

## Pupil Premium Strategy Review 2024/25 – 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)	463
Proportion (%) of pupil premium eligible pupils	75% (345)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	January 2024 – December 2027
Date this statement was published	October 2023, update published October 2024
Date on which it will be reviewed	July 2024, July 2025
Statement authorised by	
Pupil premium lead	Louise Saunders
Governor / Trustee lead	Christine Collins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 506,160
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) *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.	£ 0
<b>Total budget for this academic year</b>	£506,160
<b>Projected spend for 2024/25</b>	£506,460

## 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. Statutory data for July 2024 and again in July 2025, were much stronger and more comparable to national figures, especially for disadvantaged pupils. The need for clear face to face modelling of concepts, explicit explanations, scaffolding and feedback from highly skilled teachers continues to be vital for Welbeck Academy pupils, enabling more pupils to grasp foundational knowledge and skills, be taught any gaps in their knowledge so that more can reach at least the expected standards and higher by the end of KS2.

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 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. OFSTED AFI 1: Many pupils are not secure in the basic knowledge and skills to support fluent reading and effective writing. Many pupils do not gain the vocabulary and secure knowledge of grammar that they need. This slows the progress that they make. The school should work with teachers to further improve pupils' reading and writing skills to improve their learning across the curriculum.

2	Develop and implement effective strategies to support pupils in knowing more, remembering and retaining key knowledge across the curriculum. OFSTED AFI 2: Teaching does not consistently enable pupils to remember important knowledge, particularly in the wider curriculum. As a result, pupils do not retain the knowledge and skills that they need to deepen their understanding. The school should ensure that staff receive appropriate guidance to help pupils to remember the essential knowledge that they need.
3	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. 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.
4	High Quality Teaching/ CPD – we have significantly strengthened the teaching and leadership profile over the last 2 years. This is starting to show in our outcomes, which have improved. Whilst we have the best staff in the correct roles across the school, especially in teaching and leadership, we are not complacent and continually strive to improve further.. New or recently appointed leaders are taking greater ownership and driving improvements in teaching across the school.
5	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.
6	High expectations - we have significantly strengthened the teaching and leadership profile over the last 2 years. This is starting to show in our outcomes, which have improved. A culture of rigorous high expectations was re-established across the school in 2022 and is being rigorously implemented this academic year also.
7	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. Leaders have become part of the North of Tyne RADY project this academic year.
8	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. Further specifications will be introduced in 24/25 academic year - specifically linked to Reading Plus and Freckle
9	CPD - Stronger CPD offer has been 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. A new professional growth policy is being introduced in 24/25 to further improve CDP and training opportunities for all staff - linked to appraisal.

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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. We have made arrangements to offer pupils the flu vaccination much earlier this academic year, than in previous years. We have also worked closely with school health to ensure more pupils are vaccinated in 24/25

## 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	Evaluation July 2025	Evaluation JULY 2024
<p>From varied starting points, ensure more pupils keep up with the expected standard by the end of each academic year.</p>	<p><b>Improved progress measure scores.</b> <b>Raised attainment % for all year groups</b></p>	<p>Disadvantaged pupils across all statutory data gathering points <b><u>perform better than disadvantaged pupils nationally if they attend Welbeck Academy.</u></b></p> <p><b><u>Year 6:</u></b></p> <ul style="list-style-type: none"> <li>• Combined for disadvantaged 63% (24/25) compared to a national of 46% (23/24)</li> <li>• Across all other subject areas this is also the case by the end of Y6.</li> <li>• <b><u>Well above national</u></b></li> </ul> <p><b><u>Year 4:</u></b></p> <ul style="list-style-type: none"> <li>• Average score for 24/25 for disadvantaged pupils is above national for other disadvantaged pupils nationally. <b><u>School: 21.5 Dis national 18.5</u></b></li> </ul> <p><b><u>KS1 Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Year 1: 92% of disadvantaged pupils pass the phonics screening, when compared to disadvantaged pupils nationally (68%) <b><u>Well above national</u></b></li> <li>• Year 2: 92% of disadvantaged pupils pass the phonics screening by the end of Y2 - which has increased from 81% by the end of Y1.</li> </ul>	<p><b><u>Year 6 outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Significant improvement on previous year - closer to national for ALL pupils (within 5%).</li> <li>• Combined for disadvantaged is 51% at Welbeck, national was 45% - Welbeck is 6% <b><u>ABOVE NATIONAL</u></b></li> </ul> <p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Y1: 81% of disadvantaged pupils passed the Y1 phonics screening, this is well above a national of 67%(2023) <b><u>ABOVE NATIONAL</u></b></li> <li>• Y2: 96%, compared to a trust average of 90%</li> </ul> <p><b><u>Multiplication Check:</u></b></p> <ul style="list-style-type: none"> <li>• Average score of 21 achieved at Welbeck for disadvantaged pupils. National was 18.3 <b><u>ABOVE NATIONAL</u></b></li> </ul> <p><b><u>Other KS2 year groups:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Maths</u></b> - strong outcomes in all year groups - this is also the case for disadvantaged pupils. On average 73% of disadvantaged pupils in Y3/4/5 are working at the expected standard. National is 74% <b><u>IN LINE WITH NATIONAL</u></b></li> <li>• <b><u>Reading</u></b> - strong improvements evident based on Summer 2024 outcomes. On</li> </ul>

			<p>average 63% of disadvantaged pupils in Y3/4/5 are working at the expected standard. National is 60% <b><u>ABOVE NATIONAL</u></b></p> <ul style="list-style-type: none"> <li>• <u>Writing</u> - is improving, and all year groups have improved the % of pupils reaching the expected standard, but this is slower and needs to be targeted 24/25. On average 48% of disadvantaged pupils in Y3/4/5 are working at the expected standard, this has been brought down by Y4 writing outcomes.. National is 58%.</li> </ul>
<p>From low starting points (baseline) achieve upward trend exit EYFS results moving closer to and achieving national averages.</p>	<p><b>Improved progress measure scores.</b> <b>Raised attainment % for all groups</b></p>	<p><b><u>Good Level of Development:</u></b> 62% of disadvantaged pupils achieve this, compared to 52% nationally.</p> <p>ADD A BIT ABOUT PRIME AREAS AND DISADVANTAGED PUPILS</p>	<p><b><u>Good Level of Development:</u></b> 61% Disadvantaged 63%. Nationally this is 52% for disadvantaged pupils. <b><u>ABOVE NATIONAL</u></b></p> <p>Disadvantaged pupils performed as well as non disadvantaged pupils, especially in prime areas.</p>
<p>Achieve upward trend Y1/Y2 Phonics results moving closer to and achieving national averages.</p>	<p><b>Raised attainment % for all year groups</b> <b>Higher % of pupils reach the expected standard in reading by the end of KS1.</b></p>	<p><b><u>KS1 Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Year 1: 92% of disadvantaged pupils pass the phonics screening, when compared to disadvantaged pupils nationally (68%) <b><u>Well above national</u></b></li> <li>• Year 2: 92% of disadvantaged pupils pass the phonics screening by the end of Y2 - which has increased from 81% by the end of Y1. <b><u>Well above national</u></b></li> </ul>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Year 1 : 81% of disadvantaged pupils passed the Y1 phonics screening, this is well above a national of 67%(2023) <b><u>ABOVE NATIONAL</u></b></li> <li>• Year 2: 96%, compared to a trust average of 90%</li> <li>• Both improvements on previous year.</li> </ul> <p>Reading exit Y2: 54% for disadvantaged pupils - <b><u>IN LINE WITH NATIONAL</u></b></p> <p>More work is needed to embed phonics into fluency in Y2 and Y3 to further improve outcomes for disadvantaged pupils.</p> <p>Tighter focus on home reading, and specific reading interventions to be explored 24/25.</p>

<p>Achieve upward trend exit KS1 results, moving closer to and achieving national figures.</p>	<p><b>Raised attainment % for Year 1 and Year 2 in reading, writing, maths and GAPS.</b></p>	<p><b><u>KS1 Phonics:</u></b></p> <ul style="list-style-type: none"> <li>Year 1: 92% of disadvantaged pupils pass the phonics screening, when compared to disadvantaged pupils nationally (68%) <b><u>Well above national</u></b></li> <li>Year 2: 92% of disadvantaged pupils pass the phonics screening by the end of Y2 - which has increased from 81% by the end of Y1.</li> </ul>	<p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>Year 1 : 81% of disadvantaged pupils passed the Y1 phonics screening, this is well above a national of 67%(2023) <b><u>ABOVE NATIONAL</u></b></li> <li>Year 2: 96%, compared to a trust average of 90%</li> <li>Both improvements on previous year.</li> </ul> <p><b>EXIT KS1:</b></p> <ul style="list-style-type: none"> <li>Reading exit Y2: 54% for disadvantaged pupils - <b><u>IN LINE WITH NATIONAL</u></b></li> <li>Writing exit Y2: 54% for disadvantaged pupils - National 44% <b><u>ABOVE NATIONAL</u></b></li> <li>Maths exit Y2: 54% for disadvantaged pupils. <b><u>Just below</u></b> a national of 56% for disadvantaged pupils</li> </ul>
<p>Achieve upward trend exit KS2 results moving closer to and achieving national averages.</p>	<p><b>Raised attainment % for Y3 - Y6 in reading, writing, maths and GAPS.</b></p>	<p>Disadvantaged pupils across all statutory data gathering points <b><u>perform better than disadvantaged pupils nationally if they attend Welbeck Academy.</u></b></p> <p><b><u>Year 6:</u></b></p> <ul style="list-style-type: none"> <li>Combined for disadvantaged 63% (24/25) compared to a national of 46% (23/24)</li> <li>Across all other subject areas this is also the case by the end of Y6.</li> <li><b><u>Well above national</u></b></li> </ul> <p><b><u>Year 4:</u></b></p> <ul style="list-style-type: none"> <li>Average score for 24/25 for disadvantaged pupils is above national</li> </ul>	<p><b><u>Year 6 outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Significant improvement on previous year - closer to national for ALL pupils (within 5%).</li> <li>Combined for disadvantaged is 51% at Welbeck, national was 45% - Welbeck is 6% <b><u>ABOVE NATIONAL</u></b></li> </ul> <p><b><u>Multiplication Check:</u></b></p> <ul style="list-style-type: none"> <li>Average score of 21 achieved at Welbeck for disadvantaged pupils. National was 18.3 <b><u>ABOVE NATIONAL</u></b></li> </ul> <p><b><u>Other KS2 year groups:</u></b></p> <ul style="list-style-type: none"> <li><b><u>Maths</u></b> - strong outcomes in all year groups - this is also the case for disadvantaged pupils. On average 73% of disadvantaged pupils in Y3/4/5 are working at the expected standard.</li> </ul>

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Achieve reduced number of behaviour incidents	<b>Data and tracking system shows fall in behaviour incidents.</b>	There have been <b>0 suspensions</b> at Welbeck Academy in the academic year 24/25.	OFSTED QUOTE: Pupils at Welbeck Academy enjoy coming to school and attend regularly. Welbeck is a place where pupils come first. Staff know each pupil well. This gives pupils a strong sense of belonging and a feeling of security. Pupils are proud of their school and their community. They are warm-hearted and understand what it means to be a good friend. Pupils behave well. Bullying is rare. If it does happen, then there are adults in school to whom pupils can talk. Pupils have positive attitudes in lessons and are keen to learn.
Achieve reduced number of suspensions	<b>Learning walks provide strong evidence of high quality learning behaviours, focused and active learners, enjoying their lessons and making good progress.</b> <b>Pupil voice reports that behaviour is excellent</b>	Significant reduction in low level incidents (ABC data) from previous year.  <b>Pupil Survey June 2025:</b> 97% of pupils say behaviour in lessons is good. 98% pupils say behaviour around school is good 97% pupils say that school encourages me to look after my emotional and mental health  Parent Survey April 2025: <ul style="list-style-type: none"> <li>• 100% of parents feel that their child/ren do well at Welbeck.</li> </ul>	

		<ul style="list-style-type: none"> <li>● 97% of our parents would recommend Welbeck Academy</li> <li>● 99% of our parents have said their child is happy at Welbeck</li> <li>● 98% say we make sure that our children behave well</li> </ul>																					
<p>Achieve closer to national attendance and PA figures</p>	<p><b>% of PA's reduced from previous year</b></p> <p><b>Evidence shows that the school takes robust and swift action to ensure every child is in school everyday.</b></p> <p><b>Overall attendance figures show good improvement</b></p>	<p>KEY 24.25 document <a href="#">document</a></p> <p>Overall attendance at the time of the review - 94.2% showing a 1.2% improvement from previous year and better than similar school nationally (Q5 schools)</p> <table border="1" data-bbox="864 715 1453 944"> <thead> <tr> <th>GROUPS</th> <th>Boys</th> <th>Girls</th> <th>DIS</th> <th>Non DIS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>93.6%</td> <td>94.7%</td> <td>93.6%</td> <td>98.2%</td> </tr> <tr> <td>National FFT 5</td> <td>93.1%</td> <td>93.7%</td> <td>92.1%</td> <td>94.9%</td> </tr> <tr> <td></td> <td>+0.5%</td> <td>+1%</td> <td>+1.5%</td> <td>+3.3%</td> </tr> </tbody> </table> <p><b>Persistent Absence</b></p> <p>Significant reduction in % PA's between 23/24 and 24/25 academic year. Currently 13.49%, which would be below national and shows a 13.9% reduction when compared to PA in the previous academic year.</p>	GROUPS	Boys	Girls	DIS	Non DIS	School	93.6%	94.7%	93.6%	98.2%	National FFT 5	93.1%	93.7%	92.1%	94.9%		+0.5%	+1%	+1.5%	+3.3%	<ul style="list-style-type: none"> <li>● Overall attendance figures were 92.6%, compared to FFT national statistics of 94.3%.</li> <li>● Welbeck FSM6 pupils are attending as well as FFT national figures - 91.8%</li> <li>● Welbeck EHCP pupils are attending school more than their peers nationally according to FFT national figures.</li> <li>● Persistent absentees is 23.3%, compared with FFT national statistics of 16%. This was especially high in Y1, Y2 and Y6.</li> <li>● The school had three periods of significant dips in overall attendance: <ul style="list-style-type: none"> <li>○ Week 8 in the autumn term - where a higher than average % of parents took their children on unauthorised holidays</li> <li>○ Week 12 in the autumn term - where we had an outbreak of COVID, flu, whooping cough and tonsillitis.</li> </ul> </li> </ul>
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		<p>Now in line with national overall, and lower than national when comparing other Quintile 5 schools - as outlined on FFT</p> <p>Overall Attendance: has improved for the 4th year in a row</p>	<ul style="list-style-type: none"> <li>○ Week 23 - 27 where we had an outbreak of chickenpox, which significantly affected pupils in Y1, Y2 and Y6.</li> <li>○ Week 42 saw a significant increase in the number of unauthorised holidays being taken.</li> </ul>
<p><b>NEW FOR 2024/25:</b> Develop and implement effective strategies to support pupils in knowing more, remembering and retaining key knowledge across the curriculum.</p>	<p>Knowledge retention and retrieval research complete and strategy designed. CPD training in key retrieval strategies Retrieval strategies to be implemented consistently, especially within wider curriculum subjects.</p>	<p>All statutory data outlined above demonstrates that pupils by the end of Y6 are knowing more, remembering more, retaining key knowledge from our well embedded curriculum.</p> <p><b>Pupil Survey June 2025:</b> 95% of pupils say that their teachers give them work that challenges them. 99% pupils say that the teacher helps me to do my best</p> <p><b>Parent Survey April 2025:</b></p> <ul style="list-style-type: none"> <li>● 100% of parents feel that their child/ren do well at Welbeck.</li> <li>● 97% of our parents would recommend Welbeck Academy</li> <li>● 99% of our parents have said their child is happy at Welbeck</li> <li>● 97% say we have very high expectations for their child/ren.</li> <li>● 98% say we make sure that our children behave well</li> </ul>	<p>New for 2024/25</p>

		<ul style="list-style-type: none"><li>• 100% parents say that we teach a good range of subjects</li><li>• 99% of parents say that we keep parents informed about how well their child/ren are doing</li></ul>	
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## 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: £309,342**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed lead practitioners within the teaching profile, to strengthen teaching profile in KS2 and include them more in monitoring activities so that they can coach and support individual teachers</p> <p><b>COST: £107,732</b></p>	<p>Teaching profile in KS2 has strengthened significantly over the last 18 months. This is particularly evident in Y5/6 and was evident in Y3 last academic year. Slight changes to KS2 staff (maternity leave) has been necessary for the year ahead - Strong induction, support and guidance is being rolled out in Autumn 1.</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 for 24/25, CPD will be more reflective of monitoring improvement points over the course of the year.</p>	<p>All</p>

Further strengthen leadership, deepen understanding of their roles and responsibilities so that all leaders continue to drive up standards across the school.

**COST: £24,881 Trust Support**

EYFS lead has returned from maternity leave.  
KS1 AHT left Welbeck at Easter 2024, He has been replaced with an outstanding lead from within the trust to ensure consistency and quality of KS1 provision/ education continues to improve.

LKS2 AHT is currently on maternity leave, and has been temporarily replaced to cover this period.

TLR 2B reading lead is currently on maternity leave, and has been temporarily replaced to cover this period.

Further support form WISE Academies has been established, including:

- T&L English lead - now in Welbeck 2 days per week to support with phonics, early English.
- Phonics to Fluency trainer from WISE Teaching School - providing targeted support for Y2/3 staff.
- T&L Maths lead - supporting temp Maths lead whilst AHT is on maternity leave - ½ termly.
- RED - additional coaching and joint monitoring specifically at Welbeck has been mapped out for the 24/25 academic year.

Introducing Strategic Quality Assurance sessions with the leadership team, by the RED, HT and DHT, who will have a different focus each ½ term. This is to ensure very swift and decisive action is addressed by leaders in a timely manner. Occasionally, action is not swift enough or standards and expectations and not maintained enough.

Continue to release key leaders weekly to rigorously monitor, coach and support the implementation of the quality of

1/3/4/5/6/7/8

	education so that more pupils keep up by the end of the academic year in every year group.	
<p>Embed behaviour and nurture team, routines, timetable and interventions to further reduce the % of suspensions.</p> <p><b>COST: £63,727</b></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. This improved significantly in the 2023/24 academic year. Nevertheless, a systematic review of the policy has taken place to ensure that targeted interventions are in place to support pupils to learn how to behave in line with our policies and procedures. The nurture team has been strengthened to ensure pupils are supported through early intervention, to prevent suspensions where necessary.</p> <p>Within our community there are behaviours, words and actions that are socially accepted and encouraged, however, these are not acceptable in school. These will be addressed through PHSE, assemblies and specific focus weeks e.g. Kindness week WB 7th October 2024.</p> <p>The policy has included a greater focus on restorative and relationship building approach, with our in-house behaviour and attitudes team providing specific behaviour for learning interventions. This needs to better incorporate the class teacher/ wider team this year to ensure there is a consistent approach implemented no matter what.</p> <p>The policy was further strengthened to include the WISE agreed sanctions ladder, to enable leaders to track and monitor behaviour incidents and provide interventions as required more swiftly. This will now also involve an electronic tracker so that data can be extracted, analysed and acted upon by the behaviour/ nurture team.</p>	1/9
Provide a strong CPD programme, and coaching to:	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	3/4/5/7

<ul style="list-style-type: none"> <li>● fully implement the new WISE teaching principles across the school</li> <li>● Introduce Voice 21 - and improve pupils speaking and listening skills (linked to AFI2)</li> <li>● CPD programme linked to metacognition, retrieval and retention (LINKED TO AFI 2)</li> </ul>	<p>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>Introduce a new Professional Growth Policy, to replace appraisal, with one school goal, one personalised professional goal linked to the SIP, and one optional career goal. Leaders will adopt more of a coaching and mentoring role, performing regular check in's and support to enable teachers to take greater control and drive their own growth within our school setting.</p> <p>The <a href="#">EEF Guidance</a> makes three recommendations, which are being implemented at Welbeck:</p> <ul style="list-style-type: none"> <li>● When designing and selecting professional development, focus on the mechanisms.</li> <li>● Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</li> <li>● Implement professional development programmes with care, taking into consideration the context and needs of the school.</li> </ul>	
<p>Improve basic knowledge and skills so that more pupils are fluent in reading <b>and more effective in writing.</b> (LINKED TO OFSTED AF1)</p>	<p>In November 2023 OFSTED identified the following AFI: Many pupils are not secure in the basic knowledge and skills to support fluent reading and effective writing. Many pupils do not gain the vocabulary and secure knowledge of grammar that they need. This slows the progress that they make. The school should work with teachers to further improve pupils' reading</p>	<p>1/3/4/5/6</p>

	<p>and writing skills to improve their learning across the curriculum.</p> <p>Outcomes 23/24 - as can be seen in the evaluation of this document for the past 12 months - our attainment outcomes demonstrate a different picture for disadvantaged pupils at almost all statutory measure points. This will be built upon over the next 12 months and remains a key priority.</p> <p>With that in mind leaders refer closely to the EEF guidance as outlined below to ensure literacy provision continues to improve:</p> <p>EEF: <a href="#">Preparing for Literacy guidance</a></p> <p>EEF: <a href="#">What might fluency practise look like in the classroom?</a></p> <p>EEF: <a href="#">Literacy in KS1</a></p> <p>EEF: <a href="#">Improving Literacy in KS2</a></p> <p>EEF: <a href="#">Readers Theatre</a></p> <p>EEF: <a href="#">Reading Comprehension Strategies</a></p>	
<p>Continue to provide coaching and specific training to all staff teaching RWI/ phonics interventions across the school.</p> <p><b>COST: £29,450</b></p>	<p>Whilst phonics outcomes have improved from academic year 2023/24, 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: <a href="#">Phonics</a></p>	<p>1/3/5</p>
<p>Improve <b>mathematics</b> provision across the whole school.</p>	<p>Whilst in house data shows some real improvements in Maths outcomes, especially over the last 24 months, there is room for further improvement. The EEF reviews the best available</p>	<p>1/3/5/6</p>

	<p>evidence to offer five recommendations for developing the maths skills of 3–7-year olds. Recommendations include integrating 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: <a href="#">Improving Maths in EYFS and KS1</a></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: <a href="#">Improving Maths in KS2 and KS3</a></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><b>COST: £51,763</b></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 <a href="#">EEF guidance</a> make five recommendations, which are being implemented at Welbeck:</p> <ul style="list-style-type: none"> <li>• Create a positive and supportive environment for all pupils, without exception</li> <li>• Build an ongoing, holistic understanding of your pupils and their needs</li> <li>• Ensure all pupils have access to high quality teaching</li> <li>• Complement high quality teaching with carefully selected small-group and one-to-one interventions.</li> <li>• Work effectively with teaching assistants.</li> </ul>	
<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"> <li>• Accelerated reader</li> <li>• Star maths</li> <li>• TTRS</li> <li>• Rising Stars standardised tests</li> </ul> <p><b>COST: £24,856</b></p>	<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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</p>	1/3/4/5/6

	<p>and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery.</p> <p>The <a href="#">EEF guidance</a> makes six recommendations, which will be implemented at Welbeck:</p> <ul style="list-style-type: none"> <li>● Lay the foundations for effective feedback</li> <li>● Deliver appropriately timed feedback that focuses on moving learning forward</li> <li>● Plan for how pupils will receive and use feedback</li> <li>● Carefully consider how to use purposeful, and time efficient, written feedback</li> <li>● Carefully consider how to use purposeful verbal feedback</li> <li>● Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</li> </ul>	
<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"> <li>● targeted reading aloud and book discussion with young children;</li> <li>● explicitly extending pupils' spoken vocabulary;</li> <li>● the use of structured questioning to develop reading comprehension;</li> <li>and</li> <li>● the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p>EEF: <a href="#">Oral language Interventions</a></p> <p><a href="#">Launchpad for Literacy</a></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><b><u>COST: £6,933</u></b></p>	<p>As we have developed our curriculum we have become reliant on some key resources including:</p> <ul style="list-style-type: none"> <li>● Accelerated reader</li> <li>● Reading plus</li> <li>● Reach Curriculum</li> <li>● Charanga Music</li> <li>● Star maths</li> <li>● TTRS</li> <li>● Testbase</li> <li>● Twinkl</li> </ul>	<p>ALL</p>

	These are essential for helping us continue to raise standards across the school	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

**Budgeted cost: £124,152**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicitly implement named structured intervention programmes based on educational research and proven track record.	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. EEF: <a href="#">Small Group Tuition</a>	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  <b>COST: £124,152</b>	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. EEF: <a href="#">Reduced Class Sizes</a>	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.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories: <ol style="list-style-type: none"> <li>1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol>	2/9

	EEF: <a href="#">Behaviour Interventions</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Strengthen the school welfare team to include 3 full time staff:</i>  <i>Attendance and Safeguarding manager</i>  <i>Child and welfare Officer</i>  <i>Attendance Officer</i></p> <p><b>COST: £49,566</b></p>	<p>Attendance figures for 23/24 were 92.6%, with our overall PA figure being 23.3%. 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 important 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> <p>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.</p>	1/2/9

<p><i>Continue to offer a uniform bank to support new and struggling families with uniform costs</i></p>	<p>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 provide uniforms, shoes and other equipment/ services so that every child is able to attend school.</p>	<p>1/2/9</p>
<p><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></p>	<p>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.</p>	<p>1/2/9</p>
<p><i>Renew service level agreement with counselling service to support pupil and staff well-being.</i></p> <p><b>COST: £13,500</b></p>	<p>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.</p> <p>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.</p>	<p>1/2/9</p>
<p><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></p>	<p>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.</p> <p>Providing instantsupport 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.</p>	
<p><i>Continue to heavily subsidise the cost of trips and residential to ensure pupils have the opportunity to meet our childhood pledge.</i></p> <p><b>COST: £10,000</b></p>	<p>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 wider childhood experiences in line with our WISE childhood pledge.</p>	<p>ALL</p>

**Total budgeted cost: £ 506,460**