

Welwyn St. Mary's Primary School

Pupil Premium Strategy 2024-2025

This statement details our school's use of pupil premium 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	415
Proportion (%) of pupil premium eligible pupils	8%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years, 2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Stuart Whiteland
Pupil premium lead	Sam Branch
Governor	Stuart Jenkin
Detail	Amount
Pupil premium funding allocation this academic year	£ 68,900.00
CLA/Post CLA funding	£ 54,760.00
Post CLA PP+ funding	£ 9,000.00
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	£ 68,900.00

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 pupil. 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.

Following analysis of the PP cohort (2024-2025), we have identified that 40% of the cohort have an identified SEN need, this informs our practice and strategies to support those identified needs.

Our goal is to see year-on-year progress, where our pupils have achieved and attained highly in comparison to non-PP national data. To achieve this, we recognise that every pupil 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 pupils. At Welwyn St. Mary's, we operate a tiered approach to our Pupil Premium spending:

- **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 adopted Little Wandle (Sept' 2022) – DfE Validated SSP programme to enhance the consistent delivery of phonics and support individuals (Keep-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 are embedding the scheme further, including into Key Stage Two. We use the assessments, across the whole school to inform both teaching and interventions for individuals and target groups.

We ensure that all teachers have up to date training and enhanced professional development opportunities including undertaking NPQs. Our focus for training has been to embed the HfL Essentials Maths scheme, and we are adopting the Essentials Writing scheme this academic year. Training has been planned around this and enhancing a 'learn more, remember more' approach – embedding 'sticky learning' techniques in teaching. (SIP priorities 2024-2025)

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

- **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 pupil to reach their full potential.

We will provide focused academic support that addresses the specific challenges faced by our pupils in receipt of PP funding. This involves implementing personalised strategies, such as one-to-one or small group support in a range of areas – academic, social and emotional and language and communication. Learning is adapted with the use of additional resources including manipulatives and varied activities to cater to individual learning styles and overcome barriers to success. By fostering a

supportive learning environment, we strive to create opportunities for these pupils to thrive academically.

- **Wider Strategies**

Our vision and ethos as a school ensures we also focus on wider aspects of pupils' school life and holistic considerations. We provide targeted interventions and resources to support the social, emotional, and behavioural development of our pupils in receipt of PP funding. We believe in the power of extra-curricular activities to enhance educational experience for pupils in receipt of PP funding and broaden their horizons. We offer a wide range of extra-curricular activities, including music, sports, outdoor activities, arts, culture, and educational trips, ensuring that every pupil in receipt of PP funding has access to enriching experiences outside the classroom. We recognise the importance of regular attendance for pupils 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. By instilling the highest aspirations for all our pupils, 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	Impact of SEND on learning: 40% (2024/25) of our PPG pupils have an identified special educational need and/or disability, the majority in cognition and learning and/or neurodiversity.
2	Emotional and pastoral wellbeing: for over a quarter of pupils (26% - 2024/25) eligible for the PP grant, there are emotional and pastoral barriers that can play a role in them falling behind their peers in their learning.
3	Attendance: attendance rates for 68% of pupils eligible for PP (2024/25) are below the school target of 96%, which in turn can impact them negatively, both academically and pastorally.
4	Language and communication: Baseline assessments indicate that some pupils arrive in school with limited sounds, words, understanding and application of English.

5	Recent SATs results (July 2024) identified that there is a difference between the outcomes between pupils eligible for the PP grant and their peers being secondary ready in maths.
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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>Implementation</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. • Embedding high quality teaching (Herts for Learning (HfL) - Essential Maths/Maths Matrix approach to mastery and HfL English Writing Units are used across the school), so that all children can meet our curriculum expectations and to ensure learning is firmly embedded ready for their next stage. (SIP focus 2024/25) • Enhancing strategies across the school for a ‘know more, learn more’ approach to learning across the school - ‘sticky learning’ techniques in all classrooms. (SIP priority 2024-2025) • Whole school adopted Little Wandle (Sept’ 2022) – DfE Validated SSP programme to enhance the consistent delivery of phonics and support individuals (Keep Up and Rapid Catch Up programmes are being delivered across the school). • High expectations so that all pupils, regardless of background, reach their intended curriculum end points in all subject areas. • Fitting enrichment activities that help meet our curriculum end points and make learning even more enjoyable. • 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. • 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 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 (SIP priority 2022-2023). • The appropriate use of digital technology to enable easy access to learning (1 set of 32 Chromebooks used across each year group). 	<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"> • Teacher assessment • Pupil book scrutiny • Observations of pupils • Pupil voice interviews • Achievement of EHCP targets

<ul style="list-style-type: none"> Targeted academic support, based on teacher assessment (including HfL Math Matrix and Little Wandle assessments) and observations, which skilfully delivers what is needed. 	
<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"> 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. Speech and language support from our Eiklan trained TA years 1-4, and WellComm in Reception. Inclusion measures, including free enrichment activities (clubs, workshops and trips), uniform, stationery and loans of technology. (2023-2024 – 100% take up, of children in receipt of PP, for an extra-curricular club or sports opportunity) Knowing our pupils and their needs very well. High quality PSHE teaching across whole school using Jigsaw scheme of work. Our Positive Behaviour policy, based on HfL’s Therapeutic Thinking, is effectively and consistently applied throughout the whole school. Success celebrated widely through weekly celebration assembly, house point trophy, class rewards, weekly class badges x4 and frequent positive reinforcement. 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. 	<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>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"> 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 pupils in receipt of PP funding (56% take up 2023-2024). A wide range of trips and visitors, free to pupils in receipt of PP funding. 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>Pupils in receipt of PP funding 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. • Making school an enjoyable place to be. • Creating a fun and creative curriculum where tasks are adapted 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 (ELSA trained TA, EBSA strategies where needed, 1:1 SEMH support). 	<p>Children will have at least 96% attendance</p> <p>We will measure this through:</p> <ul style="list-style-type: none"> • Attendance data • Pupil Voice • Liaison with parents.
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhance the use of Essentials Maths scheme to develop a concrete/pictorial and abstract philosophy to mastering mathematical understanding and skills.</i></p>	<p>Teacher training throughout the year – Point 1 of EEF guidance: Develop practitioners’ understanding of how children learn mathematics Maths lessons and additional fluency daily – point 2 of EEF guidance - ‘...integrate mathematics throughout the day’ Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Diagnostic assessments used to identify gaps – point 1 of EEF guidance: Use assessments to build upon existing knowledge and understanding. Maths lessons include manipulatives and representations – point 2 of EEF guidance Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,5</p>
<p><i>Develop the use of Essentials Writing scheme to improve writing outcomes for all pupils.</i></p>	<p>Teacher training throughout the year to expand practitioner’s knowledge and skills and ensure consistency of approach across the school. Teach pupils to use strategies for developing and monitoring their writing. Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Point 4 of EEF guidance: Teach writing composition strategies through modelling and supporting practice. Point 5 of EEF guidance: Develop pupils’ transcription and sentence construction through extensive practice Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

<i>Sticky learning strategies adopted in lessons</i>	EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,985.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional phonics sessions to ensure all pupils keep up with the school's early reading programme	<p>The EEF has published research on the importance of developing strong phonics knowledge to support early reading.</p> <p>EEF blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE promotes phonics as the way children should learn to read – The Reading Framework provides guidance.</p> <p>The reading framework (publishing.service.gov.uk)</p>	1, 4
Provide one to one support for reading.	<p>The EEF has published research on the impact of one to one tuition showing that all pupils benefit from such intensive support.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1
Provide small groups support in mathematics	<p>Point 5 of EEF guidance: Use high quality targeted support to help all children learn mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Point 7 of EEF guidance: Use structured interventions to provide additional support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 5
Ensure all staff model correct English sentence structure when speaking and writing with pupils	<p>The EEF has published information about the importance of high quality interactions between adults and pupils in developing oracy.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 4

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

Budgeted cost: £15,914.20

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

<p><i>Wellbeing and mentoring support for individuals and groups.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2</p>
<p><i>Oral language interventions with Eiklan trained TA, class TAs and WellComm trained TA in the EYFS.</i></p>	<p>Early Years' baseline assessments show that year on year children start the school with a growing need in language and communication. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

Total budgeted cost: £68,900

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 2023 to 2024 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.

2023-2024 – Whole school end of academic year progress data.

Disadvantaged pupil data KS1 for end of academic year 2023-2024		
progress	Positive	Significantly positive
6 PP ch 5% cohort	% of Pupils in receipt of PP funding	% of Pupils in receipt of PP funding
Reading	83%	0%
Writing	83%	17%
Maths	67%	0%

Disadvantaged pupil data for KS2 for end of academic year 2023-2024		
progress	Positive	Significantly positive
	% of Pupils in receipt of PP funding	% of Pupils in receipt of PP funding
Reading	93%	19%
Writing	96%	19%
Maths	93%	7%

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 2023-2024 for the disadvantaged pupil group

PP and Non PP	present	Authorised absence	Unauthorised absence
PP eligible	94.06%	5.47%	0.47%
Non PP eligible	96.17%	3.16%	0.67%

Support mechanisms were in place for identified children.

Pupils in receipt of PP funding to experience a broad and balanced curriculum including enrichment activities.

12.5% of children eligible for PP had music lessons.

56% of children eligible for PP were in extra-curricular clubs

100% of children eligible for PP were 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

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.