

1. School and Funding Overview Academic Year 2021-2022					
School	Welbeck Primary School	Total number of pupils	312	IDACI cohort score	0.311
Total PP allocation	£125,085 (no carry forward)	Number of Eligible PP Pupils	110 (35%)	Recovery Premium allocation	

2. Lead staff	
Pupil Premium Lead: Ronan Cobbe	Pupil Premium Governor: John Downey
Statement authorised by: Rebecca Gittins (HT) John Downey (Gov)	
Date for next internal review of this strategy: January 2022	Date of most recent PP review: October 2021

3. Welbeck Pupil Premium breakdown per year group								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
9	15	12	16	7	13	19	19	110

4. Attainment: ARE Attainment End of KS2 July 2021								Greater Depth Attainment: End of KS2 July 2021								
	Welbeck	National	LA		PP Welbeck	PP LA	PP National			Welbeck	National	LA		PP Welbeck	PP LA	PP National
% ARE R	79%	77%	70%		71%	63%	64%		% GD R	14%	31%	26%		18%	19%	18%
% ARE W	81%	70%	67%		71%	57%	59%		% GD W	7%	16%	17%		12%	12%	13%
% ARE M	84%	73%	69%		71%	58%	59%		% GD M	14%	23%	21%		24%	15%	13%
% ARE RWM	79%	63%	58%		71%	48%	48%		% GD RWM	7%	12%	12%		12%	8%	6%

6. Progress: End of KS2 National and LA PP progress figures unavailable as no validated end of Key Stage testing					
	Expected Progress		Better than Expected Progress		
Reading	72%		5%		
Writing	74%		5%		
Maths	85%		8%		

The impact our pupil premium activity had on pupils in 2020 – 2021 academic year:	
<p>As evidenced nationally, disadvantaged pupils were impacted the most by school closures. The impact was mitigated by maintaining a high quality curriculum, including during periods of partial closure, supported by high quality online resources (see Remote Learning policy). Also, through intensive Catch-Up programmes and a revised PP strategy, disadvantaged pupils received targeted pupil premium funded teaching and targeted interventions. The impact of this is seen in end of year results:</p> <ul style="list-style-type: none"> <li>• Overall PP attainment was in-line with school average (+/-2% - 5%) and PP expected progress on average was 86% in Reading, 85% in Writing and 89% Maths.</li> <li>• KS2 attainment Welbeck PP exceeded LA and National figures in RWM. PP attainment and progress is a target for 2021-22 with key stage testing and published results.</li> <li>• PP GD pupils attainment inline with National and LA figures, and exceeded National and LA (Maths). A target for 2021-22 to consolidate the closing of the gap for GD pupils.</li> </ul> <p>Pupil voice, parental surveys, assessments and observations identified that disadvantaged pupils' access to enrichment opportunities and learning behaviours were impacted. Pupil premium funding was directed to providing enrichment opportunities, additional counselling and learning mentor time. These key interventions and actions are continuing to be developed in 2021-2022.</p> <p>PP attendance was 96% in line with the school and national average, reflecting the positive impact of our pupil premium funded initiatives and reward systems.</p>	

Statement of Intent: Identified barriers to future attainment 2021-2022	
In-school barriers	
A.	<ul style="list-style-type: none"> <li>• Number understanding on entry to F2 is lower for PP students than NPP students (40% v 57%)</li> <li>• Listening and understanding on entry to F2 is low for PP students (47%)</li> </ul>
B.	Significant proportion of PP children have EAL (69/110, 63%)
C.	Data analysis and Pupil Voice identified school closures disproportionately affected PP student attainment and progress in English and maths
D.	Pupil access to enrichment and broad life experiences
E.	Low aspirations due to lack of self-belief and positive support networks
F.	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"> <li>• 100% of safeguarding vulnerable lists are PP children for a variety of issues, including poor nutrition, neglect, tiredness, attendance, emotional abuse.</li> <li>• 100% of children with intensive safeguarding needs are PP.</li> </ul>
H.	Three persistent absentees are PP children

8. Intended outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	<b>Improve Number and Listening skills for PP students in Reception:</b> <ul style="list-style-type: none"> <li>• 40% of PP students are below ARE in Number</li> <li>• 47 % of PP students are below ARE in Speaking and Listening</li> </ul>	<b>Reception end of year outcomes :</b> <ul style="list-style-type: none"> <li>• At least 85% of all PP students achieve ARE in Number</li> <li>• At least 85% of all PP students achieve ARE in Listening and understanding</li> </ul>
B.	<b>Ensure GD progress is inline with National and LA figures</b> All PP make better than expected progress (using progress tracking grids) in Writing and Maths, with GD progress inline with National figures. Ensure GD attainment in Reading and Writing is brought inline with Maths through high quality teaching and learning and intensive support through boosters, pre-teaching and clubs.	<b>End of year outcomes in KS1 and KS2:</b> <ul style="list-style-type: none"> <li>• At least 85 % GD PP make 3.5+steps of progress in Reading, Writing, Maths</li> <li>• GD PP attainment in inline/greater than GD NPP at end of KS1 and KS2</li> <li>• End of KS2 GD attainment is inline with National GD attainment</li> </ul>
C.	<b>PP pupils outperform NPP pupils in attainment and progress</b> All PP students make Expected (EXS) or Better than Expected (EXS+) progress leading to inline attainment between PP and NPP. This is done through high quality teaching and learning and intensive support from class teachers in lessons and through targeted, small group support, and rigorously tracked through progress tracking grids.	<b>End of year outcomes:</b> <ul style="list-style-type: none"> <li>• At least 85 % of PP make 3 steps+ progress over the year in Reading, Writing, Maths and RWM combined</li> <li>• PP attainment is inline/greater than NPP attainment</li> </ul>
D.	<b>Persistent absentees</b>	All PP have improved attendance and PP attendance is in-line with National Average

Activity in this Academic Year 2021-2022						
<ul style="list-style-type: none"> <li>• Improve classroom teaching and pedagogy</li> <li>• Targeted, academic support</li> <li>• Wider school strategies</li> </ul>						
<b>Quality of teaching for Pupil Premium</b> High quality provision for pupil premium students will be maintained through increased, flexible deployment of teaching staff to ensure outstanding teaching and learning support, along with maintaining high standards of Enrichment beyond the curriculum for all PP pupils.						
Desired Outcome	Chosen action/approach	Evidence and rationale for choice	Ensure it is implemented well	Staff lead	Review	Implemented
Improved Number and Listening, Communication & Language development for F2 PP students	<ul style="list-style-type: none"> <li>• Oracy and developing of reading and listening skills</li> <li>• Paid release time for teacher CPD to target PP</li> </ul>	<ul style="list-style-type: none"> <li>• Proven research-based success in schools</li> <li>• Oracy embedded across all curriculum subjects</li> <li>• <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<ul style="list-style-type: none"> <li>• Whole school staff CPD in Oracy</li> <li>• Whole school staff CPD in developing outstanding practice in teaching reading skills</li> <li>• Team teaching and peer observation cycles</li> </ul> Budget: £500	K Weatherall R Tuck	Termly	Autumn 1 Staff meeting
	<ul style="list-style-type: none"> <li>• Whole school staff CPD in Messy Maths, Maths calculation and contextualised problem solving with staff released to target PP pupils through PP funding</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent approach to Number and calculation ensures consistency and deeper understanding as chn progress through school.</li> <li>• Contextualised learning and outdoor maths to foster a deeper love and enjoyment of maths and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Rich learning environment reflecting love of Number and Counting</li> <li>• High level CPD ensuring outstanding subject knowledge for all practitioners</li> <li>• Monitoring and evaluation of lessons and interventions by SLT</li> <li>• Peer observation cycles outstanding practice ensure high level support/staff development</li> </ul> Budget: £500	S Riley A Challen R Cobbe M Wildman  TAs	Spring 2022  Planning analysis  Work scrutiny	Autumn 2 staff meeting
	<ul style="list-style-type: none"> <li>• SALT sessions for targeted PP pupils with SALT with PP premium funded release time</li> </ul>	<ul style="list-style-type: none"> <li>• PP children need regular SALT to improve vocabulary</li> <li>• Early Language EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Pupil Voice</li> <li>• DATA</li> </ul> Budget: £500	M Wildman A Challen	Termly	Continuous
	<ul style="list-style-type: none"> <li>• Additional Guided Reading and 1:1 reading for PP students</li> <li>• CPD and higher prop of reading volunteers to PP funded by PP funding</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted interventions</li> <li>• Developed vocabulary and reading skills allow deeper access to wider curriculum</li> <li>• Fixed timetabled sessions for 1:1 reading with volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• 1:1 tutoring sessions</li> <li>• CPD of reading volunteers</li> </ul> Budget: £200	Alex Challen Claire Mason Reading volunteers	Termly	Reading volunteers Summer 2

<ul style="list-style-type: none"> <li>• All PP students make EXS/EXS+ progress</li> <li>• Attainment inline with NPP</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive, timetabled intervention and targeted teaching programme to rapidly identify, target and close gaps in learning and attainment by CTs</li> <li>• Staff release time for develop of Maths CPD and implementation of SDP with PP pupil targeted</li> <li>• Detailed class timetables maximise intervention opps</li> <li>• Targeted support in E&amp;M CT</li> <li>• Aspirational targets for PP</li> <li>• Additional small group support from additional CT and tutor in target year groups RWM</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper awareness and focus on closing in-school attainment gaps</li> <li>• Data analysis showed Welbeck PP attainment &gt;NA and LA PP, yet is &lt; NPP attainment</li> <li>• The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></li> <li>• The EEF guidance: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></li> </ul>	<ul style="list-style-type: none"> <li>• Targeted interventions in lessons high quality, consistent CT &amp; TA support</li> <li>• Additional teacher &amp; tutor flexibly allocated to each key stage, provide additional, high quality small group teaching and learning support trgt PP</li> <li>• Close monitoring, eval of planning, T&amp;L phase</li> <li>• Assessments half-termly track progress</li> <li>• PP meetings and PP Voice</li> <li>• High quality staff CPD all staff in Reading, Calculation and oracy</li> <li>• Termly data analysis, tracking sheets and pupil progress meetings to identify successes and next steps</li> </ul> <p>Budget:£1000</p>	R Gittins HT R Cobbe K Weatherall M Wildman A Challen K Salmeron B McKeever	Half Termly	Continuous
PP student progress is inline with NPP and exceeds national figures (including GD figures)	<ul style="list-style-type: none"> <li>• Class teacher targeted planning and support in lessons for GD students across all key stages</li> <li>• Monitoring and evaluation of planning and teaching to ensure high quality input for all (including GD) pupils</li> <li>• Maintain successful GD targeted interventions in UPKS2 in W&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>• 2019 GD RWM attainment was below National Average</li> <li>• 2021 Teacher assessment showed attainment for PP&lt;NPP</li> <li>• 2021 teacher assessment showed progress for PP GD&gt; NPP</li> </ul>	<ul style="list-style-type: none"> <li>• DATA tracking</li> <li>• Formative and summative assess</li> <li>• Pupil Voice</li> </ul> <p>Budget: £300</p>	R Cobbe	Termly	Continuous
<b>Total budgeted cost</b>						<b>£3,000</b>

#### Teaching and Learning Support for PP pupils

Desired Outcome	Chosen action/approach	Evidence and rationale for choice	Ensure it is implemented well	Staff lead	Review	implemented
Vulnerable PP make expected or better than expected progress	<ul style="list-style-type: none"> <li>• Targeted curriculum support in lessons in English and Maths by CTs &amp; TAs</li> <li>• Targeted phonics support across whole school</li> <li>• EAL TA support and differentiation provision RWM</li> <li>• Learning mentor support</li> <li>• Counsellor x1 a week</li> <li>• 1:1 tutor for KS2</li> <li>• Sports Coach Competitions</li> <li>• Music Teacher performances</li> <li>• PP prioritised, trgted and tracked for R Rewards, high quality texts, Lifeboat interventions,</li> <li>• Reading vol focus high need PP</li> </ul>	<ul style="list-style-type: none"> <li>• External barriers (outlined in 7) affect PP progress and attainment</li> <li>• Strong evidence base for phonics approach a positive impact on accuracy of word reading: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>• 1:1 and small group tutor targeted at specific needs and knowledge gaps is an effective method in supporting low attaining pupils: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>• Based on success 2020-2021 (above)</li> </ul>	<ul style="list-style-type: none"> <li>• Termly DATA analysis (whole class, Phase)</li> <li>• Pupil voice</li> <li>• Precision teaching assessments</li> </ul> <p>Budget 85, 414 Budget £16,000 Budget £12,771</p>	R Gittins HT R Cobbe K Weatherall K Salmeron J Arnold L Coull Class TAs B Hilditch B McKeever 1:1	Termly	Continuous

<b>Enrichment beyond the curriculum and External Barriers</b>						
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for choice</b>	<b>Ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>	<b>implemented</b>
Improve Number and Listening skills for PP students	<ul style="list-style-type: none"> <li>Oracy texts, resources used to plan and integrated into S&amp;L activities and interventions</li> <li>Messy maths, contextualised learning opportunities to foster love and appreciation of maths</li> <li>Key vocabulary planned, shared, displayed daily.</li> </ul>	<ul style="list-style-type: none"> <li>Oracy embedded across all key stages and children's confidence in speaking and listening is developing</li> <li>TAs not always aware of key vocabulary required and strategies to develop listening skills and Number understanding</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Planning analysis</li> <li>DATA analysis</li> <li>Pupil Voice</li> </ul> <p>Budget £2500</p>	M Wildman K Weatherall R Tuck	Termly	Autumn term  Continuous
Reduce Persistent Absence PP attendance	<ul style="list-style-type: none"> <li>Atten lead review PP termly</li> <li>HT to meet with parents early to review attendance</li> <li>Attendance awards/celebr</li> <li>Embedding principles of good practice DfE's <a href="#">Improving School Attendance</a> advice.</li> </ul> <p>Training and release time to develop and implement new</p>	<ul style="list-style-type: none"> <li>Missed sessions leading to slow progress and underachievement</li> </ul> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Weekly Welbeck attendance report</li> <li>Daily contact via text, phone-call, email and SLT collecting children</li> </ul> <p>Budget £400</p>	R Gittins HT Julie Heseltine (Attendance)	Half termly	Autumn term
To ensure pupil welfare by supporting children with basic needs (Hardship Fund)	<ul style="list-style-type: none"> <li>Breakfast</li> <li>Wifi provision</li> <li>LT provision</li> <li>Uniform and PE kit</li> <li>Stationary provision</li> <li>Sanitary provision</li> </ul>	<ul style="list-style-type: none"> <li>Some PP arrive to school hungry and distracted to engage fully in learning</li> <li>Some PP arrive to school without all necessary equipment to enable them to fulfil potential</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Class teachers</li> <li>Safeguarding team meetings</li> <li>Hardship Fund tracking</li> </ul> <p>Budget £1,000</p>	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"> <li>Children's University</li> <li>NTU visits</li> <li>Role Model readers</li> <li>Sports competitions PP prior</li> <li>Music performances PP prior</li> <li>PP higher proportion R volunt</li> <li>PP prior, trgt'd, tracked Reading Rewards,high-quality texts</li> </ul>	<ul style="list-style-type: none"> <li>Forever tracking of past pupils show PP struggle more than NPP to attend Further Education settings</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Enrichment programmes</li> <li>Pupil Voice</li> <li>School Council</li> </ul> <p>Budget £1000</p>	R Cobbe	Termly	Autumn
To ensure all PP children access all the enrichment opportunities at Welbeck	<ul style="list-style-type: none"> <li>Funded school trips (residential, topic related trips)</li> <li>Funded school visits</li> <li>Extra-curricular clubs/activities</li> </ul>	<ul style="list-style-type: none"> <li>Some PP parents do not contribute to educational visits.</li> <li>Some G&amp;T pupils cannot access extra-curricular clubs to develop talent (funding)</li> <li>COVID restrictions continue to hinder public access to enrichment settings</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Class teachers</li> <li>Safeguarding team meetings</li> <li>Review of spending</li> <li>PP/LAC immediately placed and trgt</li> <li>Enrichment funding tracking</li> </ul> <p>Budget £3000</p>	R Gittins R Cobbe L Coull	Half termly	Continuous
<b>Total Budgeted cost: £7,900</b>						

