



# Pupil premium strategy statement

Welbourn Church of England Primary School

*'Believe, Excite, Succeed, Together'*



## Pupil premium strategy review of outcomes of 2021 – 2024

Aim	Impact for 2021 – 2022 (Reviewed October 2022)	Impact for 2022 – 2023 (Reviewed October 2023)	Impact for 2023 – 2024 (Reviewed October 2024)
Improved Phonics, Oracy and Vocabulary skills among those children who are disadvantaged.	<p>Phonics: Pupils who are in receipt of Pupil Premium continue to be a focus for 'daily readers', 'pinny time' and small focused group work. 50% of PP children passed their Year 1 Phonics screening test. (2022) 2 children did not.</p> <p>Pupils are using 'pupil talk' more readily in lessons and are using a wider range of vocabulary specific to all subjects.</p> <p>Further work needs to be done on this so that pupils develop the wider range of Oracy skills so that they articulate themselves with confidence.</p> <p><b>Next step:</b> Continue to work on Oracy development in school.</p> <p>Speech and Language is a focus, particularly in Reception and KS1.</p> <p>Continued focus on Phonics, in particular pupils with SEND and PP.</p>	<p>Phonics: we have amended our groups so that we have smaller cohorts of children being targeted for specific teaching and also intervention for those children who are in receipt of PP. This has resulted in rapid progress being made for those children.</p> <p>Speech and language interventions and provision has been implemented to support key pupils in Reception and KS1. This has had a significant impact on these children and especially those with SEND and who are PP. Children now have a broader vocabulary to articulate with meaning and peers and staff can understand spoken language, which was once difficult to do so. Speech and Language interventions now no longer are required by external agencies for these pupils.</p>	

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Pupils who are in receipt of Pupil Premium continue to be a focus for 'daily readers' and intervention. Intervention targets pupils across all year groups in reading and Tutoring has helped pupils in y6 catch up.</p> <p>The impact of this has been:</p> <p>Reception: 83% met GLD for Reading. (1 PP child did not meet GLD)</p> <p>KS1 SATS Reading: 50% of PP children met EXS (1 child did not)</p> <p>Year 3: 100% of PP pupils are working at a EXS in reading.</p> <p>Y4: 100% of PP pupils are working at EXS in reading.</p> <p>Y5: 50% of PP children are working at EXS for Reading. (1 child is not).</p> <p>KS2 SATS: 100% of PP children achieved EXS in Reading. 50% of PP children reached GDS in Reading.</p> <p>Progress scores for PP for Reading: 1.1 (National is -0.8)</p> <p><b>Next step:</b> Continue to focus on PP children in all year groups for reading and phonics, particularly those who also who are SEND or could potentially reach GDS. Further research and external support may need to be sourced to develop this further.</p>	<p>Pupils who are in receipt of Pupil Premium continue to be a focus for 'daily readers' and intervention. Year 2 and 6 children also received SATS boosters. This has helped all pupils to made significant progress and the impact has also been:</p> <p>KS1 SATS: 83% passed reading and 60% passed how are PP.</p> <p>KS2 SATS 100% passed reading 100% who took the test, one child was disapplied dues to SEND.</p> <p>Year 1: 0% are working at EXS in reading (1 pupil)</p> <p>Year 3: 100% are working at EXS in reading</p> <p>Year 4: 100% are working at EXS in reading</p> <p>Year 5: 100% are working at EXS in reading</p> <p>Progress scores for PP reading:</p> <p><b>Next step:</b> Continue to support pupils who are in receipt of PP and have SEND through specialist provision and continued intervention.</p>	
<p>Improved writing attainment and stamina for</p>	<p>Pupils who are in receipt of Pupil Premium continue to be a focus in lessons and intervention. Intervention targets pupils across all year groups</p>	<p>Pupils who are in receipt of Pupil Premium continue to be a focus in lessons and intervention.</p>	

<p>writing among disadvantaged pupils.</p>	<p>in writing and Tutoring has helped pupils in y6 catch up.  Reception: 83% met GLD for writing. (1 PP child did not meet GLD)  Year 1: 50% of PP children met EXS in writing  KS1 SATS Writing: 50% of PP children met EXS (1 child did not)  Year 3: 0% of PP pupils are working at EXS in writing. (1 child)  Y4: 100% of PP pupils are working at EXS in writing.  Y5: 50% of PP children are working at EXS for writing. (1 child is not).  KS2 SATS:  Spelling, Punctuation and Grammar tests: 100% PP children passed.  Writing: 100% PP children achieved EXS.  Progress scores for PP for writing: 3.5 (National - 0.7)  <b>Next step:</b> Continue to focus on PP children in all year groups for writing and SPAG, particularly those who also who are SEND or who could potentially reach GDS. Embed Active Spelling next year.</p>	<p>Interventions and targeting in class enabled all pupils to make good or better progress.</p> <p>In Year 3, 4 and 5, the pupil premium children out performed the non-pupil premium children and all children met the expected level or greater depth in writing by the end of the year.</p> <p>In Year 6, only one child did not reach the expected level in writing who was in receipt of pupil premium.</p> <p>In Reception, Y1 and Y2 3 children did not do as well as their peers in writing who were entitled to pupil premium.</p> <p>Overall in writing, in KS1 62% of children met the Expected standard in writing and 23% achieved greater depth.</p> <p>In Key Stage 2, 71% of children met the Expected standard in writing and 29% achieved greater depth.</p> <p>Spelling, Punctuation and Grammar has significantly improved across school. KS2 SATS results showed that 86% of children passed. This was all except one child who is in receipt of Pupil Premium.</p>	
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<p>Improved attainment of maths and knowledge of times tables facts among disadvantaged pupils.</p>	<p>Pupils who are in receipt of Pupil Premium continue to be a focus in lessons and intervention. Intervention targets pupils across all year groups in maths and Tutoring has helped pupils in y6 catch up.  Reception: 83% met GLD for maths. (1 PP child did not meet GLD)  Year 1: 75% of PP children met EXS in maths. (1 child did not.  KS1 SATS Maths: 50% of PP children met EXS (1 child did not)  Year 3: 100% of PP pupils are working at EXS in maths. (1 child)  Y4: 100% of PP pupils are working at EXS in maths.  Y5: 50% of PP children are working at EXS for maths. (1 child is not).  KS2 SATS:  Maths tests: 100% PP children passed.  Progress scores for PP for maths: 2.4 (National - 1.1)  <b>Next step:</b> Continue to focus on PP children in all year groups for maths, particularly those who also who are SEND or who could potentially reach GDS.</p>	<p>Pupils who are in receipt of Pupil Premium continue to be a focus in lessons and intervention. Intervention targets pupils across all year groups in maths and tutoring. Extra provision using Pupil Premium funding has allowed us to continue to teach single year groups for math, thus creating smaller targets groups.</p> <p>In Year 2, 4, and 6, the pupil premium children out performed the non-pupil premium children and all children met the expected level or greater depth in maths by the end of the year.</p> <p>In Year 6, all PP children reached the expected level in maths who was in receipt of pupil premium.</p> <p>In Reception, Y1 and Y3 children did not do as well as their peers in writing who were entitled to pupil premium.</p>	

		<p>Overall in maths, in KS1 62% of children met the Expected standard in writing and 0% achieved greater depth.</p> <p>In Key Stage 2, 86% of children met the Expected standard in writing and 14% achieved greater depth.</p> <p><b>Next step:</b> Continue to focus on PP children in all year groups for maths, particularly those who also who are SEND or in Reception and Year 1.</p>	
<p>To continue to improve well-being for all pupils in school and support disadvantaged pupils to develop resilience, good mental health and independence.</p>	<p>Impact of Lego Therapy for 3 children who are in receipt of PP has been very positive for these young children and families. These children are now regulating behaviour better and attending school more frequently. All 3 are no longer classed as persistently absent.</p> <p>Impact of Talking and Drawing therapy for 4 children who are in receipt of PP has been significantly positive. We have seen a reduced amount of behaviour incidents due to those children being able to articulate worries and regulate better. 75% of these children are no longer classed as PA and attend more regularly.</p> <p>Impact of Needbright Solutions support for 6 pupils who are in receipt of PP has been significantly positive. 1 child is no longer at risk of exclusion</p>	<p>The impact of Lego therapy for 4 children helped to develop social skills such as speaking and listening, taking turn and making friendships, thus making the children more settled in school.</p> <p>The impact of talking and drawing has supported 4 children. These children had been supported to use their voice to share their worries and anxieties, which resulted in children being less anxious in school and during lessons.</p> <p>The impact of Needbright Solutions was extremely positive. 8/12 children who accessed the support were in receipt of PP.</p>	

	<p>and has dramatically improved behaviour, all children have improved attendance figures so that we have 83% of these pupils are no longer classed as PA.</p> <p><b>Next steps:</b> Continued work with Needbright solutions, including supporting parents.</p>	<p>All children's behaviour improved and there were less incidents of school based refusal for anxiety therefore attendance noticeably improved. Parents feedback was extremely positive and behaviour at home had also improved.</p> <p><b>Next steps:</b> Continued work with Needbright solutions, Talking and Drawing, Lego Therapy and the use of Myhappymind to support wellbeing including supporting parents.</p>	
<p>To sustain a good level of attendance for all pupils, particularly disadvantaged pupils and that they are on time.</p>	<p>Impact of attendance for pupils of PP is that this has improved for the majority of individuals. July 2021 the average attendance for PP children was 92%. Our overall attendance was 96%. October average attendance for PP children is 94% so this needs to improve further. Our whole school attendance in October 2022 was 95.7%. Impact of punctuality of pupils who now attend the Breakfast Club provision. 56% of PP pupils access breakfast club. All of these children are now getting to school on time and their attendance has significantly improved. 3 of these children now have 100% attendance.</p> <p>Persistent absence has reduced from 11 Pupil Premium children (Sept 2021) to 2 Pupil Premium</p>	<p>The impact of the attendance of pupils who are in receipt of Pupil Premium has been positive. The overall attendance of children who are in receipt of PP has risen to 93%. The overall school attendance was 94%.</p> <p>The children who access Breakfast club have reduced the amounts of lates. The attendance of all children who are in receipt of PP has improved.</p> <p>Persistent absence has reduced from 6 pupils to 4 Pupil Premium children this academic year. This means that only 4 PP pupils now have an attendance of less than 90%</p>	

	<p>children (October 2022) This means that only 2 PP pupils now have an attendance of less than 90%</p> <p><b>Next Steps:</b> Continued work on Attendance and supporting families to access transport and breakfast club.</p>	<p><b>Next Steps:</b> Continued work on Attendance and supporting families to access transport and breakfast club.</p>	
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## Service pupil premium funding 2022 Impact

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We had intervention for Reading, Writing and Maths, including SATS boosters.</p> <p>We also supported the attendance of after school clubs, music tuition and trips.</p> <p>We purchased books to promote a love of reading at home.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>100% readings Expected standard in Reading, Writing and Maths.</p> <p>Impact of purchasing the reading books improved the child's confidence and continued love of reading at home.</p> <p>Impact of attending the music and after club sessions helped to develop social skills, enjoyment at school and develop new skills.</p>