

Pupil premium strategy statement Welbeck Primary School 2020-2021

Updated figures (May 2021) and completed actions. Numbers in brackets show changes since January 2021

1. Summary information				
School	Welbeck Primary School			
Academic Year	2020 -2021	Total PP Budget	£139,880	Date of most recent PP review: January 2021
Total number of pupils	344	Number of Eligible Pupils	112	Date for next internal review of this strategy: July 2021

2. Welbeck Context information	
Welbeck Eligible PP	112
IDACI cohort score	TBC
Shortfall in PP funding due to census criteria change	- £18,853

3. Welbeck Pupil Premium breakdown per year group (EAL)								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
8	13	15	8	14	17	19	18	112

DATA Figures: Due to COVID school closure and guidance from LA and DfE, data figures are from end of Spring term 2020. No comparative LA or National DATA available.

4. ARE Attainment: End of KS2 March 2020								
	Welbeck	National	LA		PP Welbeck	PP National		Non-PP Welbeck
% ARE Reading	82%	N/A	N/A		79%	N/A		92%
% ARE Writing	82%	N/A	N/A		74%	N/A		92%
% ARE Maths	87%	N/A	N/A		74%	N/A		100%
% ARE RWM	80%	N/A	N/A		74%	N/A		92%

*PP figure does not include 2 students who were new arrivals to the country after the beginning of academic year 2019-20

5. Greater Depth Attainment: End of KS2 March 2020								
	Welbeck	National	LA		PP Welbeck	PP National		Non-PP Welbeck
% GD Reading	20%	N/A	N/A		19%	N/A		33%
% GD Writing	18%	N/A	N/A		10%	N/A		25%
% GD Maths	31%	N/A	N/A		19%	N/A		42%
% GD RWM	18%	N/A	N/A		10%	N/A		25%

6. Progress: End of KS2 Due to suspension of End of KS2 SATs, end of key stage data unavailable to calculate levels of progress between KS1 and KS2								
	Expected Progress	Better than Expected Progress		PP Expected Prog	PP Better than exp		Non-PP Exp	Non-PP Better than
Reading	N/A	N/A		N/A	N/A		N/A	N/A
Writing	N/A	N/A		N/A	N/A		N/A	N/A

Maths	N/A	N/A	N/A	N/A	N/A
-------	-----	-----	-----	-----	-----

7. Barriers to future attainment (not changed. Barriers which arose from 2 nd lockdown have been identified and included in Catch-Up statement)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Number understanding on entry to F2 is lower for PP students than NPP students (18% v 30%) Listening and understanding on entry to F2 is lower for PP students than NPP students (27% v 53%)
B.	A large proportion of PP children have EAL (57/112, 51%)
C.	COVID lockdowns have disproportionately affected PP student attainment and progress across English and maths
D.	Pupil access to enrichment and broad life experiences
E.	Pupils have low aspirations, as a result of lack of self-belief
F.	Pupils have limited access to high quality texts
External Barriers (issues which also require action outside of school, such as low attendance rates)	
G.	<ul style="list-style-type: none"> • 100% of safeguarding vulnerable lists are PP children for a variety of issues, including poor nutrition, neglect, tiredness, attendance, emotional abuse. • 100% of children with intensive safeguarding needs are PP.
H.	Three persistent absentees are PP children

7. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Improve Number and Listening skills for PP students in Reception: <ul style="list-style-type: none"> • 82% of PP students are below ARE in Number • 73% of PP students are below ARE in Listening Targets have not changed from lockdown #2	Reception end of year outcomes : <ul style="list-style-type: none"> • At least 85% of all PP students achieve ARE in Number • At least 85% of all PP students achieve ARE in Listening and understanding
B.	Closing the gap- PP progress All PP students make Expected (EXS) or Better than Expected (EXS+) progress (measure using progress tracking grids) through high quality teaching and learning and intensive support through the 'Catch-Up' learning programme. Targets have not changed from lockdown #2	End of year outcomes: <ul style="list-style-type: none"> • At least 85% of PP make 3 steps+ progress over the year in Reading, Writing, Maths and RWM combined • PP attainment is inline/greater than NPP attainment
C.	Closing the gap- PP Greater Depth attainment Close the gap in Greater Depth attainment between PP and NPP children at KS1 and KS2 through high quality teaching and learning and intensive support through the 'Catch-Up' learning programme. GD PP make better than expected progress (using progress tracking grids) Targets have not changed from lockdown #2	End of year outcomes in KS1 and KS2: <ul style="list-style-type: none"> • At least 85% GD PP make 3.5+ steps of progress in Reading, Writing, Maths • GD PP attainment is inline/greater than GD NPP at end of KS1 and KS2 • End of KS2 GD attainment is inline with National GD attainment

D.	Persistent absentees	All PP have improved attendance and are in-line with National Average
----	----------------------	---

8. Planned Expenditure						
Academic Year	2020-2021					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
For the academic year 2020-21 Welbeck's pupil premium funding is less than 2019-20. High quality provision for pupil premium students will be maintained through increased, flexible deployment of part-time teaching staff in the Catch-Up learning programme to ensure outstanding teaching and learning support, along with maintaining current standards of Enrichment beyond the curriculum.						
i. Quality of teaching for Pupil Premium						
Desired Outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation	Action implemented
Improved Number and Listening development for F2 PP students	<ul style="list-style-type: none"> Whole school staff CPD in Messy Maths, Maths calculation and contextualised problem solving 	<ul style="list-style-type: none"> Consistent approach to Number and calculation ensures consistency and deeper understanding as chn progress Contextualised learning and outdoor maths to foster a deeper love and enjoyment of maths 	<ul style="list-style-type: none"> Rich learning environment reflecting love of Number and Counting High level CPD ensuring outstanding subject knowledge for all practitioners Monitoring and evaluation of lessons and interventions by SLT Peer observation cycles of outstanding practice to ensure high level support and staff development 	A Challen R Cobbe M Wildman	Spring 2021 Planning analysis ✓ Work scrutiny ✓	✓
	<ul style="list-style-type: none"> Oracy and developing of reading and listening skills 	<ul style="list-style-type: none"> Proven success in schools Oracy embedded across all curriculum subjects 	<ul style="list-style-type: none"> Whole school staff CPD in Oracy Whole school staff CPD in developing outstanding practice in teaching reading skills 	K Weatherall R Tuck	Termly	Summer 1 Staff meeting
	<ul style="list-style-type: none"> SALT sessions for targeted pupils with SALT 	<ul style="list-style-type: none"> PP children need regular SALT to improve vocabulary 	<ul style="list-style-type: none"> Lesson observations Pupil Voice DATA 	Alex Challen	Termly	Continuous ✓
	<ul style="list-style-type: none"> Additional Guided Reading and 1:1 reading for PP students CPD and higher proportion of reading volunteers for PP 	<ul style="list-style-type: none"> Targeted interventions Fixed timetabled sessions for 1:1 reading with volunteers 	<ul style="list-style-type: none"> Lesson Observations CPD of reading volunteers 	Alex Challen Claire Mason Reading volunteers	Termly	✓ Reading volunteers Summer 2
All PP students make EXS/EXS+ progress through Catch-Up learning Programme	<ul style="list-style-type: none"> Intensive Catch-Up learning programme to rapidly identify, target and close gaps in learning and attainment Highly detailed class timetables ensure all additional intervention opportunities are maximised 	<ul style="list-style-type: none"> Summer baselines post-lockdown showed children's attainment is on average 30-40% lower than predicted by the summer term. 	<ul style="list-style-type: none"> Targeted interventions in lessons through high quality class teacher and TA support An additional teacher has been allocated to each key stage to provide additional, high quality teaching and learning support for target PP students in smaller group ratios. Close monitoring and evaluation of planning and teaching and learning by phase leaders. 	R Gittins HT R Cobbe K Weatherall M Wildman A Challen C Read S Whitrow T Adams	Half Termly	✓ Continuous

	<ul style="list-style-type: none"> Targeted support by CT small group in Eng and Maths Aspirational targets set for PP children in Catch-Up learning programme Additional small group support from additional CTs in target year groups for writing (Y3,Y5) based on spring data 	<ul style="list-style-type: none"> £24,000 fund provided by Government to target this under attainment Staff previously unaware of how PP and Non-PP children compared 	<ul style="list-style-type: none"> Assessments half-termly tracking progress DATA tracking sheets PP meetings PP Voice 			
GD PP student attainment is inline or exceeds national average	<ul style="list-style-type: none"> Class teacher targeted planning and support in lessons for GD students across all key stages Monitoring and evaluation of planning and teaching to ensure high quality input for GD students Targeted interventions for GD students in UPKS2 across R,W,M (delayed lockdown impact) 	<ul style="list-style-type: none"> 2019 GD RWM attainment was below National Average 2020 Teacher assessment showed attainment for GD PP < GD NPP 	<ul style="list-style-type: none"> DATA tracking Formative and summative assess Pupil Voice 	R Cobbe	Termly	✓ Continuous
Total budgeted cost						£2,500

ii. Teaching and Learning Support						
Desired Outcome	Chosen action/approach	Evidence/ rationale for choice?	Track implementation	Staff lead	Review implementation	Action implemented
Vulnerable PP make expected or better than expected progress	<ul style="list-style-type: none"> Targeted curriculum support in lessons in English and Maths by class teaching assistants EAL TA support and differentiation in Eng and Maths Learning mentor Counsellor 1:1 tutor for UPKS2 Sports Coach (✓ for aut,spr) Music Teacher PP prioritised, targeted and tracked for Reading Rewards, high quality texts, Lifeboat interventions Reading volunteer focus for high need PP years 	<ul style="list-style-type: none"> External barriers (outlined in 7) affect PP progress and attainment 	<ul style="list-style-type: none"> Termly DATA analysis (whole class, Phase) Pupil voice Precision teaching assessments 	R Gittins HT R Cobbe K Weatherall K Salmeron J Smith L Coull L McConnachie S Howell Class TAs B McKeever 1:1 C Read T Adams	Termly	✓ Continuous
Total budgeted cost:						£129,426

Enrichment beyond the curriculum						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation	Action implemented
Improve Number and Listening skills for PP students	<ul style="list-style-type: none"> Oracy texts and resources used to plan and integrated into speaking and listening activities and interventions (summer term focus) Messy maths and contextualised learning opportunities to foster love and appreciation of maths Key vocabulary planned and shared, displayed daily. 	<ul style="list-style-type: none"> Oracy continues to become embedded across all key stages and children's confidence in speaking and listening is developing TAs not always aware of key vocabulary required and strategies to develop listening skills and Number understanding 	<ul style="list-style-type: none"> Learning walks Planning analysis DATA analysis Pupil Voice 	A Challen K Weatherall R Tuck	Termly	Summer term focus ✓ Continuous
Reduce Persistent Absence PP attendance	<ul style="list-style-type: none"> Attendance lead to review PP attendance termly HT to meet with parents early to review attendance Attendance awards/celebrations 	<ul style="list-style-type: none"> Missed sessions leading to slow progress. 	<ul style="list-style-type: none"> Attendance monitoring Weekly Welbeck attendance report Daily contact via text, phone-call, email and SLT collecting children 	R Gittins HT Julie Heseltine (Attendance)	Termly	✓ Continuous Lockdown 53% underachieving attended school
To ensure pupil welfare by supporting children with basic needs (Hardship Fund)	<ul style="list-style-type: none"> Breakfast Wifi provision LT provision Uniform and PE kit Stationary provision Sanitary provision 	<ul style="list-style-type: none"> Some PP arrive to school hungry Some PP arrive to school without all necessary equipment. 	<ul style="list-style-type: none"> Discussion with Class teachers Safeguarding team meetings Hardship Fund tracking 	R Gittins L Coull	Half termly	✓ Continuous
Raise aspirations, gain life experiences, build self-esteem, emotional understanding and resilience.	<ul style="list-style-type: none"> Children's University NTU visits Role Model readers Reading volunteers higher proportion for PP PP prioritised, targeted and tracked for Reading Rewards and high-quality texts 	<ul style="list-style-type: none"> Few children attend Further Education 	<ul style="list-style-type: none"> Lesson observations Enrichment programmes Pupil Voice 	R Cobbe	Yearly	Summer term focus with reduction in restrictions
To ensure all PP children access all the enrichment opportunities at Welbeck	<ul style="list-style-type: none"> Funded school trips (residential summer term) Funded school visits Extra-curricular clubs and activities 	<ul style="list-style-type: none"> Some PP parents do not contribute to educational visits. Some G&T pupils cannot access extra-curricular clubs to develop talent due to lack of funding. 	<ul style="list-style-type: none"> Discussion with Class teachers Safeguarding team meetings Review of spending PP and LAC are immediately placed and targeted Enrichment funding tracking 	R Gittins R Cobbe L Coull	Half termly	✓ Continuous
Total Budgeted cost: £7,954						
Total Spend: £139,880						