

## Welwyn St. Mary's Primary School

### Pupil Premium Strategy 2023-2024 (reviewed Sep 2023, updated Jan 2024)

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 pupils in receipt of PP funding.

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	421
Proportion (%) of pupil premium eligible pupils	11%
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years, 2021 - 2024
September 2021 (reviewed September 2023)	September 2021 (reviewed September 2023)
Date on which it will be reviewed	Sep 2024 (due by 31 <sup>st</sup> Dec 2024)
Statement authorised by	Mary Westley/Emma Phillips/Stuart Whiteland
Pupil premium lead	Sam Branch
Governor	Stuart Jenkin
Detail	Amount
Pupil premium funding allocation this academic year	£59,655
CLA/Post CLA funding	£15,780
Recovery premium funding allocation this academic year	£ 6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,670

# Welwyn St. Mary's Statement of intent

## **Inclusion Vision**

At Welwyn St. Marys, we are dedicated to fostering an inclusive and welcoming learning environment that celebrates diversity and recognises the unique strengths of every student. Our commitment to inclusion is rooted in the belief that every child has the right to an education that meets their individual needs and enables them to thrive academically, socially, and emotionally.

Our goal is to see year-on-year progress, where our students have achieved and attained highly in comparison to non-PP national data. In order to achieve this, we recognise that every student in receipt of PP funding is unique, requiring individualised support and tailored focus, so our approach both at an individual and organisational level may be amended year-on-year to best suit the needs of our students.

At Welwyn St. Mary's, we operate a tiered approach to our Pupil Premium spending:

### **1. Quality first teaching and access to the curriculum:**

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.

Welwyn St. Mary's has adopted Little Wandle (Sep 2022) - DfE Validated SSP programme to enhance the consistent delivery of phonics and support individuals (Catch-Up and Rapid Catch-Up programmes are being delivered across the school). All members of the teaching staff and teaching assistants have had comprehensive training on Little Wandle to ensure consistency.

We ensure that all teachers have up to date training and enhanced professional development opportunities including undertaking NPQs. There is a robust network of support for all teachers. Experienced teachers and external providers collaborate with colleagues, sharing best practice, providing feedback and developing a culture of professional growth. This collaborative approach enhances the continuous improvement of high-quality teaching approaches across the school.

We aim to effectively integrate technology at Welwyn St. Mary's to enhance the learning experiences of all students by providing dynamic and interactive platforms for students to explore, collaborate, and create.

### **2. Targeted academic support:**

Ensuring equitable access to quality education is fundamental for fostering a just and inclusive society. Recognising the challenges faced by Pupils in receipt of PP funding, our commitment to

providing targeted academic support is unwavering. By tailoring interventions to address specific needs, we aim to narrow educational gaps and empower every student to reach their full potential.

We will provide focused academic support that addresses the specific challenges faced by our students in receipt of PP funding. This involves implementing personalised strategies, such as one-on-one tutoring, additional resources, and mentorship programs, to cater to individual learning styles and overcome barriers to success. By fostering a supportive learning environment, we strive to create opportunities for these students to thrive academically.

### **3. Wider Strategies**

Our vision and ethos as a school ensures we also focus on wider aspects of students' school life and holistic considerations. We provide targeted interventions and resources to support the social, emotional, and behavioural development of our students in receipt of PP funding. We believe in the power of extracurricular activities to enhance educational experience for students in receipt of PP funding and broaden their horizons. We offer a wide range of extracurricular activities, including music, sports, outdoor activities, arts, culture, and educational trips, ensuring that every student in receipt of PP funding has access to enriching experiences outside the classroom. We recognise the importance of regular attendance for students eligible for the PP grant, we will also work closely with families, implementing strategies to support and improve attendance rates.

Our allocation of funds and actions have been chosen based on rigorous research and on a comprehensive understanding of our school context. We make decisions on what will have the most impact informed by external research, such as insights from the Educational Endowment Foundation, alongside our assessment and observation of pupils. This information has been used to prioritise spending based on potential impact. We are committed to evaluating the impact of our interventions through a range of measures, ensuring an ongoing assessment throughout each academic year.

We passionately believe education is a key factor in ensuring that every individual can reach their full potential and contribute to a better future for themselves and society as a whole. By instilling the highest aspirations for all our students, we believe that they can achieve all they set their minds to, enabling them to flourish, succeed, and be a proactive part of any community.

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 Pupils in receipt of PP funding.

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.

Implementation	Success criteria
<p>Pupils in receipt of PP funding to achieve their full potential and be in line with age-related expected outcomes in all subject areas.</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Whole school has adopted Little Wandle (Sept' 2022) - DfE Validated SSPP to enhance the consistent delivery of phonics and support individuals (Catch Up and Rapid Catch-Up programmes are being delivered across the school).</li> <li>High expectations so that all pupils, regardless of background, reach their intended curriculum end points in all subject areas (NPQs for 2 teachers).</li> <li>High quality teaching (HFL Education) - Essential Maths/Math Matrix approach to mastery and HFL English Units are used across the school) so that all children are able to meet our curriculum expectations and to ensure learning is firmly embedded ready for their next stage.</li> </ul>	<p>All pupils achieve at least in line with age-related expectations for their year group in all subject areas.</p> <p>We will measure impact through:</p> <ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Pupil book scrutiny</li> <li>Observations of pupils</li> <li>Pupil voice interviews</li> <li>Achievement of EHCP targets</li> </ul>

<ul style="list-style-type: none"> <li>• Fitting enrichment activities that help meet our curriculum end points and make learning even more enjoyable.</li> <li>• Effective teacher assessment (Little Wandle assessments/diagnostics assessments linked to HFL's Essential Maths and writing Teacher Assessment Frameworks (TAFs) linked to HFL's English Units) so that any gaps in a child's learning are quickly identified and filled.</li> <li>• A tight focus on reading across the school including: high quality phonics teaching (Little Wandle), 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</li> <li>• Effective marking and feedback so that our pupils know they have succeeded and how they can improve further.</li> <li>• The use of meta-cognition strategies for reflection to improve pupils' readiness for learning (SIP priority 2022-2023).</li> <li>• The appropriate use of digital technology to enable easy access to learning (1 set of 32 chrome books used across each year group).</li> <li>• Targeted academic support, based on teacher assessment (including HFL Math Matrix and Little Wandle assessments) and observations, which skilfully delivers what is needed.</li> </ul>	
<p>Pupils in receipt of PP funding to have confidence and self-esteem to realise their personal goals and aspirations.</p> <p>Our actions:</p> <ul style="list-style-type: none"> <li>• Well-being support for our pupils from our nurture lead and class staff (one to one/small group). All classes have self-regulation opportunities - Zones of Regulation and mindfulness activities are encouraged.</li> <li>• Speech and language support from our Elklan trained TA Years 1-4, NELI and WellComm in Reception.</li> <li>• Inclusion measures including free enrichment activities (clubs, workshops and trips), uniform, stationery and loans of technology. (2022-2023 - 100% take up, of children in receipt of PP, for an extra-curricular club or sports opportunity)</li> <li>• Knowing our pupils and their needs very well.</li> <li>• High quality PHSE teaching across whole school using Jigsaw scheme of work.</li> </ul>	<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"> <li>• Pupil voice interviews</li> <li>• Pupil wellbeing surveys</li> <li>• Observations of pupils</li> </ul>

<ul style="list-style-type: none"> <li>• Our Positive Behaviour policy, based on HFL's Therapeutic Thinking, is effectively and consistently applied whole school.</li> <li>• Success celebrated widely through: weekly celebration assembly, house point trophy, class rewards, weekly class badges x4 and frequent positive reinforcement.</li> <li>• 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.</li> <li>• Active promotion of our twelve Christian values.</li> <li>• Inclusion measures including free enrichment activities (clubs, workshops and trips), uniform, stationery and loans of technology.</li> </ul>	
<p>Pupils in receipt of PP funding to experience a broad and balanced curriculum including enrichment activities.</p> <p>Our actions:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A wide range of after school and lunch time clubs free to Pupils in receipt of PP funding (100% take up 2022-2023).</li> <li>• A wide range of trips and visitors free to pupils in receipt of PP funding.</li> <li>• Frequent monitoring of the progress of all pupils against target and curriculum end points.</li> </ul>	<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"> <li>• Pupil voice interviews</li> <li>• Observations of pupils</li> <li>• Enrichment participation data</li> <li>• Teacher assessment</li> <li>• Book scrutiny</li> </ul>
<p>Pupils in receipt of PP funding to achieve at least 96% attendance.</p> <p>Our actions:</p> <ul style="list-style-type: none"> <li>• Close, effective and frequent liaison between school and families.</li> <li>• Attendance cup and certificates.</li> <li>• Making school an enjoyable place to be.</li> <li>• Creating a fun and creative curriculum where tasks are adapted to suit all pupils needs.</li> <li>• Ensuring our pupils feel very welcome and safe in school including: breakfast and meet and greet where appropriate.</li> </ul>	<p>Children will have at least 96% attendance</p> <p>We will measure this through:</p> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Pupil Voice</li> <li>• Liaison with parents.</li> </ul>

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| <ul style="list-style-type: none"><li>• Additional individualised support where necessary (ELSA trained TA, EBSA strategies where needed, 1:1 SEMH support).</li></ul> |  |
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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: £17,000

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>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> Previous positive experience at Welwyn St. Mary's	2, 4, 5
<i>Constructive feedback through marking and pupil conferencing.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> Previous positive experience at Welwyn St. Mary's	2,4,5
<i>Metacognition and self-regulation strategies taught across the school.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> 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: £54,033.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and one to one support.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 4, 5
<i>Structured interventions - phonics and reading comprehension</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 4, 5

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

Budgeted cost: £10,636.20

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

Total budgeted cost: £81,670

## 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.

#### **Pupils in receipt of PP funding 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 Pupils in receipt of PP funding	% of Pupils in receipt of PP funding
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.

#### **Pupils in receipt of PP funding 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.

#### **Pupils in receipt of PP funding 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.

Pupils in receipt of PP funding 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
ELSA	DSPL5

## 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 Pupils in receipt of PP funding, that is not dependent on pupil premium or recovery premium funding.*