

Welbeck Primary School

Pupil premium strategy statement 2023-2024

School overview

Metric	Data
School name	Welbeck Primary School
Academic year or years covered by statement	2023-2024
Pupils in school	345
Proportion of disadvantaged pupils	124/345 36%
Pupil premium allocation this academic year	£152,503
IDACI cohort score	0.311 <i>School location deprivation indicator is quintile 5 (most deprived) of all schools.</i>
Publish date	October 2023
Review date	July 2024
Statement authorised by	Rebecca Gittins (HT) Daphne Carter (Chair of Governors)
Pupil premium lead	Ronan Cobbe
Governor lead	John Downey

Pupil Premium breakdown per year group

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
8	16	11	17	21	21	11	19

Pupil Progress attainment end of Key Stage 2 for last academic year 2023

Measure	National ARE results	Welbeck ARE results	National GD results	Welbeck GD results	National PP ARE	Welbeck PP ARE	National PP GD	Welbeck PP GD
Reading	73%	91%	29%	56%	60%	80%	N/A	55%
Writing	71%	91%	13%	38%	58%	80%	N/A	30%
Maths	73%	93%	24%	42%	59%	90%	N/A	35%
RWM	59%	89%	8%	27%		80%	N/A	15%

Total number of PP pupils: 20/45

ARE = age related expectations

GD = Greater Depth

Summary of Pupil Premium attainment 2022-2023

Welbeck Primary School pupil premium students achieve **significantly higher** than national pupil premium figures in Reading, Writing and Maths.

Pupil premium students' attainment is **higher** than overall National averages in Reading, Writing, Maths.

Pupil premium **greater depth** attainment **exceeds** overall National greater depth in Reading, Writing and Maths

Strategy aims for disadvantaged pupils

Measure	Activity	Success Criteria
Aim 1	Improve EYFS Number and Communication & Language: <ul style="list-style-type: none"> • 70% of PP below ARE in Number • 70% of PP below ARE in C&L 	End of year outcomes: <ul style="list-style-type: none"> • Number: at least 78% PP students ARE (in-line with NPP) • C&L: at least 78% PP students ARE (in-line with NPP)
Aim 2	Closing the gap: PP progress PP students make Expected or Expected+ progress	End of year outcomes: <ul style="list-style-type: none"> • At least 85% PP make 3 steps+ progress in R, W, M and combined • PP progress inline/exceeds NPP
Aim 3	Closing the gap: PP Greater Depth attainment PP GD attainment in-line with NPP KS1 and KS2 in Writing and Maths	End of year outcomes in KS1 and KS2: <ul style="list-style-type: none"> • GD PP attainment in inline/greater than GD NPP at end of KS1 and KS2 • KS2 GD attainment exceeds National
Aim 4	Targeted pastoral care	All PP pupils are fully engaged and positive with their learning and enrichment
Aim 5	Persistent absence support	All PP have improved attendance and are in-line with National Average
These priorities address the barriers to learning outlined in A, B, C, D, E, F, G, H (below)		

Funding

Welbeck uses the pupil premium to support and develop PP students through:

- High-quality classroom pedagogy
- Implementation of high-level intensive and targeted support
- Provision of enrichment experiences
- Supporting wider whole school development strategies to positively impact PP pupils.

High quality provision for PP students is supported through increased and flexible deployment of part-time teaching staff to deliver outstanding teaching and learning support, along with maintaining current standards of Enrichment and pastoral provision beyond the curriculum.

Identified Barriers to Learning for Pupil Premium students.

Measure	Score
A	A significant proportion of Pupil Premium children are EAL (80%)
B	Number and Communication and Language on entry into F2 is lower for PP pupils than non-PP (70% below ARE)
C	School closures disproportionately affected PP attainment and progress in English and Maths
D	Pupil access to enrichment and broad life experiences
E	Low aspirations linked to lack of self-belief and confidence
F	Attendance of specific families is below the national average and requires continuous support
G	Pastoral needs: 100% of safeguarding vulnerable lists are PP for a variety of issues (nutrition, neglect, tiredness, attendance, emotional). 100% of children with intensive safeguarding needs are PP.

Teaching Strategies and targeted academic support for current academic year

Interventions/support for PP students	Barrier to learning	Impact and measure being addressed
Targeted quality first teaching	A B C	<ul style="list-style-type: none"> Aspirational targets set in pupil progress meetings In lesson teacher targeted planning and support Targeted TA support and differentiation in English and Maths using bespoke EAL resources 2 SLEs teaching small group interventions in UPKS2 to close gap in attainment in Writing and Maths EEF High Quality Teaching
Number interventions	B C	<ul style="list-style-type: none"> Whole school staff CPD in Messy Maths and maths lesson structure Staff CPD to support in-lesson assessment for learning strategies Additional support in contextualised problem solving to foster love and appreciation of maths Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3
Language and Communication interventions:	A B C	<ul style="list-style-type: none"> Staff CPD to support in-lesson assessment for learning strategies to identify gaps in learning of PP pupils Staff CPD in delivering interventions in Phonics (Little Wandle) for PP pupils SALT sessions and interventions targeting PP pupils Additional time to plan and integrate oracy texts and resources into speaking and listening activities and interventions targeting PP pupils Phonics Toolkit Strand Education Endowment Foundation EEF Oral language interventions Toolkit Strand Education Endowment Foundation EEF Early Language EEF
Additional, targeted group interventions with teachers	A B C	<ul style="list-style-type: none"> Data analysis to support rapidly identifying, targeting, and closing gaps in Reading, Writing and Maths Intensive intervention and additional support clearly timetabled for PP interventions Additional small group support from additional key stage class teachers in target year groups for Maths and Writing (KS1, LKS2, UPKS2) UPKS2 intensive, targeted interventions for GD pupils in Writing and Maths with SLE Small group tuition Toolkit Strand Education Endowment Foundation EEF
Tutor 1:1 KS2 PP Tutor	A B C	<ul style="list-style-type: none"> Close gap in attainment and progress for targeted PP pupils Targeted 1:1 support for PP pupils to close identified gaps in learning and make quicker than ave progress in RWM and ensure PP attainment and progress is in line with NPP One to one tuition EEF (educationendowmentfoundation.org.uk)
PP reading support	A B C	<ul style="list-style-type: none"> Development of pleasure for reading and development key comprehension VIPERS skills through targeted attendance of Reading Room, Homework clubs, reading rewards. Targeted and tracked for reading rewards, high quality texts, rich texts for home.

		<ul style="list-style-type: none"> • Additional Guided Reading and 1:1 reading for PP students to develop reading fluency • CPD for reading volunteers to support PP pupils reading fluency • Allocation of higher proportion of reading volunteers for PP pupils to ensure consistent monitoring and support of reading
Forest School intervention	A B	<ul style="list-style-type: none"> • Targeted opportunities to access Forest School and curriculum in EYFS
Termly Data tracking of PP	A B C	<ul style="list-style-type: none"> • Release time for assessment lead to analyse end of term PP data which is used to identify areas needing development
Whole school CPD on PP learning and engagement	A B C	<ul style="list-style-type: none"> • Whole-school, high quality staff CPD to support PP learning and engagement in core/foundation subjects, leadership, phonics, safeguarding, pastoral
Total Expenditure		£108,385

Wider strategies for current academic year

Interventions and support	Barrier to learning	Impact and measure being addressed
Contacts Counselling Service	E G	<ul style="list-style-type: none"> • Counselling service for targeted PP pupils supporting them in accessing the curriculum, attaining and celebrating successes • EEF Social and Emotional learning
Reduce persistent absence	F	<ul style="list-style-type: none"> • Additional time for attendance lead to review PP attendance and identify areas for development • Early intervention opportunities with HT and attendance lead • Acquisition of resources to support attendance awards and celebrations • Improving School Attendance (DfE)
Hardship fund supporting pupil welfare	A B C E G	<ul style="list-style-type: none"> • Ensure PP children are physically and nutritionally prepared every day to fully access learning through: <ul style="list-style-type: none"> - subsidised places at Breakfast Club - uniform and PE kit provision - WiFi provision - Stationary provision - Sanitary provision
Subsidise enrichment opportunities and raise aspirations	A B C D	<ul style="list-style-type: none"> • Raise aspirations, gain life experiences, build self-esteem, emotional understanding and resilience by ensuring all PP children access all available enrichment opportunities: <ul style="list-style-type: none"> - Children's University and NTU visits - Role Model readers (PP prioritised) - Funded school trips (residential summer term) - Funded topic-related school visits - Music lessons MusicHub - Musical and performance visits (panto) - Extra-curricular clubs and activities • Art for Arts Education Matters'-EEF • 'Aspirations Interventions'- EEF
Learning mentor Family support worker	E G	<ul style="list-style-type: none"> • Allocated time to support families and pupils with applications, identifying all possible remits to accessing public funds and FSM

		<ul style="list-style-type: none"> • Working with multiple agencies through safeguarding and SEND • Actively seeking and developing new links with community stakeholders to ensure all possible additional supports are made accessible and available to families • Allocated time to design and deliver parenting courses and workshops • Home visits to support vulnerable and potentially vulnerable households
Sports Lead additional support and use of minibus	E	<ul style="list-style-type: none"> • Sports lead targets PP students to participate in extra-curricular clubs during and after school • PP and family/carer attend after school healthy cooking club. • Release time to track and analyse data on PP participation • Identify competitions and festivals for PP participation • Use of minibus to support accessing events
Total expenditure		£44,294

Monitoring and Impact

Area	Monitoring	Impact
Planning	<ul style="list-style-type: none"> • Timetables • Standards M&E • GD provision 	<ul style="list-style-type: none"> • High quality planning for PP leads to increased attainment and progress
Teaching	<ul style="list-style-type: none"> • CPD cycle • Appraisal cycle observations (termly) • CPD TA observations • Ongoing monitoring linked to action plan • Data analysis 	<ul style="list-style-type: none"> • Teaching will be at least 'Good' or better • Teaching support and interventions will be effective with clear progress • All pupils meet targets (see above)
Attendance	<ul style="list-style-type: none"> • Monthly monitoring of attendance 	<ul style="list-style-type: none"> • Pupil Premium attendance is 95%+ • Full parental engagement in children's learning.
CPD	<ul style="list-style-type: none"> • Assessing impact of CPD on PP through pupil voice and summative data 	<ul style="list-style-type: none"> • PP attainment and enjoyment in line with NPP
Enrichment	<ul style="list-style-type: none"> • Tracking of PP access to all enrichment opportunities • Pupil voice 	<ul style="list-style-type: none"> • PP % participation in enrichment opportunities exceeds NPP

Review: July 2024