

Pupil premium strategy statement 25/26 – 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)	456
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2026 - December 2026 (January 2024 - December 2027)
Date this statement was published	October 2023, update published October 2024, October 2025
Date on which it will be reviewed	July 2024, July 2025, July 2026
Statement authorised by	
Pupil premium lead	Louise Saunders
Governor / Trustee lead	Christine Collins

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£ 471,260
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
Total budget for this academic year	£ 471,260
Projected spend for 2025/26	£ 471,260

Part A: Pupil Premium Strategy Plan (Drafted prior to the release of the 2025 IDSR - will be updated and refined further post IDSR publication)

Statement of intent:

Our intention is that all pupils, irrespective of their background or the challenges they face outside of school, make accelerated progress and achieve high attainment across all subject areas. At the heart of all leadership decision making is equity, and this has been a huge focus for our school over the last two years. Alongside equity, we are deeply committed to embedding and refining our culture, environment, policies, procedures and teaching to ensure that it deepens every child's sense of belonging. This is especially important for our most vulnerable and disadvantaged pupils. Our evidence and school also demonstrates this in reality to a strong standard.

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.

With this in mind we will continue to seek out the specific challenges faced by all vulnerable pupils, such as those who have a social worker, those children in care, those in the SEND register and those who are living in entrenched poverty. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Challenges:

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It is important to note that our challenges have been identified and linked closely to the prior OFSTED AFI's and our self evaluation of the 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.

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.

Challenge number	Detail of challenge
1	<p>Since the inspection, what was outlined in AFI 1 has improved significantly and consistently, as demonstrated by our statutory outcomes, especially in 2024 and 2025. Improving reading and writing skills in KS1 and KS2 starts with looking upstream - and over the last two years we have been focusing our attention on the start of their time at Welbeck - in EYFS. For some this is aged 2 in playgroup, for others this is in Reception.</p> <p>Ultimately though, each year our pupils enter our school in EYFS with extremely low entry points and significant gaps in their child development especially in the prime areas - Very few are school ready, therefore we have to prioritise the teaching of the prime areas of learning, through setting clear and firm behaviour expectations, establishing clear and consistent routines and building strong working relationships so that our youngest children make accelerated progress, achieving the GLD by the end of Reception.</p>
2	<p>As part of this AFI, and recognising the significant improvements made as demonstrated by our statutory outcomes in 2024 and 2025, we will continue to embed and refine our EYFS and KS1 environment, curriculum and quality interactions so that more pupils achieve the GLD, pass their phonics and become fluent readers and writers by the end of KS1. We will continue to relentlessly prioritise the explicit teaching of foundational skills and knowledge - especially in relation to developing language and oracy skills, early reading, physical development leading to confident and competent writers and early mathematical skills and knowledge</p>
3.	<p>Oral language development: Language is key to success in accessing the curriculum; It permeates every aspect of school life - participation in lessons, developing background knowledge that binds learning together and developing relationships with adults and peers. Language comprehension facilitates independence in learning and contributes to belonging. When pupils struggle with language comprehension, school becomes something to endure rather than enjoy. The presumption of language can leave pupils isolated in the classroom so EVERY moment in school needs to be an expressive and receptive language development moment.</p> <p>Over the last two years, we have worked hard to ensure that oral language is explicitly taught and more opportunities are built into lessons across the curriculum and through quality interactions. Our challenge is to further embed and refine our practice to ensure that every moment in school is an opportunity to talk, engage in quality interactions, express themselves, listen, respond and challenge. (Launchpad for literacy, quality interactions, voice 21 strategies and techniques, stem sentences, vocabulary teaching, oracy lessons</p>

4	<p>Know more and remember more: Triangulated monitoring - including pupils work, pupil voice, case sampling, lesson drop ins, and pupil outcomes improving significantly by the end of KS2 - alongside two years of PP strategy evaluations show significant improvements in this area. Our challenge for the year ahead is to embed and refine our curriculum implementation ensuring it incorporates:</p> <ul style="list-style-type: none"> ● Opportunities to develop language at every opportunity - linked to challenge 3 ● Planned and purposeful speaking and listening opportunities throughout our curriculum implementation. ● Explicit retrieval opportunities built into every lesson ● Planned oracy lessons to teach specific speaking and listening techniques using Voice 21 training and support.
5	<p>High Quality Teaching/ CPD: we have significantly strengthened the teaching and leadership profile over the last 3 years. We have the best staff in the correct roles, working tirelessly for our community across the school, we are not complacent and continually strive to improve further. Our next step is to further embed and refine purposeful, planned and reactive CPD for all staff linked closely to the needs of the school and our WISE Teaching and Learning Principles, ensuring every member of class based staff is well trained, supported and coached on how to use these principles in the classroom to be an efficient and effective teacher, especially for the most vulnerable pupils being targeted. We continue to focus on four main areas:</p> <ul style="list-style-type: none"> ○ <u>Modelling and Explaining:</u> Ensuring teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. ○ <u>Questioning and Checking for Understanding:</u> 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. ○ <u>Adaptive and Responsive Teaching:</u> Ensuring we know and understand what Adaptive and responsive teaching means and looks like, alongside we plan to meet the needs of all pupils. The aim of high-quality instruction is to ensure all children meet the same high expectations we have set. Pupils keep up so very few need to catch up. ○ <u>Oral Language Development:</u> Ensuring staff are well trained and confident in engaging all pupils in high quality interactions, explicitly teaching pupils how to communicate, develop their vocabulary and implement some key strategies and techniques to further improve our pupils oral language and development.
6	<p>Inclusion: Inclusion is at the heart of all leaders' decision making at Welbeck. Using our monitoring activities and meticulous gaps analysis of various data sets leaders take focused and decisive actions to further embed our inclusive practice each day. With that in mind, our challenge this year is to further refine our use of precision teaching through targeted "readiness groups" for Maths and English, to address significant gaps in foundational knowledge and skills for carefully identified (against a clear entry/ exit criteria) vulnerable pupils who have the greatest gaps in their learning for a variety of reasons, including SEND, trauma, and high levels of school mobility.</p>
7	<p>Inclusion: Our improved outcomes in 2024 and 2025 demonstrate the impact of our high quality, targeted and focused interventions being implemented over time, especially for the most vulnerable pupils. Our focus for the year ahead is to further refine our interventions to ensure that pupils who need it receive:</p> <ul style="list-style-type: none"> ● 1:1 phonics tutoring in EYFS and Y1 - to further improve the % of pupils being able to read well/ pass the phonics screening test. ● 1:1 tutoring to pass the phonics screening, if not passed or fluently reading by the end of KS1. ● Frequent 1:1 reading each week in school for those pupils who are not reading at home.

	<ul style="list-style-type: none"> EAL - specific interventions to support those pupils new to English acquire the language as quickly as possible
8	<p>Inclusion: Our greatest SEND primary area of need is Communication and Interaction, with Autism pathways/ diagnosis on the rise across our school, and within the local community. Whilst in the early years (EYFS and Y1) pupils' needs are largely linked to speech and language difficulties, further up the school it is largely linked to social communication and Autism. Alongside adaptations within the classroom, and inclusion through every day QFT, our challenge is to further refine our interventions so that:</p> <ul style="list-style-type: none"> Specific speech 1:1 tutoring/ small group interventions (as directed by SALT wherever possible) enable pupils with articulation, fluency and sound difficulties Specific language 1:1 tutoring/ small group interventions (as directed by professionals and using launchpad for literacy) enables these pupils to develop their receptive language and expressive language. Specific social communication interventions to help those who need it develop the social rules of communication, alongside this where needed targeted interventions for those pupils with autism who need support with interactions, literal interpretations, social and emotional understanding and/or conversational skills.
9	<p>Attendance: Our overall attendance figures have improved over the last 3 years, and the % of pupils classed as PA has reduced significantly, especially between 2023/24 and 2024/25. Our challenges/ focus for the year ahead are:</p> <ul style="list-style-type: none"> Further reduce the % of pupils who are PA, with a focus on pupils who are disadvantaged and SEN support. Further increase the overall % of pupils attending school each day - with a focus on pupils whose attendance falls between 85% and 96%.

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. **Any writing in blue has been added for the academic year ahead - 2025/26.**

Intended outcome	Success criteria	Evaluation July 2025	Evaluation JULY 2024
<p>From extremely low and varied starting points, ensure more pupils keep up with at least the expected standard by the end of each academic year.</p>	<p>Raised attainment % for all year groups</p> <p>Progress over time score reintroduced in 2026, will show strong rates of progress over time by the end of KS2</p>	<p>Disadvantaged pupils across all statutory data gathering points <u>perform better than disadvantaged pupils nationally if they attend Welbeck Academy.</u></p> <p>Year 6:</p> <ul style="list-style-type: none"> • Combined for disadvantaged 63% (24/25) compared to a national of 46% (23/24) • Across all other subject areas this is also the case by the end of Y6. • <u>Well above national</u> <p>Year 4:</p> <ul style="list-style-type: none"> • Average score for 24/25 for disadvantaged pupils is above national for other disadvantaged pupils nationally. <u>School: 21.5 Dis national 18.5</u> <p>KS1 Phonics:</p> <ul style="list-style-type: none"> • Year 1: 92% of disadvantaged pupils pass the phonics screening, when compared to disadvantaged pupils nationally (68%) <u>Well above national</u> • 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. 	<p>Year 6 outcomes:</p> <ul style="list-style-type: none"> • Significant improvement on previous year - closer to national for ALL pupils (within 5%). • Combined for disadvantaged is 51% at Welbeck, national was 45% - Welbeck is 6% <u>ABOVE NATIONAL</u> <p>Phonics:</p> <ul style="list-style-type: none"> • Y1: 81% of disadvantaged pupils passed the Y1 phonics screening, this is well above a national of 67%(2023) <u>ABOVE NATIONAL</u> • Y2: 96%, compared to a trust average of 90% <p>Multiplication Check:</p> <ul style="list-style-type: none"> • Average score of 21 achieved at Welbeck for disadvantaged pupils. National was 18.3 <u>ABOVE NATIONAL</u> <p>Other KS2 year groups:</p> <ul style="list-style-type: none"> • Maths - 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% <u>IN LINE WITH NATIONAL</u> • Reading - strong improvements evident based on Summer 2024 outcomes. On average 63% of disadvantaged pupils in Y3/4/5 are working at the expected standard. National is 60% <u>ABOVE NATIONAL</u> • Writing - 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%.
From extremely low and varied starting points, ensure more pupils are challenged further throughout their time at Welbeck, achieving greater depth by the end of KS2	Increase % of pupils, particularly those who are disadvantaged, achieving GDS in statutory outcomes by the end of KS2	New outcome for 25/26	New outcome for 2025/26
From low starting points (baseline) achieve upward trend exit EYFS results moving closer to and achieving at least national averages.	Improved progress measure scores. Raised attainment % for all groups	Good Level of Development: 62% of disadvantaged pupils achieve this, compared to 52% nationally.	Good Level of Development: 61% Disadvantaged 63%. Nationally this is 52% for disadvantaged pupils. ABOVE NATIONAL Disadvantaged pupils performed as well as non disadvantaged pupils, especially in prime areas.
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.	KS1 Phonics: <ul style="list-style-type: none"> Year 1: 92% of disadvantaged pupils pass the phonics screening, when compared to disadvantaged pupils nationally (68%) Well above national 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. Well above national 	Phonics: <ul style="list-style-type: none"> Year 1 : 81% of disadvantaged pupils passed the Y1 phonics screening, this is well above a national of 67%(2023) ABOVE NATIONAL Year 2: 96%, compared to a trust average of 90% Both improvements on previous year. <p>Reading exit Y2: 54% for disadvantaged pupils - IN LINE WITH NATIONAL More work is needed to embed phonics into fluency in Y2 and Y3 to further improve outcomes for disadvantaged pupils. Tighter focus on home reading, and specific reading interventions to be explored 24/25.</p>
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.	KS1 Phonics: <ul style="list-style-type: none"> Year 1: 92% of disadvantaged pupils pass the phonics screening, when compared to disadvantaged pupils nationally (68%) Well above national Year 2: 92% of disadvantaged pupils pass the phonics screening by the end of 	Phonics: <ul style="list-style-type: none"> Year 1 : 81% of disadvantaged pupils passed the Y1 phonics screening, this is well above a national of 67%(2023) ABOVE NATIONAL Year 2: 96%, compared to a trust average of 90%

		<p>Y2 - which has increased from 81% by the end of Y1.</p>	<ul style="list-style-type: none"> Both improvements on previous year. <p>EXIT KS1:</p> <ul style="list-style-type: none"> Reading exit Y2: 54% for disadvantaged pupils - IN LINE WITH NATIONAL Writing exit Y2: 54% for disadvantaged pupils - National 44% ABOVE NATIONAL Maths exit Y2: 54% for disadvantaged pupils. Just below a national of 56% for disadvantaged pupils
<p>Achieve upward trend exit KS2 results moving closer to and achieving national averages for expected+ and GDS.</p>	<p>Raised attainment % for Y3 - Y6 in reading, writing, maths and GAPS.</p>	<p>Disadvantaged pupils across all statutory data gathering points perform better than disadvantaged pupils nationally if they attend Welbeck Academy.</p> <p>Year 6:</p> <ul style="list-style-type: none"> Combined for disadvantaged 63% (24/25) compared to a national of 46% (23/24) Across all other subject areas this is also the case by the end of Y6. Well above national <p>Year 4:</p> <ul style="list-style-type: none"> Average score for 24/25 for disadvantaged pupils is above national for other disadvantaged pupils nationally. School: 21.5 Dis national 18.5 <p>ADD INFO ABOUT IN YEAR DATA FOR DISADVANTAGED PUPILS IN Y3/4/5</p>	<p>Year 6 outcomes:</p> <ul style="list-style-type: none"> Significant improvement on previous year - closer to national for ALL pupils (within 5%). Combined for disadvantaged is 51% at Welbeck, national was 45% - Welbeck is 6% ABOVE NATIONAL <p>Multiplication Check:</p> <ul style="list-style-type: none"> Average score of 21 achieved at Welbeck for disadvantaged pupils. National was 18.3 ABOVE NATIONAL <p>Other KS2 year groups:</p> <ul style="list-style-type: none"> Maths - 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% IN LINE WITH NATIONAL Reading - strong improvements evident based on Summer 2024 outcomes. On average 63% of disadvantaged pupils in Y3/4/5 are working at the expected standard. National is 60% ABOVE NATIONAL Writing - 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%.																				
Achieve reduced number of behaviour incidents	Data and tracking system shows fall in behaviour incidents.	There have been 0 suspensions at Welbeck Academy in the academic year 24/25.	OFSTED QUOTE: Pupils at Welbeck Academy enjoy coming to school and attend regularly.																				
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	<p>Significant reduction in low level incidents (ABC data) from previous year.</p> <p>Pupil Survey June 2025: 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</p> <p>Parent Survey April 2025:</p> <ul style="list-style-type: none"> • 100% of parents feel that their child/ren do well at Welbeck. • 97% of our parents would recommend Welbeck Academy • 99% of our parents have said their child is happy at Welbeck • 98% say we make sure that our children behave well 	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 closer to national attendance for overall attendance and robustly reduce toe % of pupils PA - especially those in the most vulnerable groups.	% 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	<p>KEY 24.25 document document</p> <p>Overall attendance at the time of the review - 94.2% showing a 1.2% improvement form previous year and better than similar school nationally (Q5 schools)</p> <table border="1" data-bbox="864 1094 1453 1323"> <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>	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"> • Overall attendance figures were 92.6%, compared to FFT national statistics of 94.3%. • Welbeck FSM6 pupils are attending as well as FFT national figures - 91.8% • Welbeck EHCP pupils are attending school more than their peers nationally according to FFT national figures. • Persistent absentees is 23.3%, compared with FFT national statistics of 16%. This was especially high in Y1, Y2 and Y6. • The school had three periods of significant dips in overall attendance: <ul style="list-style-type: none"> ◦ Week 8 in the autumn term - where a higher than average % of parents took their children on unauthorised holidays
GROUPS	Boys	Girls	DIS	Non DIS																			
School	93.6%	94.7%	93.6%	98.2%																			
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		<p>Persistent Absence 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> <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"> ○ Week 12 in the autumn term - where we had an outbreak of COVID, flu, whooping cough and tonsillitis. ○ Week 23 - 27 where we had an outbreak of chickenpox, which significantly affected pupils in Y1, Y2 and Y6. ○ Week 42 saw a significant increase in the number of unauthorised holidays being taken.
<p>NEW FOR 2024/25: 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>Pupil Survey June 2025: 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>Parent Survey April 2025:</p> <ul style="list-style-type: none"> ● 100% of parents feel that their child/ren do well at Welbeck. ● 97% of our parents would recommend Welbeck Academy ● 99% of our parents have said their child is happy at Welbeck ● 97% say we have very high expectations for their child/ren. ● 98% say we make sure that our children behave well ● 100% parents say that we teach a good range of subjects ● 99% of parents say that we keep parents informed about how well their child/ren are doing 	<p>New for 2024/25</p>

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: £130,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the roles of our teaching and learning advocates, their roles, responsibilities and teaching commitments into the staffing/ leadership structure enabling them to:</p> <ul style="list-style-type: none"> ● Team teach alongside teachers ● Model the implementation of our teaching and learning principles in action and their IMPACT of pupil progress and attainment. ● Lead the planning and implementation of our professional development programme to further improve QFT across the school. <p>COST: £81,747</p>	<p>Our plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending.</p> <p>Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>This entire plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending. Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>EEF Evidence Supporting Professional Development and Coaching</p> <p>The EEF's research on Effective Professional Development (PD) directly supports our strategy to embed and refine CPD, coaching, and mentoring:</p> <ul style="list-style-type: none"> ● High-Quality Teaching as the Priority: The EEF's <i>Guide to the Pupil Premium</i> states that ensuring an effective teacher is in front of every class, and supporting every teacher to improve, is the single most important strategy for disadvantaged pupils. Professional development is the vehicle for achieving this "Quality First Teaching." ● Mechanisms for Impact: Effective PD is sustained, repeated, and focuses on mechanisms that cause change in teacher practice, such as: <ul style="list-style-type: none"> ○ Building Knowledge: Training on specific, evidence-based content (e.g., Launchpad to Literacy, Voice 21, or WISE principles). ○ Developing Teaching Techniques: Using coaching and mentoring to model and practise new strategies in the classroom. ○ Embedding New Practices: The coaching and mentoring element ensures new skills are embedded and sustained, moving beyond one-off training events. 	<p>All</p>

<p>Maintain the % of non class based release time for the SENDCO, to enable her to closely monitor and provide specific coaching, CPD and support e.g. team teaching for teachers and TA's across the school as they adapt their teaching to meet the needs of pupils with SEND and those who are vulnerable.</p> <p>COST: £45,958</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>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>In addition to this pupils with SEND are more likely to attend school if they feel supported, and have the confidence, trust and well established relationships with adults so that they</p>	<p>6/7/8/9</p>
<p>Embed and refine the implementation of high quality, purposeful, personalised and specific professional development, coaching and mentoring across the school, with a focus on:</p> <ul style="list-style-type: none"> ● Quality first teaching throughout the school and the implementation of WISE Teaching and Learning Principles as specified in the challenges section. ● Embed Launchpad to literacy, WISE quality interactions CPD, and Voice 21 training across the school for all staff or specific staff in relation to where they are working. ● Develop further our expertise in supporting pupils with SEND across the school - with a 	<p>Our plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending.</p> <p>Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>This entire plan is strongly supported by the EEF, as investing in High-Quality Teaching is the top priority in the EEF's tiered model for Pupil Premium spending. Professional development, coaching, and targeted training are the mechanisms for improving the quality of teaching, which benefits all pupils, especially the disadvantaged.</p> <p>EEF Evidence Supporting Professional Development and Coaching</p> <p>The EEF's research on Effective Professional Development (PD) directly supports our strategy to embed and refine CPD, coaching, and mentoring:</p> <ul style="list-style-type: none"> ● High-Quality Teaching as the Priority: The EEF's <i>Guide to the Pupil Premium</i> states that ensuring an effective teacher is in front of every class, and supporting every teacher to improve, is the single most important 	<p>All</p>

<p>bespoke CPD programme specifically linked to Communication and Interaction SEND need.</p> <p>COST: £3,000</p>	<p>strategy for disadvantaged pupils. Professional development is the vehicle for achieving this "Quality First Teaching."</p> <ul style="list-style-type: none"> ● Mechanisms for Impact: Effective PD is sustained, repeated, and focuses on mechanisms that cause change in teacher practice, such as: <ul style="list-style-type: none"> ○ Building Knowledge: Training on specific, evidence-based content (e.g., Launchpad to Literacy, Voice 21, or WISE principles). ○ Developing Teaching Techniques: Using coaching and mentoring to model and practise new strategies in the classroom. ○ Embedding New Practices: The coaching and mentoring element ensures new skills are embedded and sustained, moving beyond one-off training events. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £240,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy staff effectively in EYFS to prioritise the teaching, learning and embedding of foundational knowledge and skills, and gaps due to low entry points, with a focus on:</p> <ul style="list-style-type: none"> ● QFT throughout the provision at every stage to address low starting points and accelerate progress. ● With more adults, pupils will have access to more quality interactions, more frequently and robustly. ● Oral language development - through the curriculum interactions and personalised interventions. ● Increased capacity to deliver 1:1 tutoring, 1:1 reading, interventions and precision teaching linked to our main challenges as outlined above. <p>COST: £53,074 (50% of additional staffing cost)</p>	<p>EEF Early Years Toolkit: The Communication and Language Approaches strand has a very high impact (an average of +7 months' additional progress) for very low cost, based on moderate evidence.</p> <p>Relevance: This is the most direct support for our goal of oral language development through curriculum interactions and personalised interventions. The EEF notes that effective approaches often involve intentional acting to develop children's language, including:</p> <ul style="list-style-type: none"> ● Targeted reading aloud and book discussion with young children. ● Explicitly extending pupils' spoken vocabulary. ● Purposeful, curriculum-focused, dialogue and interaction. <p>The Link to Ratios: Having more adults (i.e., improved staff-to-child ratio) creates the capacity to deliver these high-quality, targeted interactions and small-group or 1:1 interventions more frequently and robustly, which is a core part of our strategy.</p> <p>Small Group Tuition and One-to-One Tutoring</p> <ul style="list-style-type: none"> ● EEF Teaching and Learning Toolkit (and applicable in Early Years): <ul style="list-style-type: none"> ○ Small Group Tuition has an average impact of +4 months' additional progress for a moderate cost. The evidence shows that small-group tuition is effective, and the smaller the group, generally the better (up to about six or seven pupils). ○ One-to-One Tutoring also has a positive impact (often greater, around +5 months), but is a higher cost intervention. ● Relevance: These strands directly support our goal of increased capacity to deliver 1:1 tutoring, interventions, and precision teaching. The key is that the tuition is targeted at pupils' specific needs and is delivered by trained staff (linking to your focus on QFT—Quality First Teaching/Tutors). ● The Link to Ratios: Deploying extra staff to facilitate small group or 1:1 interventions ensures that the reduction in the group size for the intervention is <i>large enough</i> to enable the practitioner to change their teaching approach to be more intensive, interactive, and precisely matched to need. 	<p>1/2/3/5/7/8</p>

<p>Deploy additional staff effectively in KS1 to build on the teaching, learning and embedding of foundational knowledge and skills, targeting pupils who did not achieve the GLD by the end of Reception, with a focus on:</p> <ul style="list-style-type: none"> ● QFT across the curriculum, with emphasis placed upon early acquisition of Maths and English ● More opportunities to build on quality interactions, with greater frequency and robustness. ● Oral language development - through the curriculum interactions and personalised interventions. ● Increased capacity to deliver 1:1 tutoring, 1:1 reading, interventions and precision teaching linked to our main challenges as outlined above. <p>COST: £69,072 (50% of additional staffing cost)</p>	<p>Our plan to increase capacity for 1:1 tutoring, 1:1 reading, and precision teaching is directly endorsed by the EFF. Targeting pupils who did not achieve the GDL means the support is diagnostic and focused, maximising impact.</p> <p>Deploying additional staff specifically for intensive, targeted academic support in Early Maths and English is the most evidence-informed use of non-teacher staff. This is a highly effective way to catch up pupils who have fallen behind.</p> <p>Tuition:</p> <ul style="list-style-type: none"> ● Small Group Tuition has an average impact of +4 months' additional progress for a moderate cost. The evidence shows that small-group tuition is effective, and the smaller the group, generally the better (up to about six or seven pupils). ● One-to-One Tutoring also has a positive impact (often greater, around +5 months), but is a higher cost intervention. <p>Our focus on Oral language development through curriculum interactions and personalised interventions is one of the most cost-effective, high-impact strategies in the Toolkit.</p> <p>Oral language is a crucial foundation for reading comprehension and overall attainment. Addressing these gaps, which are often a challenge for pupils not meeting the GDL, offers a high return on investment.</p> <p>The additional adults provide the opportunity for more quality interactions, with greater frequency and robustness—the key mechanism through which oral language interventions are delivered.</p> <p>Oral Language Interventions +6 months' additional progress (Primary) low cost.</p> <ul style="list-style-type: none"> ● Evidence is particularly strong in Early Years and Primary. ● Effectiveness is higher when interventions are integrated with the existing curriculum and involve high-quality spoken interaction (like structured questioning and vocabulary development). 	<p>1/2/3/5/6/7/8</p>
<p>Deploy additional staff effectively in KS2 to build on the teaching, learning and embedding of foundational knowledge and skills taught throughout EYFS and KS1, targeting pupils who:</p> <ul style="list-style-type: none"> ● have not passed the phonics screening and/ or are not reading with fluency ● Have not yet mastered the early acquisition of Maths and English 	<p>Our KS2 plan focuses on catching up older pupils who lack essential foundational skills in reading, phonics, and early Maths/English through the use of teacher led readiness groups, targeted interventions, small group interventions and 1:1 tutoring..</p> <p>Our planned activities are supported by the following EEF interventions and guidance:</p> <ul style="list-style-type: none"> ● Targeted Academic Support (1:1 and Small Group Tuition): <ul style="list-style-type: none"> ○ One-to-One Tuition (+5 months) and Small Group Tuition (+4 months) are highly effective for KS2 pupils, particularly those with low prior attainment or identified knowledge gaps. ○ This provides the capacity for precision teaching to address specific, inherited gaps in foundational Maths and English skills. 	<p>1/2/3/5/6/7/8</p>

<p>(gaps in their knowledge and skills)</p> <ul style="list-style-type: none"> • Oral language development - through the explicit teaching of oracy through Voice 21 • Increased capacity to deliver 1:1 tutoring, 1:1 reading, interventions and precision teaching linked to our main challenges as outlined above. <p>COST: £118,699 (50% of additional staffing cost)</p>	<ul style="list-style-type: none"> • Phonics and Reading Fluency Interventions: <ul style="list-style-type: none"> ○ Phonics catch-up is vital for pupils who have not passed the phonics screening. It yields an average impact of +5 months and must be explicit and systematic in KS2 to develop decoding skills. ○ Interventions to develop reading fluency (for pupils not reading with fluency) are highly recommended in the <i>Improving Literacy in Key Stage 2</i> guidance. Effective methods include guided oral reading and repeated reading routines, which are best delivered through 1:1 reading or small groups. <p>Oral Language Interventions (Oracy/Voice 21):</p> <ul style="list-style-type: none"> • This approach again shows a high impact of +6 months additional progress. • Using a structured approach like Voice 21 aligns with the EEF's finding that effective oracy interventions involve explicit teaching of spoken language skills and are integrated into curriculum-focused dialogue. This helps bridge the gap between spoken and written language and improves comprehension. <p>Effective Staff Deployment:</p> <ul style="list-style-type: none"> • As in KS1, the success of our increased capacity to deliver 1:1 tutoring and interventions relies on staff being well-trained and using structured, evidence-based programmes that are clearly linked to the pupils' core curriculum content. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Necessity of school in house Community and Families team with a focus on:</p> <ul style="list-style-type: none"> • Parental engagement and well being • Welfare support • Improving attendance • Parenting programmes and support • Behaviour/ nurture support <p>COST: £67,876 (33% of total cost)</p>		ALL

<p><i>Continue to offer a uniform bank to support new and struggling families with uniform costs</i></p> <p><i>COST: £1,000</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>9</p>
<p><i>Continue to offer on-site foodbank and wider signposting to food and essential equipment for the home, managed by our Community and Families team</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>9</p>
<p><i>Renew service level agreement with counselling service to support pupil and staff well-being.</i></p> <p><i>COST: £14,834</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 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.</p>	<p>ALL</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><i>COST: £12,000</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 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>
<p><i>Pupil rewards and prizes weekly, ½ termly, termly and annually linked to improving attendance, punctuality and behaviour.</i></p> <p><i>COST: £4,000</i></p>		<p>ALL</p>