PUPIL PREMIUM AND RECOVERY PREMIUM STRATEGY

2022-23 ACADEMIC YEAR

2021-2024 THREE YEAR PLAN

FOR:

The Pegasus Partnership Trust

STRATEGY STATEMENT

Context:

Since February 2020 the UK has been affected by COVID-19, leading to a national lockdown in March 2020 before a national school reopening in September 2020 and a subsequent set of lockdowns along with local tiered restrictions. This has affected the mental health and wellbeing of children, their families and staff in different ways and has also financially affected the Trust through loss of lettings income and potential funding changes over the next three years to address a national financial deficit.

Objective:

To ensure all children rapidly recover from gaps in learning to achieve their personal bests

Whilst we are in a global pandemic, the Trust needs to follow all guidance to protect all stakeholders, make best use of technology and identify alternatives to funding and income generation to secure financial stability and budget projections over the next three years.

We will achieve this objective by:

- Implementing an efficient assessment of curriculum coverage and followed by baseline assessment of all children in order to plan a broad and balanced education recovery plan
- Developing cost-effective and research-tested catch-up initiatives across all ages and phases (see EEF Guidance document)
- Re-aligning policies, expectations and curriculum based on changes
- Having well-being awareness, identifying children/staff who may require support to overcome barriers to learning linked to mental health, equality of access or personal development

Key Performance Indicators

All academies fully open, COVID safe, isolated COVID-cases; remote learning in place and accessible for those self-isolating

1. Broad and balanced curriculum in place with a recovery programme linked to changes in curriculum coverage
2. Baseline assessments and gaps identified and addressed promptly
3. Catch up interventions implemented
4. Tracking shows progress towards FFT estimates

2022-2023

The Welldon Park Academy

PUPIL & RECOVERY PREMIUM STRATEGY

This statement details our academy's use of pupil premium (and recovery premium for the 2022 to 2023 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 academy.

Academy overview

Detail	Data
Academy name	The Welldon Park Academy
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	26% (118 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sash Hamidi, Executive Headteacher Local Stakeholder Group Education & Safeguarding Committee
Pupil premium lead in this academy	Sanjana Bakshi
Local Stakeholder Group Associate lead	Becky Cleary
Trustee lead	Aliya Dhanji

Funding overview

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**

Part A: Pupil Premium 2020-2023 Strategy Plan

Statement of intent

Our objective at The Welldon Park Academy is to use our Pupil Premium Grant to raise the attainment of pupils from low income and vulnerable families so that the gaps between their academic achievement and their peers is narrowed or closed.

2021-22 was to be the second year of a 3-year strategy, in light of the disruption to schooling caused by Covid-19 and the attainment gap widening as a result of this, we have had to review our current provision for pupil premium children and to reflect the educational recovery needs of our pupils.

Our key principles when deciding on how the PPG is spent are:

- to select approaches supported by strong academic evidence
- to focus on a small number of priorities which are likely to make the biggest difference
- these actions form part of the whole school development plan
- our focus is on controllable challenges that have the most significant impact on disadvantaged children

2021-2024 Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental Engagement
3	Access to technology
4	Aspirations
5	Mental Health

By 2024 - 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
All disadvantaged children make equally rapid progress from baseline assessments on entry to Nursery and/or Reception to the end of year assessments	Gaps in rates of progress between disadvantaged and non-disadvantaged children are narrowed or closed
There is no attainment gap between disadvantaged and non-disadvantaged children through effective staff deployment, training and effective interventions	Attainment targets for Y1-Y6 Phonics Screening, Reading, Writing, Maths, Multiplication Tables Checks and Grammar Punctuation and Spelling are achieved by all disadvantaged children

Planned Activity in the 2022-23 academic year for The Welldon Park Academy

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a range of documents with evidence-based approaches to benefit all students. Schools should use these document to help them direct their additional funding in the most effective way.

Teaching

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	**EEF advises** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading	4 and 5
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. The Education Policy Institute Feb 2019 research also suggests that high-quality CPD has impact on retaining staff especially those new to the profession. *Quality CPD is essential (See above)*	**EEF Research** https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention?utm_source=/news/new-initiatives-to-improve-teacher-retention&utm_medium=search&utm_campaign=site_search&search_term=retention	1,4 and 5

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.	**EEF research** Reading Comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. The wider range of reading matter the more chance there is of motivating and engaging readers	4,5

Targeted academic support:

Budgeted cost: £27,*500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and writing. We will use the Government's National Tuition Programme to achieve this.	EEF advises https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition	3,4 and 5

1:1 support: We are looking at various interventions including the GAP analysis that is provided by the PIXL 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	**Reading with pupils** Targeted support is shown to have high impact if it is well sequenced and planned, with a robust assessment of progress to move pupils on. This targeted support will have more impact if it is additional to and explicitly linked to normal lessons. If using TAs 1:1 interventions are most beneficial when a structured intervention with well trained staff (Such as RWI) is in place	4,5
Interventions reading plus The EEF indicate that there can be positive impact on learner outcomes if TAs are deployed effectively. To enable this to happen we need to invest in the CPD for TAs. This can improve outcomes by additional 4 months.	**Reading plus** Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA). 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition	3, 4 and 5

Targeted interventions such as 1:1 and small groups can improve outcomes by upto 6 additional months – use of PIXL assessment tool will provide specific and focused 'therapies' to be carried out as a 1:1/small group		

Wider strategies:

Budgeted cost: £65,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Wellbeing is also created from organised and streamlined systems that enable people to do work that has impact	**Early Help** Identifying needs of pupils reduces mental health issues. Evidence suggests that a strong 'Early Help' offer with access to acute services such as counselling and learning mentors allows children to work on their mental health, with support, to develop strategies that sustain good mental health. https://www.mentallyhealthyschools.org.uk/whole-schoolapproach/england/understanding-thementalhealthlandscape-inengland/	5
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	**Government research, led by Charlie Taylor showed these approaches as vital:** • Looking out for patterns of poor attendance in school nurseries so issues	1

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	can be tackled as early on as possible • Using measures such as home visits or staff picking children up from home • Working with other agencies and avenues such as education welfare officers, social services, the police and the courts where parents do not co-operate • Teaching parents to understand the difference between minor ailments and illnesses that warrant a day off • Refusing every request for holidays unless there are really exceptional circumstances	
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. Due to the vulnerability of our community our behaviour approach is centred around relationship and connection	www.whentheadultschange.com	1,2,3,4 and 5
Family engagement: We are continuing to develop parental engagement projects. We are investigating ways to engage parents in a sustained way that will bring a window to their child's work and break down barriers between home and school	Research shows that children whose parents are involved in their early education (EYFS) have more secure attachment and confidence in later life. We therefore will continue to stay and play events, invite parents and hold workshops. Children make the best progress when parents are involved with their child's learning According to the EEF, parental engagement has a	2

	positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Salary contribution for Pupil Premium for work done: Assistant Headteacher and SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability)	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 HLTA employed to support Y6 by grouping the year group into 4 groups for English and Maths Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the academy Qualitative improvement in classroom participation, enjoyment and fulfilment Rising attainment in PP learners and raising child self-esteem and confidence - data to show this Support the more able PP to continue to succeed - access to the more and most able provision Ensure Y6 children are able to succeed in the SATs	2,3,4,5
Salary contribution for PP Premium for work done: by Headteacher as strategic lead for Pupil Premium (26% 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 Improved organisational effectiveness across the Academy that provides robust and rigorous assessment and tracking of PP children and interventions, both pastoral and academic	4,5

	Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional HLTA employed to support Y6 by grouping the year group into 4 groups for English and Maths, Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the academy Qualitative improvement in classroom participation, enjoyment and fulfilment Rising attainment in PP learners and raising child self-esteem and confidence - data to show this	
Counselling Program The Space – School Counselling Programme (26% of Children are PP meaning 26% of academy cost)	All Children, including Pupil Premium Children, are tracked and offered support when needed by learning mentor. This will be evident in qualitative emotional wellbeing of PP children Pupil Voice Survey will show increased emotional wellbeing across the academy Qualitative improvement in resilience, social skills, managing transition amongst PP learners Raising attainment in PP learners Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement	4,5
FT Counsellor Contribution check percentage *26% 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. This will be	4,5

	evident in qualitative emotional wellbeing of PP children Pupil Voice Survey will show increased emotional wellbeing across the academy Qualitative improvement in resilience, social skills, managing transition amongst PP learners Raising attainment in PP learners Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement	
Contribution Resources Contribution towards RWI/Freshstart and all other reading resources to support the English attainment of Pupil Premium learners across all year groups	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	4
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. 29% of the children attending extra-curricular clubs were eligible for Pupil Premium	1,4,5
Family Focus Coordinator	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	1,2,5

Contingency £23,188.75		

Total budgeted cost: £ 131,503.75

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.
Refer to the 2021-2022 Pupil Premium Review Document on our website

Externally provided programmes

Programme	Provider
Mental Health	Schools Counselling Partnership (Harrow)

Service pupil premium funding (optional)

Measure	Details
How did we spend our service pupil premium allocation last academic year?	N/A
What was the impact of that spending on our service pupil premium eligible children?	N/A