difficulties with <b>attention, emotional regulation</b> and <b>social interaction</b> . They need emotional support, close supervision in the classroom and opportunities to access counselling or other therapeutic activities.

## 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 93.8% in the year 24-25).</li> <li>- The gap between school and national attendance is reduced (currently approximately 2%).</li> <li>- ABIE target (94.3%) is achieved</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 24-25).</li> <li>- The gap between school and national is reduced (currently approximately 3%).</li> </ul>																					
To raise outcomes in reading for those children identified as disadvantaged.  Figures show the outcome for disadvantaged children in each cohort at the end of the last academic year and the targets for this academic year. Progress will be monitored through termly pupil progress meetings.	<table border="1"> <thead> <tr> <th>Year Group</th><th>24/25 Outcome</th><th>25/26 Target</th></tr> </thead> <tbody> <tr> <td>Y1</td><td>46%</td><td>48%/0%</td></tr> <tr> <td>Y2</td><td>39%/3%</td><td>42%/3%</td></tr> <tr> <td>Y3</td><td>35%/4%</td><td>37%/5%</td></tr> <tr> <td>Y4</td><td>49%/14%</td><td>44%/12%</td></tr> <tr> <td>Y5</td><td>47%/6%</td><td>52%/15%</td></tr> <tr> <td>Y6</td><td>59%/17%</td><td>67%/15%</td></tr> </tbody> </table>	Year Group	24/25 Outcome	25/26 Target	Y1	46%	48%/0%	Y2	39%/3%	42%/3%	Y3	35%/4%	37%/5%	Y4	49%/14%	44%/12%	Y5	47%/6%	52%/15%	Y6	59%/17%	67%/15%
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To increase the percentage of [disadvantaged] children in Reception operating at age related expectations.  N.B. These figures include children working with our in-house provision – all of whom have EHCP's.		Baseline: 11% (3 children)  Target (GLD): 55% (17 children)																						
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: - 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.																						
Children identified as disadvantaged are well presented in after school clubs.		The percentage of children attending clubs is close to or above the PP figure for the school (63%)																						

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 126,211.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff: Reduced class sizes (Y5, Y2 & Y1) and small group intervention	EEF Toolkit	1, 5 and 6
Additional TA staff	EEF Toolkit	1, 5 and 6
RWInc. – CPD (Development days)	EEF Toolkit	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: £ 175,862.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, Language & Communication support	EEF Toolkit	1 and 6
Small group interventions	EEF Toolkit	1, 5 and 6

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

Budgeted cost: £ 230,312.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support and parental engagement</i>	EEF Toolkit	3, 4 and 8
<i>SEMH support</i>	EEF Toolkit	3 and 8
<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</i> <i>Remarkable reader prizes</i>	EEF Toolkit	1 and 2

**Total budgeted cost: £ 532,385.64**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### ***Language development – communication (speech), vocabulary and reading.***

Outcomes in Y6 showed a rise on the previous year. Whilst the outcome for reading at the expected standard remained around the same (rising from 58% to 59%), the outcome for children attaining GDS doubled (from 7% to 14%). The outcome for writing improved by 7% (with GDS rising from 1% to 3%). Whilst maths remained consistent at 72% (a 1% drop from the previous year), the combined outcome rose by 9% (from 45% to 54%).

GLD and PSC outcomes were impacted by high levels of SEND and high mobility (41% in Y1).

PSC outcomes need to be a focus in the coming year.

The focus on writing needs to continue next year, despite the increases seen we are still below national outcomes.

#### ***Limited life experiences – a lack of enrichment activities.***

A wide range of experiences were provided for the children. These include, but are not limited to:

Visitors in to school: theatre company, workshops, emergency services

Trips out of school: Farm visit, residential holidays, museum visits, local walks

Participation in sporting events: Panathlon, cross country, football, dodgeball

Participation in national events: Remembrance Day, Children In Need, World Book/Maths Days, Jeans for Genes Day,

Access to a range of extra-curricular activities: gymnastics, football, choir, art, glockenspiels, recorders

#### ***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.***

Social care involvement remains high in the school. Across the academic year 118 children (approximately 22% of the school) were open at some level to social care services. We received 45 'Operation Encompass' reports.

Staff worked to support these children in a variety of ways. On a daily basis providing emotional support – either in class or through our Pastoral Team, through expert external professionals (Calm Minds and Compass Go) as well as through on-going liaison with Social Services.

***Attendance and punctuality.*** Also, due to unsettled and challenging home situations, ***mobility*** 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%.

*Children do not always hold the same high aspirations 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.*

In the 2024/25 academic year attendance improved – rising from 93.2% to 93.8%. Over this time PA (persistent absence) has dropped from 24.8% to 20.6%. Mobility continues to be an issue that poses a challenge for the school. Mobility last year was 31% (for children from YR to Y6). Some year groups were over 40%. We had a total of 142 in-year admissions and 92 in-year leavers.

This year we began working with the IntoUniversity organisation. This aims to help provide children with increased experiences and a knowledge of what University is about. They work with children across the academic year and throughout KS2. The hope is that with increased awareness/knowledge of University it will raise their aspirations and improve the numbers choosing to attend University later in their educational journey.

**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 KS1 and KS2 have missed vital experiences around socialisation, sharing, personal care and independence.

All KS2 outcomes (with the exception of maths at the expected standard) rose in 2025.

READING: EXS – 58% to 59% and GDS – 7% to 14%

WRITING: EXS – 54% to 61% and GDS – 1% to 3%

MATHS: EXS – 73% to 72% and GDS – 19% to 30%

GPS: EXS – 60% to 62% and GDS – 13% to 21%

COMBINED: EXS – 45% to 54% and GDS – 1% to 3%

**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.

Attendance at extra-curricular clubs is good – all of which are provided free of charge. Pupil Premium children are well represented at these. Boys attend these more than girls in terms of sports – but girls tend to prefer the music/art options.

<u>Club</u>	<u>No of children</u>	<u>Male %</u>	<u>Female %</u>	<u>SEN %</u>	<u>PP %</u>
KS1 football	14	93	7	14	71
KS1 gymnastics	20	70	30	15	60
KS2 football	16	94	6	44	69
KS2 gymnastics	20	10	90	5	80
KS2 girl's football	16	0	100	0	62.5
KS2 basketball	16	62.5	37.5	0	69
Y5 Dodgeball	22	77	33	4.5	50
Y6 Dodgeball	22	41	59	0	73
KS2 x country running	48	46	54	8	54

## Externally provided programmes

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

Programme	Provider
Read, Write Inc.	RWInc (Ruth Miskin)
Times Tables Rock Stars	Maths Circle
Clicker	Crick Software
The Write Stuff	Jane Considine