

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Welburn CP School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21
Date this statement was published	2 nd December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	H Thomson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13 070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are looked after or previously looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery which includes targeted intervention where appropriate.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our observations indicate that the education and well-being of some of our disadvantaged pupils is impacted by challenging behaviours and difficulties around friendships and safe play.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our assessments and observations indicate underdeveloped fine motor skills among some of our disadvantaged pupils. This is evident from Reception through to Year 6.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved behaviour, play and friendships	Observations and pupil discussions show significantly improved play and behaviour including some friendship developments.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Observations and pupil discussions show improved well being.

	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved fine motor skills and presentation among all pupils particularly for our disadvantaged pupils	Work scrutinies, assessments and observations show significant improvement.

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: £13 000.44

	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of 2 Upper 3 Pay Scale teachers 1 of whom is AST</i>	High quality teaching https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1 and 2
<i>Extra 0.2 teacher to allow two part time teachers a handover day to include joint PPA</i>	High quality teaching https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1 and 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2854.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Three teaching assistants trained to deliver Nuffield Early Language Intervention The money will pay for their training time as well as the time to deliver.</i>	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
<i>Bespoke fine motor skills small group intervention Money to find teacher assistant time to deliver this.</i>	Small group tuition EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 765.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Drawing and Talking Intervention</i> <i>Teacher assistant time to deliver this one to one intervention</i>	https://www.theparliamentaryreview.co.uk/organisations/drawing-and-talking https://drawingandtalking.com/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 and 3
<i>Teacher assistant time to deliver Lego/Play therapy to small group</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 and 3

Total budgeted cost: £16 620.33

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was at about the same level as in previous years.

Most of our disadvantaged pupils attended school during the 2020-21 lockdown; all were offered a place.

As a school we set up Google Classrooms for each class and used a range of strategies including daily 'live' lessons and daily videoed story times to support our pupils at home.

We maintained contact with all our families through 'phone calls and emails. Any non-disadvantaged pupil who was struggling for any reason through the lockdowns was also offered a place in one of 'bubbles'.

We made a large purchase of laptops/ tablets at the end of 2019/20 year so that all Y5 and 6 pupils now have their own allocated device . We were also then able to loan out our school set to other year groups which gave all pupils access to our remote learning.

We provided direct funding for our pupils on free school meals as there were a number of issues around the voucher system.

Our assessments and observations indicated that there was some impact on pupil behaviour, wellbeing and mental health primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

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Service pupil premium funding N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding our new bespoke curriculum which we developed in summer 2021.
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing to provide high quality teaching through continuous professional development and self study.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we are using our experience and expertise in this area to influence our decisions.

We have also made use of new opportunities such as the Nuffield Early Language Intervention.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We continually review and adjust our approaches over the course of a year to make sure we best meet the needs of all our pupils including those most disadvantaged.