

Pupil premium strategy statement

Welshampton Church of England Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	6.67%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 2024 - 2027
Date this statement was published	10.10.2024
Date on which it will be reviewed	10.10.2025
Statement authorised by	Ben Crompton
Pupil premium lead	Ben Crompton
Governor / Trustee lead	Clare Mainwaring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5,920

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel both academically and socially. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs require additional support when faced with more challenging tasks and less-structured parts of the school day.
2	Attendance. Lower attendance means that some pupils need to be supported with additional input to address their gaps in knowledge. This has impacted more significantly on disadvantaged pupil's progress and attainment.
3	Lack of enrichment opportunities are sometimes limited due to financial capability of parents / carers – this can impact attendance of school trips, visits and extra-curricular activities.
4	Lack of enrichment opportunities are sometimes limited due to financial capability of parents / carers – this has impacted on attendance of breakfast clubs and after-school clubs.

5	To inspire active engagement and high aspirations for all pupils, including the most disadvantaged to ensure progress and attainment in is line with class average.
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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.

Intended outcome	Success criteria
To enable all pupils to be confident in school to allow progress in line with other pupils.	<p>Academic attainment and progress to be in line with class average.</p> <p>Development of resilience and coping strategies when faced with less-structured times of the day.</p> <p>Pupils to wear correct uniform to enhance self-esteem and confidence.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	<p>Sustain high attendance rate for all pupils and improve the overall attendance for those disadvantaged pupils to come in line with their peers.</p> <p>The average attendance of our PP pupils is 92.4%. One pupil is persistently absent.</p>
For all pupils to have equal opportunity and access to enrichment activities.	<p>Disadvantaged pupils will attend and access enrichment and extra-curricular activities.</p> <p>50% of the PP pupils utilise this offer consistently.</p> <p>100% of PP pupils take up the offer of free trips.</p> <p>25% of PP pupils have used free uniform as offered by the school.</p>

Activity in this academic year

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

Teaching

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing profile of wellbeing and PSHE within the curriculum. Individual / small group work	Newly appointed subject area lead to review and implement changes and policies reflecting the needs of the school and its pupils. Mental Health Lead training.	1
Support Approaches for Emotional Regulation – Staff Training	Staff trained to support emotional wellbeing of children to enhance self-esteem, confidence and therefore engagement leading to enhanced academic progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 2

Targeted academic support

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Areas of need identified and interventions to be put in place by additional TA Support to overcome barriers.	EEF – Making best use of Teaching Assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	5
Structured Intervention Timetable to be running daily – led by Federation SENDCo		5

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

Budgeted cost: £500

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

<p>Develop a Personal Development Plan which is designed to broaden horizons and give pupils more experience outside of the classroom.</p>	<p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</p>	<p>3,4,5</p>
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Total budgeted cost: £6,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

“To enable all pupils to be confident in school to allow progress in line with other pupils.” Pupils are making progress in line with their peers – some remain below expected standards in some subjects. These children are being supported through targeted interventions.

“To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.” Attendance is improving for all pupils 2 out of 4 pupils have 100% attendance. (92.4% PP average. 96.4% School average. 94.1% National Average) Pastoral Lead is supporting the family of persistently absent pupil to increase attendance.

“For all pupils to have equal opportunity and access to enrichment activities.” Pupils have access to all opportunities available to peers – some opportunities could be further utilised. Letter to sent to relevant parents to remind them of this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

