

Pupil premium strategy statement 23-24 – Welbeck Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Playgroup - Y6)	479
Proportion (%) of pupil premium eligible pupils	75% (359)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2024 – December 2027
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Louise Saunders
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 436,500
Recovery premium funding allocation this academic year	£ 67,111.25
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable) *Recovery premium received in the academic year 2021 to 2022 can be carried forward to the academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£ 503,611

Part A: Pupil premium strategy plan

Statement of intent:

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our ultimate objective is that each child will develop a love for learning and acquire the necessary skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. Welbeck pupils, especially those who are disadvantaged, continue to be impacted by the COVID closures. Attainment gaps that were starting to close, have significantly widened again. Remote learning was successfully implemented, and the curriculum has been adjusted to teach clear, yet significant gaps, each year. However, the need for clear face to face modelling of concepts, explicit explanations, scaffolding and feedback from highly skilled teachers is vital for Welbeck Academy pupils, so that we close the gap and ensure more pupils keep up each academic year.

We aim to meet our ultimate objective in the following seven ways:

- **Develop relationships** – invest in all pupils and create a sense of belonging in every classroom and across the school.
 - Foster strong communication with parents and carers
 - Support children so that they are committed to their learning, know how to learn well, are resilient to setbacks and take pride in their achievements.
 - Ensuring our children attend school, are punctual and supported to be ready to learn.
 - Creating an environment that allows the child to focus on learning, this includes supporting the child's mental and physical well-being.
 - Promoting positive attitudes to learning at every opportunity.

- **High quality teaching** - Fully immerse our staff in the WISE teaching principles, ensuring every teacher uses these principles in the classroom to be an efficient and effective teacher.
 - Ensuring teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
 - Ensuring teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

- **High expectations** – maintain high academic and behavioural expectations for all pupils.
 - Embed these high expectations in all aspects of school life.
 - Effectively deploy staff, ensuring where necessary adult: child ratios are small to enable greater opportunity for support and feedback.

- **Understanding disadvantage** – become true experts in our pupils individually, and not their label.
 - Use assessment diagnostics to diagnose specific needs, gaps and act upon them.
 - Ensure each child has what they need to be successful in every classroom.

- **CPD** – using the latest EEF evidence to influence our CDP so that staff learn how and when to use specific strategies in their practice.
 - Use CPD to share strategies and insights with staff to enhance and support the learning and progress of pupils.
 - Create and implement a CPD programme

- **Interventions** – ensure interventions are explicitly linked to normal lessons.
 - Interventions are carefully selected, pupils meticulously matched, adults expertly trained, and followed with clear fidelity to the scheme or programme.
 - If pupils are leaving a lesson, the intervention must be better than what they are missing in class.

- **Reading** – teach and practise reading fluency.
 - Build background knowledge, this includes the use of Launchpad for Literacy
 - Expose pupils to key vocabulary.
 - Ensure all pupils are read to and heard read by well-trained adults.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **Our main challenge is improving the outcomes of pupils so that by the time they leave school, they are ready and have the necessary knowledge and skills to be able to thrive in Secondary school. All of the below relates to this challenge**

Challenge number	Detail of challenge
1	Outcomes - Our main challenge is improving the outcomes of pupils so that by the time they leave school, they are ready and have the necessary knowledge and skills to be able to thrive in Secondary school.

2	Develop relationships – post covid there are a small number of parents who no longer value education as well as they did before, and this impacts on whether their children come to school each day. We've seen a significant rise in term time holidays, missing school days for family parties etc post covid.. In addition to this we have seen a huge rise in adult mental health difficulties, where parents want to keep their children at home more because of their own needs, or difficulties.
3	High Quality Teaching/ CPD – we have had some staff turnover, and the quality of recruitment has been varied post covid. This is now settling and we have the best staff in the correct roles across the school, but especially in teaching and leadership. New or recently appointed leaders are taking greater ownership and driving improvements in teaching across the school.
4	Reading - Whilst most pupils pass the phonics screening by the end of Y1, and this is further improved by the end of Y2, greater emphasis is needed on developing reading fluency, which has certainly impacted on progress as children enter Y2 and then KS2 .
5	High expectations - we have had some staff turnover, and the quality of recruitment has been varied post covid. This is now settling and we have the best staff in the correct roles across the school, but especially in teaching and leadership. A culture of rigorous high expectations has been re-established across the school and is being rigorously implemented this academic year also.
6	Understanding disadvantage – whilst strong and robust assessment procedures are in place, further in depth diagnostic analysis and action is being implemented for class teachers, supported rigorously by leaders, so that findings are acted upon swiftly on a more personalised and regular basis.
7	Interventions – whilst strong and targeted interventions/ school led tutoring and booster classes are in place, greater focus is being introduced to ensure more pupils keep up with their peers. A leadership review has taken place and strengthened guidance has been put in place to ensure interventions are purposeful and explicitly linked to need and/or in class teaching.
8	CPD - Stronger CPD offer is planned and implemented linked to EEF research and WISE teaching principles to ensure every teacher has the necessary training, skills and strategies to be an efficient and effective teacher. Leaders are taking greater ownership and driving improvements in teaching across the school.
9	Attendance - post covid our attendance and PA figures have been affected for a variety of reasons. Overall attendance figures need to improve and there needs to be a significant reduction in the % of pupils PA.

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
From varied starting points, ensure more pupils keep up with the expected standard by the end of each academic year.	Improved progress measure scores. Raised attainment % for all year groups
From low starting points (baseline) achieve upward trend exit EYFS results moving closer to and achieving national averages.	Improved progress measure scores. Raised attainment % for all year groups
Achieve upward trend Y1/Y2 Phonics results moving closer to and achieving national averages.	Raised attainment % for all year groups Higher % of pupils reach the expected standard in reading by the end of KS1, and then over time KS2.
Achieve upward trend exit KS1 results, moving closer to and achieving national figures.	Raised attainment % for Year 1 and Year 2 in reading, writing, maths and GAPS.
Achieve upward trend exit KS2 results moving closer to and achieving national averages.	Raised attainment % for Y3 - Y6 in reading, writing, maths and GAPS.
Achieve reduced number of behaviour incidents	Data and tracking system shows fall in behaviour incidents.
Achieve reduced number of suspensions	Learning walks provide strong evidence of high quality learning behaviours, focused and active learners, enjoying their lessons and making good progress. Pupil voice reports that behaviour is excellent Attendance figures are higher than previous years.
Achieve closer to national attendance and PA figures	% of PA's reduced from previous year Evidence shows that the school takes robust and swift action to ensure every child is in school everyday. Overall attendance figures show good 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: £ 309,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit lead practitioners to strengthen teaching profile in KS2.	<p>Teaching profile in KS2 has shown a little variance at times, which has always been robustly tackled. ECT's who trained during the COVID period lacked sufficient school placements and whilst we put into place strong support and guidance, some variance needed to be addressed.</p> <p>Adding two of these roles into the school, KS2 and leadership structure will enable leaders to strengthen quality and provide capacity to implement an improving teaching programme, CPD programme over the course of the year</p>	All

<p>Restructure leadership team, securing high quality replacements, redefined roles and responsibilities so that all leaders continue to drive up standards across the school.</p>	<p>EYFS lead is currently on maternity leave until July 2024. Replaced with outstanding lead from within the trust to ensure consistency and quality of EYFS provision/ education continues to improve.</p> <p>Following the loss of one DHT summer 2023, restructured the leadership team to include 2 new lead practitioners, and also added two assistant head roles to the structure so that there are key outstanding leaders leading and managing each phase, modelling high expectations and standards and supporting wider staff to rise to the necessary standards in order to improve outcomes for all pupils.</p> <p>In light of changes to the leadership structure, roles and responsibilities needed to be reviewed and updated.</p> <p>Review the effectiveness of leadership monitoring needed, tightening of all procedures, clarity needed on what we all consistently mean by high expectations, having the highest standards across Welbeck moving forward. This includes feedback so that there is a more consistent implementation of high expectations across the school is delivered and results in improvements in outcomes, standards and the quality of education across the school.</p> <p>Release key leaders weekly to rigorously monitor, coach and support the implementation of the quality of education so that more pupils keep up by the end of the academic year in every year group.</p>	<p>1/3/4/5/6/7/8</p>
<p>Review the Behaviour and Discipline policy, ensuring that a more relationship approach is adopted and implemented across the school.</p>	<p>Implementation of Behaviour policy in September 2022, did lead to an initial increase in the number of suspensions in year one of the rollout, a systematic review of the policy has taken place to ensure that targeted interventions are in place to</p>	<p>1/9</p>

	<p>support pupils to learn how to behave in line with our policies and procedures.</p> <p>Within our community there are behaviours, words and actions that are socially accepted and encouraged, however, these are not acceptable in school.</p> <p>The policy will include greater focus on a more restorative and relationship building approach, with our in house behaviour and attitudes team providing specific behaviour for learning interventions.</p> <p>The policy also needs to be further strengthened to include a WISE agreed sanctions ladder, to enable leaders to track and monitor behaviour incidents and provide interventions as required more swiftly.</p>	
<p>Provide a strong CPD programme, and coaching to fully implement the new WISE teaching principles across the school.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>The EEF Guidance makes three recommendations, which are being implemented at Welbeck:</p> <ul style="list-style-type: none"> ● When designing and selecting professional development, focus on the mechanisms. ● Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice 	<p>3/4/5/7</p>

	<ul style="list-style-type: none"> Implement professional development programmes with care, taking into consideration the context and needs of the school. 	
Improve Literacy provision across the whole school.	<p>Pupils enter our EYFS provision with significant low starting points, specifically with little or no language vocabulary for their age. Preparing these children for literacy from the earliest point is vitally important in ensuring pupils keep up with their peers at each stage of their development. With that in mind leaders refer closely to the EEF guidance as outlined below to ensure literacy provision continues to improve:</p> <p>EEF: Preparing for Literacy guidance EEF: What might fluency practise look like in the classroom? EEF: Literacy in KS1 EEF: Improving Literacy in KS2 EEF: Readers Theatre EEF: Reading Comprehension Strategies</p>	1/3/4/5/6
Continue to provide coaching and specific training to all staff teaching RWI/ phonics interventions across the school.	<p>Whilst phonics outcomes have improved from academic year 2021/22, the rigour, focus and targeted CPD/ coaching programme needs to remain in place and develop further this academic year.</p> <p>New staff have joined KS1 and KS2, who are new to RWI and will need to be supported by the RWI lead.</p> <p>The RWI lead will be non-class based to work closely with groups of staff and children throughout the year, securing the best possible progress for all pupils.</p> <p>EEF Toolkit: Phonics</p>	1/3/5
Improve mathematics provision across the whole school.	<p>Whilst in house data shows some real improvements in Maths outcomes, especially over the last 12 months, there is room for further improvement. The EEF reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7- year olds. Recommendations include integrating</p>	1/3/5/6

	<p>maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day. It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers. Based on the best available international research – and drawing on the expertise of teachers and academics – this report is packed with examples and case studies to support practitioners. EEF: Improving Maths in EYFS and KS1</p> <p>The EEF have made recommendations where there are research findings that schools can use to make a significant difference to pupils’ learning, and have focused on the questions that appear to be most salient to practitioners. There are aspects of mathematics teaching not covered by this guidance. In these situations, teachers must draw on their knowledge of mathematics, professional experience and judgement, and assessment of their pupils’ knowledge and understanding. The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. EEF: Improving Maths in KS2 and KS3</p>	
<p>Improve leadership capacity for SEND, release SENDCO from ARP to ensure pupils with SEND receive high quality provision within the classroom and through purposeful interventions.</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	<p>1/4/5/6</p>

	<p>The EEF guidance make five recommendations, which are being implemented at Welbeck:</p> <ul style="list-style-type: none"> ● Create a positive and supportive environment for all pupils, without exception ● Build an ongoing, holistic understanding of your pupils and their needs ● Ensure all pupils have access to high quality teaching ● Complement high quality teaching with carefully selected small-group and one-to-one interventions. ● Work effectively with teaching assistants. 	
<p>Review and improve the use of assessment tools, to identify then act swiftly to address gaps in knowledge, especially in reading and maths. This includes:</p> <ul style="list-style-type: none"> ● Accelerated reader ● Star maths ● TTRS ● Rising Stars standardised tests 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. To better understand disadvantage</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	6
<p>Improve the use of formative assessment and effective feedback, to ensure pupils make rapid progress across subjects.</p>	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback ‘free’. Large amounts of time are spent providing pupils with feedback, perhaps not always productively.</p> <p>Historically, much consideration has been given to the methods by which feedback is delivered. Specifically, should feedback be written, or should it be verbal? This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery.</p>	1/3/4/5/6

	<p>The EEF guidance makes six recommendations, which will be implemented at Welbeck:</p> <ul style="list-style-type: none"> ● Lay the foundations for effective feedback ● Deliver appropriately timed feedback that focuses on moving learning forward ● Plan for how pupils will receive and use feedback ● Carefully consider how to use purposeful, and time efficient, written feedback ● Carefully consider how to use purposeful verbal feedback ● Design a school feedback policy that prioritises and exemplifies the principles of effective feedback 	
<p>Improve pupils oracy skills through the introduction of and implementation of Voice 21 in KS1 and KS2, and continue to embed launchpad for Literacy across EYFS</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches will include:</p> <ul style="list-style-type: none"> ● targeted reading aloud and book discussion with young children; ● explicitly extending pupils' spoken vocabulary; ● the use of structured questioning to develop reading comprehension; and ● the use of purposeful, curriculum-focused, dialogue and interaction. <p>EEF: Oral language Interventions</p> <p>Launchpad for Literacy</p>	<p>1/2/3/4/5</p>
<p>Renew key curriculum service level agreements to ensure pupils and staff have the best resources, tools and equipment needed to make the best possible progress</p>	<p>As we have developed our curriculum we have become reliant on some key resources including:</p> <ul style="list-style-type: none"> ● Accelerated reader ● Reading plus ● Reach Curriculum ● Charanga Music ● Star maths ● TTRS ● Testbase ● Twinkl <p>These are essential for helping us continue to raise standards across the school</p>	<p>ALL</p>

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

Budgeted cost: £ 64,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicitly implement named structured intervention programmes based on educational research and proven track record.	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF: Small Group Tuition</p>	6/7
Introduce a 3 teacher model in Y4/5/6 to further accelerate progress and the number of pupils Keeping up by the end of KS2	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>EEF: Reduced Class Sizes</p>	6/7
Implement BRP, including high quality training for staff delivering to ensure more pupils keep up in reading.	<p>BRP Case Studies</p>	6/7
Deliver a range of bespoke behaviour interventions to help improve attainment, by making children feel safe and able to learn in the classroom and seek help and support if not.	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. More specialised programmes which are targeted at students with specific behavioural issues. 	2/9

	EEF: Behaviour Interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 134,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ full time attendance officer, to support the restructured Attendance and Welfare team.</i>	<p>Attendance figures for 22/23 were 92.29%, and 92.45% excluding non stat school age pupils. with our overall PA figure being 97. Whilst significant improvements were evident between January and July 2023, and the school has started with great rigour and accountability this academic year, there is a need to ensure we have the capacity and strongest people in post to work in partnership with our hardest to reach families so that attendance rapidly improves.</p> <p><i>Review and re-launch attendance strategy, promoting the importance of being in school every day, and on time. The implementation of the attendance strategy is only possible with the right people, in the right place, doing the right thing.</i></p> <p><i>Pupils can be late, and it is very rarely linked to the child, too often children are late due to the needs and challenges parents are having. (Mental health, poor experiences/ view of education themselves, post covid devaluing of how importance education is) We find that our walking bus and breakfast clubs really prevent a high number of children being late each day. Continue to fund staffing so that the breakfast club can continue to run each day, feeding over 100 pupils every day.</i></p>	1/2/9
<i>Continue to offer a uniform bank to support new and struggling families with uniform costs</i>	We are, and have been for many years, fully committed to identifying and removing the barriers children living in poverty face when engaging with school life. As a poverty proofing	1/2/9

	school we will continue to provide uniforms, shoes and other equipment/ services so that every child is able to attend school.	
<i>Continue to offer on-site foodbank and wider signposting to food and essential equipment for the home, managed by our Safeguarding and Attendance manager, and Child and Family worker.</i>	We are, and have been for many years, fully committed to identifying and removing the barriers children living in poverty face when engaging with school life. As a poverty proofing school we will continue to offer a foodbank service, Christmas and holiday food parcels and vouchers to support children so that every child is able to attend school. We will offer breakfast to every child as they arrive at school, no matter what time it is.	1/2/9
<i>Renew service level agreement with counselling service to support pupil and staff well-being.</i>	Too many pupils are on waiting lists for mental health and well being support, current waiting times are 2 years for counselling and CAHMs support. Providing support for disadvantaged pupils in crisis is an essential requirement so that pupils are able to be supported and access the lessons they need to succeed.	1/2/9
<i>Continue to provide bespoke, in house behaviour/ nurture support for specific pupils, parents and staff where children are struggling with behaviour and attitudes to learning.</i>	Too many pupils are on waiting lists for mental health and well being support, current waiting times are 2 years for counselling, diagnosis appointments and CAHMs/ CYPs support. Providing instant support for disadvantaged pupils in crisis is an essential requirement so that pupils are able to be supported and access the lessons they need to succeed.	
<i>Strengthen the school welfare team to include 3 full time staff: Attendance and Safeguarding manager Child and welfare Officer Attendance Officer</i>	we have seen a huge rise in adult mental health difficulties, where parents want to keep their children at home more because of their own needs, or difficulties. As services are cut, our community rely on us for welfare support more than ever. Greater capacity is needed here to ensure that we can support the parents, who will then be able to support their children.	ALL
<i>Continue to heavily subsidise the cost of trips and residential to ensure pupils have the opportunity to meet our childhood pledge.</i>	We are, and have been for many years, fully committed to identifying and removing the barriers children living in poverty face when engaging with school life. As a poverty proofing school we will continue to offer a huge discount for pupils so that they can continue to go on visits, residential and be given	ALL

	wider childhood experiences in line with our WISE childhood pledge.	
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Total budgeted cost: £ 509,028