PUPIL PREMIUM REVIEW

2021-22 ACADEMIC YEAR

FOR:

2021-2022 Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching

Total Number of Children on role	463		
Total number of Children eligible for PPG	102		
Total amount of PPG received	£132300		
Date of last review	November 2020	Planned date of next review:	July 2021
	Number of children	**Funding per child**	**Total**
Nursery Ever 6 FSM	0	£111.30	0
R -Y6 Ever 6 FSM	100	£1320.00	£132000
Adopted from care	0	£2300.00	0
SGO	0	£2520.00	0
Looked after child	0	£2520.00	0
Service Pupil Premium	1	£300.00	£300

Actual cost: £ £132,300

USE TO HELP WITH ABOVE: Detail	**Amount**
Pupil premium funding allocation this academic year	£121,050.00
School led tutoring premium	£10,453.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£131,503.75**

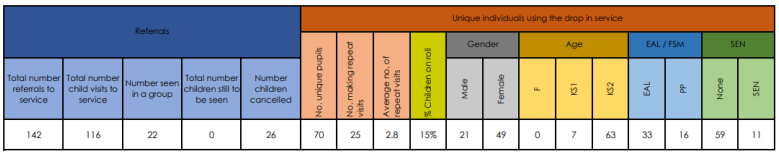
Targeted academic support

Activity	**Analysis**

CPD: Looking at our data we know that there are a significant number of children reading at less than 90words per minute. Research shows that children who read less fluently than 90 wpm cannot retrieve information from the text. We are therefore investing in CPD for staff on reading. Teaching reading (RWI/Literacy and Language) Reading fluency (Reading Plus) Reading interventions- hearing children read and promoting the love of reading. By using consistent approaches this will aid transition from EYFS to the National Curriculum and in turn prepare those moving between national curriculum key stages for the next step in their learning journey, not just in reading, but in fluency and understanding	• Phonics data was above national at 80% for Year 1 • Year 2 achieved 87% • 70% of Year 6 achieved the expected standard, this was broadly in line with nationals • EYFS achieved 70% GLD, this was above nationals These results exceed any previous results at The Welldon Park Academy • For the first time 30% of our PP children achieved the national standard in Year 6, which is an incredible achievement due to national gap widening between PP and non-PP as a result of the pandemic
Recruitment & Retention: We know that workload is a big consideration and pressure on teachers. We are exploring ways to reduce the workload and support teacher wellbeing through strong systems, increased organisation and purposeful planning. We are using the ECF as a learning tool to improve support for all teachers. Quality CPD is essential (See above)	Well researched schemes have meant that teachers are teaching from a created resource base that has been adapted to the needs of the children at The Welldon Park Academy
In-class resources: We are a book rich school with a wide range of reading material. We have set up many points of access for disadvantage children. There are class libraries with a range of texts available for each class. We are developing irresistible reading areas around the school to promote the love of reading. There is a mobile library that goes out to the playground on dry days and we send home a minimum of 2 reading books per week ensuring that there is equal access to fiction and non-fiction books. Alongside the technical process of reading it is essential that we maintain a love of reading.	Outcomes for reading have been higher for all groups of children this year than any previous year.

Tutoring - 1-to-1 and small group tuition We will enable as many identified pupils (these are PP children or those where the attainment gap has widened over lockdowns/we have identified as vulnerable) as possible to access good quality, targeted tuition in maths. We will use the Government's National Tuition Programme to achieve this. This means that the DfE pay 70% of the cost and the school funds 30% of the cost This is an online package, delivered at the start of the school day by online qualified tutors, but supervised in school. This will slightly extend the hours in school, without impacting on lost teacher time. This is also delivered with a free breakfast for children attending.	• There were a range of academic interventions run through the year to aid catch up for specific pupils. • Children who attended NTP stated, through pupil voice, an increase in confidence within the classroom, being able to ask specific questions to the tutor as helpful because it was 1:1, being able to answer questions in class and understand new concepts better. • Teachers stated, through staff voice, that children are more aware of links between within their learning and are demonstrating resilience when it comes to making mistakes and seeking out help support.
1:1 support: We are looking at various interventions including the GAP analysis that is provided by the NFER assessment tool. RWI shows the gaps in reading and phonic knowledge and allows us to provide targeted 1:1 catch up within school time. In addition to that we are researching 1:1 and small group tuition in specific areas with teacher input	• Bottom 20% accessed ipads in class daily. • Children accessed additional sessions of Reading Plus reading plus and TTR on top of what is already timetabled in and home learning • Devices provided access to those children who may not have access to device at home/require additional support • Interventions and pre-teach sessions in place to focus on gaps identified through NFER assessment tool and Pupil Progress meetings
Interventions reading plus	• All children access this with the bottom 20% accessing it daily through the use of iPads within the classroom • Reading level gains – an increase of 20% (Dec 20% Reading at/above year May 41%) • Weekly session in addition to the 3 Reading Plus sessions – explicitly teaching focused comprehension skills, individualised for each class • Reading Plus is proven to improve learning outcomes • Reading Plus' research portfolio of studies meets the highest levels of evidence needed under ESSA to evaluate instructional programs. As a result of those studies, Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. • It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations.
Mental Health: All staff and parents need to be explicitly aware of the Early Help offer. This includes signposting to the relevant agencies or therapists in the school setting or outside. All staff have had DfE and PHE training on Wellbeing and Mental health using the Look Listen and Link method to support and signpost	• Staff and parents are aware of early help offer and access this in a range of ways e.g. family focused coordinator and counsellor • Focused Character afternoons focus on the school values and wellbeing of children and have provided the children with a range of opportunities to learn beyond the class and further extend links to real life • Early help offer was accessed by 80 families • Counselling service accessed by; 18 PP parents

Wellbeing is also created from organised and streamlined systems that enable people to do work that has impact	• Learning mentor has supported 35 children and their families
Attendance: Children who are classed as persistent absentees will be on an attendance plan. We will work closely with the Local Authority to ensure that we have a relentless approach to children who regularly miss school without good reason. Weekly reports are written by the attendance officer and analysed by SLT A rigorous plan and timetable is in place for letters to parents of pupils who fall below 96% stating the importance of bring children to school, their legal duty and the consequence of not doing so. We provide personlised early outreach for those who are struggling	Attendance for children across the board, including PP, was in line with national despite the tail end of the pandemic affecting the health of our community. This includes one particular complex family from Year6, whose child was a school refuser but thanks to the help of the Attendance officer, AHTT for Inclusion and the school dog, his attendance went from 46% to 64% and finished Year 6 with pride.
Behaviour: Continue to meet the needs of all pupils through a firm and fair process. Using the Principles of Nurture – every behaviour is a communication. Staff focus has been on relationships with their pupils, greeting and getting to know them. We are still embedding whole school strategies as well as class expectations. We have a range of focused interventions with a learning mentor or the SENCO for individual needs	High levels of SEMH needs meant Nurture sessions were put in place through Forest School – led by Forest School teacher and learning mentor. This led to an increase in the children displaying resilience, developing communication skills and a reduced number of behaviour/friendship issues being logged
Salary contribution for Pupil Premium for work done: by Assistant Headteacher and SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability)	Increased and accelerated attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths, Qualitative improvement in classroom participation, enjoyment and fulfilment Y6 PP succeeded in the SATs - see results above
Salary contribution for PP Premium for work done: by Headteacher as strategic lead for Pupil Premium (22.6% of learners described as Pupil Premium)	Increased attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and

	Maths,Qualitative improvement in classroom participation, enjoyment and fulfilment Y6 PP succeeded in the SATs - see results above
Counselling Program The Space – School Counselling Programme (22.6% of Children are PP meaning 22.6% of academy cost)	All children from year 1 upwards had access to self-refer to The Space via a post box system. Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives Lunchtime Drop in Service 
FT Counsellor Contribution 22.6% contribution to salary for 0.4 FTE School Counsellor	All Children, including Pupil Premium Children, are tracked and offered support when need by learning mentor. Pupil Voice Survey show increased emotional wellbeing across the academy Qualitative improvement in resilience, social skills, managing transition amongst PP learners Comparisons with school census data 
Contribution Resources Contribution towards Language and Literacy program to support the English attainment of Pupil Premium learners across Y3, 4 & 5	Improved progress and attainment for PP learners Closing the gap between the attainment of children described as non-PP and PP Effective standards of teaching and learning in all classrooms to support children described as PP to meet their targets - see results above
Extra Curricular Extra-Curricular clubs in academy	Creating opportunities Providing a range of support for all learners and encouraging children to try and learn new skills Raising child self-esteem and confidence Extra-Curricular activities can improve leadership skills and teamwork amongst their peers.
Learning Beyond the Classroom inc. residential trips & forest schools	After school activities and enrichment days were able to be accessed throughout the year. Y5/6 children were able to access the residential trip which provided them with opportunity to develop life skills and participate in activities they may not have otherwise been exposed to beyond the classroom and their homes.
Uniform Support	Academy provided uniform support through its uniform partners for those parents wishing to claim support - 65 families were supported in this way. An increase in the children having a sense of pride in personal appearance, presentation and the academy itself

Referrals					Unique individuals using the drop in service													
									Gender		Age			EAL / FSM		SEN	
Total number referrals to service	Total number child visits to service	Number seen in a group	Total number children still to be seen	Number children cancelled	No. unique pupils	No. making repeat visits	Average no. of repeat visits	% Children on roll	Male	Female	F	KS1	KS2	EAL	PP	None	SEN
142	116	22	0	26	70	25	2.8	15%	21	49	0	7	63	33	16	59	11

Children eligiable for PP	School census data	22.5%
	% Children using drop in service (unique)	22.9%

	Increase in self-esteem for PP children in need of uniform support
Family Focus Coordinator	Raising child self-esteem and confidence Support parents in providing the best for their children – communication, language and stability at home Supporting parents in working with their child - providing a platform where they can learn alongside their child and work with their child on what is being taught in academy Supporting families in improving attendance for those significantly at risk of persistent absenteeism Numbers of hard to engage families are reducing with all families engaged with school PP breakfast club and online tuition services up and running Clear signposting of services to early help offer and is on our website Parenting support Continue food bank provision
Contingency £23,188.75	This was spent on children who were not equipped for school who would not have been able to access school events. On occasion this was spent on specific tutoring, for example 1:1 tuition from the NTP for a child at risk of permanent exclusion with SEN. With 1:1 support and focused tuition he finished year 6 with his cohort, including being able to participate in Sports day and a range of other end of school events