

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Welland Academy
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	51.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Joanna Anderson (Principal)
Pupil premium lead	Lisa Norris (Assistant Principal)
Governor / Trustee lead	Vikki Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 295,365
Recovery premium funding allocation this academic year	£29,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£325,090

Part A: Pupil premium strategy plan

Statement of intent

At Welland Academy our vision is to provide inspirational opportunities to develop knowledge and skills so that our pupils can make positive choices to determine their future. Our curriculum is designed to recognise pupils prior learning and provide a framework for them to learn and develop a depth of knowledge which is coherent and progressive. This is enabled through not only the formal requirements of the National Curriculum, but also through first hand learning experiences and fostering children's natural curiosity which excites, promotes and sustains children's interest, in addition to the development of the core values.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the academy's vision. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and therefore provide a comprehensive program of support to remove these barriers.

In order to achieve our vision and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide targeted academic support for students who are not making the expected progress.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Address non-academic barriers to attainment such as attendance, behaviour, well - being and cultural capital.
- Ensure that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussion with pupils indicate that many disadvantaged pupils have lower baseline in reading, writing and number on entry to Foundation stage.
3	Assessments and observations show many disadvantaged children are not ready to learn when they arrive at school which has a negative impact on their learning. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. Attendance and social and emotional needs are significant in many of our disadvantaged pupils.
4	Assessments, observations and discussion show that when children leave Welland Academy there is a difference between disadvantaged and non-disadvantaged pupils' attainment. Many disadvantaged pupils attain lower than non-disadvantaged pupils.
5	Varying experiences of different places and cultures which provide knowledge and understanding for their future aspirations.

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
The percentage of Pupil Premium children achieving Age related expectations throughout the Academy in Reading, Writing and Maths increases.	The % achieving ARE increases. The gap between Pupil Premium and Non-Pupil Premium achieving ARE is decreased.
Improve the attendance of Pupil premium children.	Attendance of pupil premium is at least 96%.
Emotional and Social needs are met so that Pupil Premium children are able to access the curriculum.	Pupil Premium children are able to emotionally regulate in order to engage with their learning and have positive learning behaviours in the classroom.
Children have good phonics knowledge, they read age related books and texts with good understanding including developing vocabulary.	Reading outcomes show that there is a significant improvement in the number of pupil premium pupils who are meeting the expected standard and there is an upward trend.
Children write at age-related expectations.	Writing outcomes show that there is a significant improvement in the number of pupil premium pupils who are meeting the expected standard and there is an upward trend.
Children have good fluency in number in order to apply this in various contexts.	Maths outcomes show that there is a significant improvement in the number of pupil premium pupils who are meeting the expected standard and there is an upward trend.
Children develop good oracy skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £135,801 and £4552 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop children’s oracy skills across the Academy.</p>	<p>The children in our Academy, particularly boys and younger children, struggle with a low baseline in speaking and listening skills. This can impact directly on the quality of their writing and presents a significant barrier.</p> <p>Voice 21-What can a high-quality oracy education achieve?</p> <p>Evidence shows that a high-quality education can:- Improve academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding.-Improves literacy development. The EEF literacy reports show that through structured classroom talk students, and particularly pupil premium students, literacy outcomes improve. Increase confidence and wellbeing, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen. Equip students to thrive in life beyond school helping them to progress, access employment and engage in civic life. Successive employer surveys and reports from industry bodies such as the CBI, CIPD and IoD have highlighted the value businesses place on employees’ communication skills. Narrows gaps enabling disadvantaged students to fulfil their potential and shrink the language gap between them and more advantaged peers.</p> <p>EEF</p> 	<p>1, 2,4</p>
<p>Improve subject knowledge of staff through high-quality CPD.</p> <ul style="list-style-type: none"> -Mastery in Maths (NCTEM) -Subject leader monitoring and support. -SEND -Writing including handwriting and spelling -History/Geography/Science 	<p>EPI</p> <p>A policy of providing teachers with an entitlement to 35 hours of high-quality continuing professional development (CPD) a year has been shown to bring significant returns in the way of pupil attainment and earnings, and may tackle retention problems in the teaching profession.</p> <p>Maths NCTEM CPD</p>  <p>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</p> <p>Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this ‘number sense’, and</p>	<p>2,4</p>

	<p>research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'</p> <p>EEF-Improving Literacy in Key Stage 1 Pupils' writing can be improved by teaching them to plan and monitor their writing. • Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. • These include: — pre-writing activities; — drafting, editing and revising; and — sharing. • Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. Transcription refers to the physical processes of handwriting or typing, and spelling. • Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. • A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. • Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.</p> <p>EEF Improving Literacy in Key Stage 2 Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing. • Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. • Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.</p>	
<p>Improve teaching and learning strategies</p> <ul style="list-style-type: none"> -Mentoring of ECT -Coaching and mentoring by leadership team. -Walkthrus -Reducing class sizes in Years 6. -SENDCo support 	<p>ECT-Instructional coaching model (Teach First) High-impact feedback not only identifies strengths and areas of development, but also provides a space for teachers to plan and rehearse actions linked to these areas so that they can immediately alter their practice. Evidence suggests that instructional coaching has a higher impact on pupil outcomes compared to other forms of professional development. It moves away from using traditional lesson observations, which can be generic, often with targets that are too broad or can give the 'what' but not the 'how'. It also focuses on feedback that is led and directed by the 'coach' (the mentor) through the identification of precise actions and the use of directed and specific probing questions.</p> <p>Focus education: What are the major benefits of coaching in education?</p> <ul style="list-style-type: none"> • Improved learning in the classroom – it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results. • Improved creativity in the classroom and across the school, allowing the school to thrive in today's changing and challenging world, 	<p>1,2,4</p>

	<p>where speed of adaptation and innovation is so important.</p> <ul style="list-style-type: none"> • A greater openness for staff to share practice, take risks in trying new things, to admit and learn from mistakes and to create a whole school learning culture. • Improved relationships – if you truly value your staff and students they will, in turn, value you and your needs. • Provides much more time for leaders over the medium to long term – staff and students are more effective when they become more self-responsible and take greater personal initiative. • Better use of talent and resources – leaders uncover people's talents and encourage them to find answers to problems and do not have to find all the solutions themselves or shoulder the stress of thinking they have to. • Greater engagement from staff and students – by involving them in their work, sharing responsibility for learning and creating more independence. <p>Walkthrus When staff all have the same understanding of the workings of particular techniques, the organisation is well prepared for rapid development. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation without risking miscommunication or wasting energy on defining the steps.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	
<p>Recovery Premium Use of high-quality texts to become lifelong readers and writers.</p>	<p>CLPE-The use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves</p>	2,4

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

Budgeted cost: £58,551 and £25173 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve communication and language skills in EYFS. (Language Link)</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>  <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +6 months</p>	<p>1,2</p>
<p>Improve outcomes in Y1,2 and 6 through targeted interventions.</p>	<p>There was a clear and positive impact from the Learning Mentor's teaching last year in both lessons and interventions. Evidenced through attainment data. Morning boosters alongside PiXL therapies effectively supported the progress of pupils.</p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>	<p>4</p>
<p>Improve outcomes of children who are SEN and PP through focussed interventions and CPD.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>	<p>1,2,4</p>
<p>Use online interventions to improve basic skills.</p>	<p>Accelerated reader- more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.</p>  <p>Lexia Reading Core5® Queen's University Belfast</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +2 months</p>	<p>2,4</p>
<p>Recovery Premium Improve outcomes in years 3, 4 and 5 through focussed TA interventions.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>	<p>1,2,4</p>

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

Budgeted cost: £ 101,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to receive specialist social, emotional and pastoral support to ensure that they are ready to learn.</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>  <p>Mentoring Low impact for moderate cost based on moderate evidence Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +2 months</p> <p>Behaviour interventions Moderate impact for low cost based on limited evidence Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Pupil voice and teacher feedback showed the positive impact of these interventions on the social and emotional needs of the children involved.</p> <p>To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities with free places available for PP children.</p>	<p>3,5</p>
<p>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to rise above the target of 96%.</p>	<p>Monitoring of attendance rates last year highlighted key year groups as well as specific children and families who need support in raising their levels of attendance and punctuality. If children are not present in the Academy, they cannot make progress.</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4 The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 	<p>3</p>

	<ul style="list-style-type: none"> • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	
<p>Enrich the curriculum.</p> <p>-extending the school day through after school learning club.</p> <p>-Trips/visitors</p>	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</p> <p>Extending school time</p> <p>Moderate impact for moderate cost based on limited evidence</p>  <p>Evolve</p> <p>Educational visits and off-site activities are about raising young people's achievement through an organised, powerful approach to learning, in which direct experience is of prime importance. There is clear evidence that educational visits have a positive impact on young people, and when such experiences are part of a progressive programme designed to support integrated learning, the impact is greatly enhanced. Whether in the school grounds, the locality, or further afield, these experiences all stimulate interest, curiosity and passion for 'doing'. They broaden young people's horizons, enable them to develop new skills and build relationships. They make young people more engaged with learning and therefore more likely to do well.</p> <p>Cultural capital is about valuing the different culture, experiences, beliefs, interests, and language of each child in the classroom, understanding how all these different things link together, and providing a rich, varied curriculum that builds on existing experiences. It's also about widening children's experiences and enabling them to experience places and cultures they may otherwise not have the opportunity to be exposed to. Class trips provide the ideal way for children to experience something new and different and expand their cultural horizons. Out of the classroom, they can get hands-on and in-depth, exploring something that's completely new to them or widening their experiences of something they already know about. Trips also help you to nurture your relationship with your pupils, as well as their relationships with each other. They deepen the learning experience and help to build communication skills.</p>	<p>3,4,5</p>

Total budgeted cost: £295,365 (PP) and £29,725 (Recovery premium)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our Internal assessments from 2022/23 suggest that the performance of pupil premium children has increased from the previous year in key areas of the curriculum with progress seen in reading and writing. The attainment is lower than before Covid-19 but is on an upward trend in many areas. A clear pupil premium strategy has enabled us to identify key barriers and consider how CPD and quality first teaching can enable these improvements. This is seen through a large proportion of our funding being allocated to this.

Attendance of pupil premium children was slightly lower than the previous year, however it was higher than the FFT national for pupil premium. There was a 2.1% difference between Pupil premium and Non-Pupil Premium children. Due to the impact of the previous years, attendance will continue to be a focus in our current plan.

Our assessments and observations indicate that pupil behaviour, well-being and mental health are impacted by deprivation and environmental issues. However, a solicitous pastoral team with a clear funded strategy, means that behaviour incidents decreased in school and the impact was lessened. This will continue to be a focus in our current strategy to ensure that all our children are able to access the curriculum and be prepared for their learning.

Externally provided programmes

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

Programme	Provider
Scode Spelling	Scode

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.