

Welwyn St. Mary's Primary School

Pupil Premium Strategy 2022-2023 reviewed

This statement details our school'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 school.

School overview

Detail	Data
School name	Welwyn St. Mary's
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	11%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years, 2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Mary Westley/Emma Phillips
Pupil premium lead	Sam Branch
Governor	Chris Lund
Detail	Amount
Pupil premium funding allocation this academic year	£ 55,145 (+£7,320 LAC)
Recovery premium funding allocation this academic year	£ 11,672
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Supplemented from main school budget	£42,538.25
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	£109,355.25

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Welwyn St. Mary's all members of staff and governors are responsible for all pupils regardless of their background or any disadvantage. We recognise that pupils may, at any point during their school career, require additional support and intervention and are committed to meeting all our pupils' social, emotional and academic needs in a nurturing environment.

As with every child in our care, a child who is entitled to Free School Meals, and consequently the Pupil Premium Grant (PPG), is valued and respected and enabled to develop their full potential whatever their background or circumstance. We want every child to develop a love of learning and acquire skills for successful adult life regardless of challenges they face. We aim for high attainment across all curriculum areas including strong progress for those who are already high attaining.

Our focus is on areas in which disadvantaged pupils require the most support. This will be determined through our assessment, observations and discussions with pupils and their families.

Overcoming barriers to learning is at the heart of our PPG use. We identify the barrier and match targeted interventions required to overcome it, (whether in small groups, large groups, the whole school or as individuals), and allocate a budget accordingly.

Our allocation of funds and actions have been chosen based on rigorous research on what has most impact. The Sutton Trust (EEF Teaching and Learning Toolkit), alongside our assessment and observation of pupils, has been used to prioritise spending based on potential impact. Strategies with a high impact currently being used in school include:

- A rich, broad, ambitious curriculum which builds sequentially across the school. This is well structured, with carefully chosen content for the needs of our children, with expected milestones in each subject at the end of each year.
- High expectations so that all pupils, regardless of background, reach their intended curriculum end points in all subject areas.
- High quality teaching so that all children are able to meet our curriculum expectations and to ensure learning is firmly embedded ready for their next stage.

- Fitting enrichment activities that help meet our curriculum end points and make learning even more enjoyable.
- Effective teacher assessment so that any gaps in a child's learning are quickly identified and filled.
- A tight focus on reading across the school including: high quality phonics teaching, frequent reading aloud by pupils and adults, teacher led daily guided reading sessions, class reading books, daily reading comprehension exercises, home school reading and an extensive reading opportunities across our school
- Effective marking and feedback so that our pupils know they have succeeded and how they can improve further.
- The use of meta-cognition strategies for reflection to improve pupils' readiness for learning.
- The appropriate use of digital technology to enable easy access to learning.
- Targeted academic support, based on teacher assessment and observations, which skilfully delivers what is needed.
- Well-being support for our pupils from our nurture lead (one to one/small group) and class staff.
- Inclusion measures including free enrichment activities (clubs, workshops and trips), uniform, stationery and loans of technology.

Additional strategies being funded by 2022 -23 spend include:

- Promotion of positive mental health through mindfulness, workshops, ongoing nurture and PSHE lessons.
- Small group support skilfully delivering targeted curriculum support to fill any gaps, identified through teacher assessment and observation, towards our curriculum milestones.

All matters regarding the use of Pupil Premium funds are treated with tact, discretion and in confidence.

Challenges

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

Challenge number	Detail of challenge
1	Unmet Personal Social Emotional Development (PSED), Speech Language and Communication Needs (SLCN) needs in Early Years Foundation Stage
2	Social Emotional and Mental Health (SEMH) needs across the school - anxiety, separation, low confidence and self esteem
3	Attendance

4	Co-existing Special Educational Needs (SEN)
5	Language and reading. Lower levels of comprehension and difficulties with phonics.

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
<p>Disadvantaged pupils to achieve their full potential and be in line with age expected outcomes in all subject areas.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • A rich, broad, ambitious curriculum which builds sequentially across the school. This is well structured, with carefully chosen content for the needs of our children, with expected milestones in each subject at the end of each year. • High expectations so that all pupils, regardless of background, reach their intended curriculum end points in all subject areas. • High quality teaching so that all children are able to meet our curriculum expectations and to ensure learning is firmly embedded ready for their next stage. • Frequent monitoring of the progress of all pupils against target and curriculum end points. • Fitting enrichment activities that help meet our curriculum end points and make learning even more enjoyable. • Effective teacher assessment so that any gaps in a child's learning are quickly identified and filled. • A tight focus on reading across the school including: high quality phonics teaching, frequent reading aloud by pupils and adults, teacher led daily 	<p>All pupils achieve at least in line with age appropriate expectations for their year group in all subject areas.</p> <p>We will measure this through:</p> <ul style="list-style-type: none"> • Teacher assessment • Pupil book scrutiny • Observations of pupils • Pupil voice interviews • Achievement of EHCP targets

<p>guided reading sessions, class reading books, daily reading comprehension exercises, home school reading and an extensive reading opportunities across our school</p> <ul style="list-style-type: none"> • Effective marking and feedback so that our pupils know they have succeeded and how they can improve further. • The use of meta-cognition to improve pupils' readiness for learning. • The appropriate use of digital technology to enable easy access to learning. • Targeted academic support, based on teacher assessment and observations, which skilfully delivers what is needed. • Well-being support for our pupils from our nurture lead (one to one) and class staff. • Inclusion measures including free enrichment activities (clubs, workshops and trips), uniform, stationery and loans of technology. 	
<p>Disadvantaged pupils to have confidence and self-esteem to realise their personal goals and aspirations.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • Well-being support for our pupils from our wellbeing lead (one to one and small groups) and class staff. • Knowing our pupils and their needs very well. • High quality PHSE teaching across whole school using Jigsaw scheme of work. • Zones of Regulation used effectively across the whole school. • Our Behaviour policy effectively and consistently applied whole school. • Success celebrated widely through: weekly celebration assembly, house point trophy, class rewards, weekly 	<p>All pupils have the confidence to set goals for themselves and achieve them.</p> <p>We will measure this through:</p> <ul style="list-style-type: none"> • Pupil voice interviews • Pupil wellbeing surveys • Observations of pupils

<p>class badges x4 and frequent positive reinforcement.</p> <ul style="list-style-type: none"> • A wide range of pupil responsibilities in school including: house captains, sports leaders, health ambassadors, bronze ambassadors (planning sport opportunities), school council, Green Group, K club, red banders, Worship Group and charity fund raising. • Active promotion of our twelve Christian values. • Inclusion measures including free enrichment activities (clubs, workshops and trips), uniform, stationery and loans of technology. 	
<p>Disadvantaged pupils to experience a broad and balanced curriculum including enrichment activities.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • A rich, broad, ambitious curriculum which builds sequentially across the school. This is well structured, with carefully chosen content for the needs of our children, with expected milestones in each subject at the end of each year. • A wide range of after school and lunch time clubs free to disadvantaged pupils. • A wide range of trips and visitors free to disadvantaged pupils. • Frequent monitoring of the progress of all pupils against target and curriculum end points. 	<p>All pupils access a rich range of academic, pastoral and enrichment experiences with positive outcomes.</p> <p>We will measure this through:</p> <ul style="list-style-type: none"> • Pupil voice interviews • Observations of pupils • Enrichment participation data • Teacher assessment • Book scrutiny
<p>Disadvantaged pupils to achieve at least 96% attendance.</p> <p>Our actions:</p> <ul style="list-style-type: none"> • Close, effective and frequent liaison between school and families. • Attendance cup and certificates. 	<p>Children will have at least 96% attendance</p> <p>We will measure this through:</p> <ul style="list-style-type: none"> • Attendance data

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| <ul style="list-style-type: none">• Making school an enjoyable place to be.• Creating a fun and creative curriculum where tasks are differentiated to suit all pupils needs.• Ensuring our pupils feel very welcome and safe in school including: breakfast and meet and greet where appropriate.• Additional individualised support where necessary. | |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,011. 25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Smaller classes for maths in Year 6 - allows for more targeted teaching and feedback.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Previous positive experience at Welwyn St. Mary's	2, 4, 5
<i>Constructive feedback through marking and pupil conferencing.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Previous positive experience at Welwyn St. Mary's	2,4,5
<i>Metacognition and self-regulation strategies taught across the school.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Previous positive experience at Welwyn St. Mary's	2,4,5

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

Budgeted cost: £39,481.50

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>Small group and one to one support.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4, 5
<i>Structured interventions - phonics and reading comprehension</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4, 5

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

Budgeted cost: £ 26,863.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing and mentoring support for individuals and groups.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3
<i>Oral language interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5

Total budgeted cost: £ 109,355.25

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.

Disadvantaged pupils to achieve their full potential and be in line with age expected outcomes in all subject areas.

Alongside first quality teaching, additional targeted support was delivered to individuals and specific groups of children in KS1 and KS2 over the course of the year.

2022-2023 - Whole school end of academic year progress data.

Disadvantaged pupil data KS1 and KS2 for end of academic year 2022-2023		
progress	Positive	Significantly positive
	% of disadvantaged pupils	% of disadvantaged pupils
Reading	92%	32%
Writing	92%	27%
Maths	86%	14%

Across the school the vast majority of our PP children made good progress in line with their starting points.

Disadvantaged pupils to achieve at least 96% attendance.

Attendance for academic year 2022-2023 for the disadvantaged pupil group

PP and Non PP	present	Authorised absence	Unauthorised absence
PP eligible	93%	6.4%	0.8%
Non PP eligible	95%	4.1%	0.7%

Support mechanisms were in place for identified children.

Disadvantaged pupils to experience a broad and balanced curriculum including enrichment activities.

16% of children eligible for PP are having music lessons.

93% of children eligible for PP are in extra-curricular clubs

100% of children eligible for PP are involved in extra-curricular sporting events.

Disadvantaged pupils are encouraged to sign up for clubs and extra-curricular music lessons. Financial support has been provided for: clubs and visits, stationery and uniform.

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
Tutoring	National Tutoring Programme

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.