

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 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	Welland Academy
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	51.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Joanna Anderson (Principal)
Pupil premium lead	Lisa Norris
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,841
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£319,841

Part A: Pupil premium strategy plan

Statement of intent

At Welland Academy our vision is to ensure that every pupil is successful academically, emotionally, and socially which enables them to reach their full potential through their school life and beyond. Our curriculum is designed to recognise pupils prior learning and provide a framework for them to learn and develop a depth of knowledge which is coherent and progressive. This is enabled through not only the formal requirements of the National Curriculum, but also through first hand learning experiences and fostering children's natural curiosity which excites, promotes and sustains children's interest, in addition to the development of the core values.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the academy's vision. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and therefore provide a comprehensive program of support to remove these barriers.

In order to achieve our vision and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching. We know from research that a lack of QFT has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching good lessons every day is crucial.
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide targeted academic support for students who are not making the expected progress.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Address non-academic barriers to attainment such as attendance, behaviour, well - being and cultural capital.
- Ensure that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to the Foundation stage, 100% of PP are working below in all areas.
2	Assessments, observations and discussion with pupils indicate that many disadvantaged pupils have lower baseline in reading, writing and number on entry to Foundation stage. On entry to the Foundation stage, 100% of PP are working below in all areas.
3	Assessments and observations show many disadvantaged children are not ready to learn when they arrive at school which has a negative impact on their learning. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. Attendance and social and emotional needs are significant in many of our disadvantaged pupils.
4	Assessments, observations and discussion show that when children leave Welland Academy there is a difference between disadvantaged and non-disadvantaged pupils' attainment. Many disadvantaged pupils attain lower than non-disadvantaged pupils.
5	Varying experiences of different places and cultures which provide knowledge and understanding for their future aspirations. Our observations and data analysis indicates that disadvantaged pupils are less likely to participate in paid activities occurring outside of school, are less likely to experience wider cultural events and families are less likely to access opportunities in the community.

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
The percentage of Pupil Premium children achieving Age related expectations throughout the Academy in Reading, Writing and Maths increases.	The % achieving ARE increases. The gap between Pupil Premium and Non-Pupil Premium achieving ARE is decreased. KS2 outcomes in 2025/26 will be Reading -64%, writing- 61% and maths – 70%
Improve the attendance of Pupil premium children.	Attendance of pupil premium is at least 95%.
Emotional and Social needs are met so that Pupil Premium children are able to access the curriculum.	Pupil Premium children are able to emotionally regulate in order to engage with their learning and have positive learning behaviours in the classroom. This will be evidenced through qualitative data from student voice, student and parent surveys and teacher observations

Children have good phonics knowledge, they read age related books and texts with good understanding including developing vocabulary.

Reading outcomes show that there is a significant improvement in the number of pupil premium pupils who are meeting the expected standard and there is an upward trend.

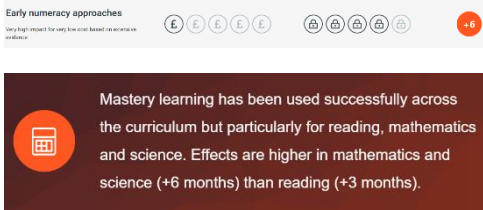
Phonics data will be in line with national outcome.

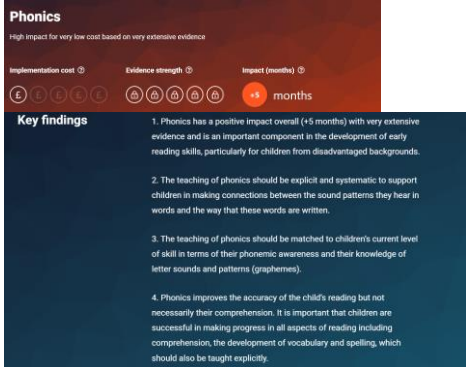

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £167,490

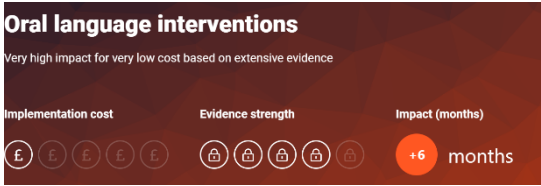
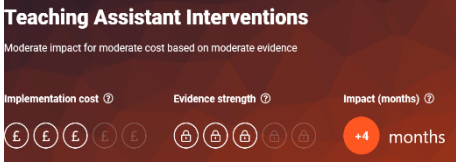

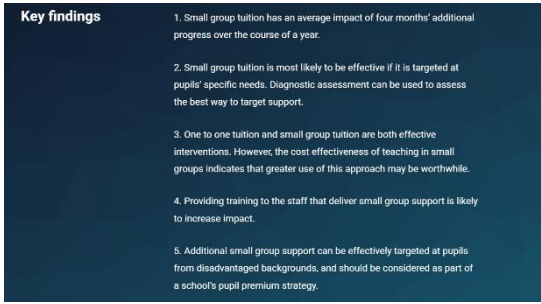
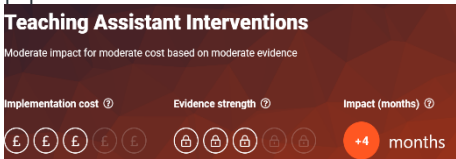
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve subject knowledge of staff through high-quality CPD.</p> <ul style="list-style-type: none"> -Mastery in Maths (NCTEM) -Subject leader monitoring and support. -SEND - FFT Phonics and reading inc training -Writing including handwriting and spelling -History/Geography/Science (CUSP) 	<p>EPI A policy of providing teachers with an entitlement to 35 hours of high-quality continuing professional development (CPD) a year has been shown to bring significant returns in the way of pupil attainment and earnings, and may tackle retention problems in the teaching profession.</p> <p>Maths NCTEM CPD</p>  <p>Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'</p> <p>EEF-Improving Literacy in Key Stage 1 Pupils' writing can be improved by teaching them to plan and monitor their writing. • Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. • These include: — pre-writing activities; — drafting, editing and revising; and — sharing. • Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. Transcription refers to the physical processes of handwriting or typing, and spelling. • Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. • A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. • Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.</p> <p>EEF Improving Literacy in Key Stage 2 Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing. • Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write—and</p>	<p>2,4</p>

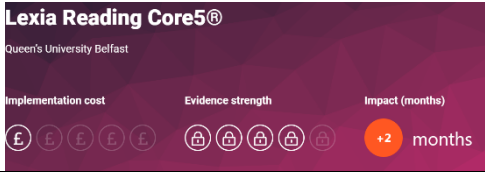
	<p>someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</p> <ul style="list-style-type: none"> • Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.  <p>FFT</p> 	
<p>Improve teaching and learning strategies</p> <ul style="list-style-type: none"> -Mentoring of ECTs -Coaching and mentoring by leadership team. -Walkthrus -Reducing class sizes in Years 6. -SENDCo support -Steplab 	<p>Instructional coaching model (Steplab) High-impact feedback not only identifies strengths and areas of development, but also provides a space for teachers to plan and rehearse actions linked to these areas so that they can immediately alter their practice. Evidence suggests that instructional coaching has a higher impact on pupil outcomes compared to other forms of professional development. It moves away from using traditional lesson observations, which can be generic, often with targets that are too broad or can give the 'what' but not the 'how'. It also focuses on feedback that is led and directed by the 'coach' (the mentor) through the identification of precise actions and the use of directed and specific probing questions.</p> <p>Focus education: What are the major benefits of coaching in education?</p> <ul style="list-style-type: none"> • Improved learning in the classroom – it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results. • Improved creativity in the classroom and across the school, allowing the school to thrive in today's changing and challenging world, where speed of adaptation and innovation is so important. • A greater openness for staff to share practice, take risks in trying new things, to admit and learn from mistakes and to create a whole school learning culture. 	<p>1,2,4</p>

	<ul style="list-style-type: none"> • Improved relationships – if you truly value your staff and students they will, in turn, value you and your needs. • Provides much more time for leaders over the medium to long term – staff and students are more effective when they become more self-responsible and take greater personal initiative. • Better use of talent and resources – leaders uncover people’s talents and encourage them to find answers to problems and do not have to find all the solutions themselves or shoulder the stress of thinking they have to. • Greater engagement from staff and students – by involving them in their work, sharing responsibility for learning and creating more independence. <p>Walkthrus When staff all have the same understanding of the workings of particular techniques, the organisation is well prepared for rapid development. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation without risking miscommunication or wasting energy on defining the steps.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Steplab Steplab is a platform designed to support schools to deliver effective Professional Development (PD) to teachers, using Instructional Coaching (IC). While many PD programs focus on specific elements of teaching, such as culturally responsive pedagogy or supporting social and emotional learning, Steplab aims to provide more comprehensive support so that we can meet teachers wherever they are on their journey toward professional expertise. Given our focus on developing teachers’ ability to integrate technical knowledge and professional judgment we organize our learning goals not around specific knowledge areas or skills, but rather around what we view as the central goals of teachers’ daily work that support pupil learning. This framework was developed by Steplab’s founder in concert with other experienced teachers and leaders of PD. It was also inspired by existing academic literature that aims to identify the core challenges of teaching for the purposes of supporting teacher development in these areas (e.g. Berliner, 2001; M. Kennedy, 2016; Knight, 2007). While novices and early career teachers are more likely to require support developing foundational skills and practices that help them achieve these goals, all goals continue to be relevant as a framework for reflection and development even for experienced and expert teachers.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

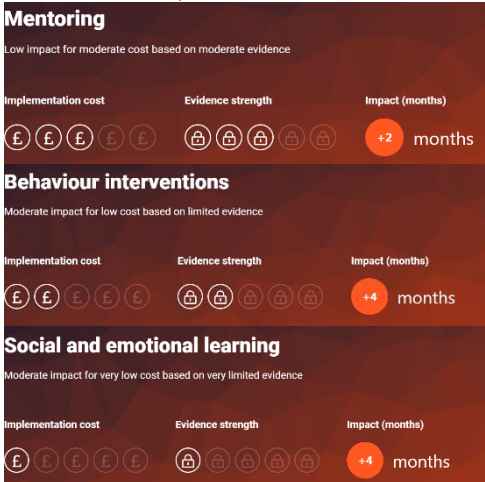
Budgeted cost: £79,083


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve communication and language skills in EYFS. (Language Link)</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>  <p>Oral language interventions Very high Impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +6 months</p>	1,2
<p>Improve outcomes in Y6 through targeted interventions.</p>	<p>There was a clear and positive impact from the additional teaching last year in both lessons and interventions. Evidenced through attainment data. Morning boosters alongside PiXL therapies effectively supported the progress of pupils.</p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>  <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>  <p>Key findings</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	4
<p>Improve outcomes of children who are SEN and PP through focussed interventions and CPD.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p>	1,2,4

<p>Use online interventions to improve basic skills.</p>	<p>Accelerated reader- more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.</p> 	<p>2,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73,268

<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>Children to receive specialist social, emotional and pastoral support to ensure that they are ready to learn.</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>  <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Pupil voice and teacher feedback showed the positive impact of these interventions on the social and emotional needs of the children involved.</p> <p>To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities with free places available for PP children.</p>	<p>3,5</p>

<p>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to meet the target of 95%.</p>	<p>Monitoring of attendance rates last year highlighted key year groups as well as specific children and families who need support in raising their levels of attendance and punctuality. If children are not present in the Academy, they cannot make progress.</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4 The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	<p>3</p>
<p>Enrich the curriculum. -extending the school day through after school learning club. -Trips/visitors</p>	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</p> <p>Extending school time Moderate impact for moderate cost based on limited evidence</p>  <p>Evolve Educational visits and off-site activities are about raising young people's achievement through an organised, powerful approach to learning, in which direct experience is of prime importance. There is clear evidence that educational visits have a positive impact on young people, and when such experiences are part of a progressive programme designed to support integrated learning, the impact is greatly enhanced. Whether in the school grounds, the locality, or further afield, these experiences all stimulate interest, curiosity and passion for 'doing'. They broaden young people's horizons, enable them to develop new skills and build relationships. They make young people more engaged with learning and therefore more likely to do well.</p> <p>Cultural capital is about valuing the different culture, experiences, beliefs, interests, and language of each child in the classroom, understanding how all these different things link together, and providing a rich, varied curriculum that builds on existing experiences. It's also about widening children's experiences and enabling them to experience places and cultures they may otherwise not have the opportunity to be exposed to. Class trips provide the ideal way for children to experience something new and different and expand their cultural horizons. Out of the classroom, they can get hands-on and in-depth, exploring something that's completely new to them or widening their experiences of something they already know about. Trips also help you to nurture your relationship with your pupils, as well as their relationships with each other. They deepen the learning experience and help to build communication skills.</p>	<p>3,4,5</p>

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Total budgeted cost: £319,841

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 2024 to 2025 academic year.

A clear pupil premium strategy has enabled us to identify key barriers and consider how CPD and quality first teaching can enable improvements. A large proportion of our funding has been allocated to this area.

A=Academy N=National

	% of pupils achieving the expected standard at the												Academy	National	Academy	National
	All Pupils				PP Pupils				Non-PP Pupils				23/24	23/24	24/25	24/25
	2023/24		2024/5		2023/24		2024/5		2023/24		2024/5		PP/NPP gap	PP/NPP gap	PP/NPP gap	PP/NPP gap
	A	N	A	N	A	N	A	N	A	N	A	N				
Reading	71	73	60	75	56	62	58	63	92	80	65	81	-36	-18	-7	-18
Writing	71	71	64	72	53	58	58	59	92	77	80	78	-34	-20	-22	-19
Maths	74	74	67	74	59	59	55	61	92	78	85	80	-33	-19	-30	-19
Combined	62	61	48	62	47	46	39	47	83	67	62	69	-36	-21	-23	-22

In 2023/24 PP pupils were in line with national PP pupils for maths, there was only a 5% difference in writing and a 6% difference in reading. In 2024/25 there was a 1% difference in Writing, a 5% difference in Reading and a 6% difference in Maths. In 2023/24 there were 6 children who were PP and SEND and in 2024/25 there were 11 children with PP and SEND including 2 children with EHCPs. The gap between PP and Non PP was higher than national in 2023/24 but was closer in 2024/25. This data suggests that we need to continue to prioritise quality first teaching to ensure that more PP children achieve the expected standard. A new phonics and reading scheme with CPD will be provided to increase reading fluency and in turn reading comprehension. The scheme also offers a number of intervention/tutoring programmes for KS2 children. The reading target for PP children for 2025/26 is 64% which is above national for this year. To develop our maths, we will continue to invest in mastery for number and provide maths CPD on problem solving by Gareth Metcalfe. The implementation will be closely monitored by our leadership team. The maths target for PP children for 2025/26 is 70% which is well above national for this year. In writing, we will be providing a number of in house CPD

sessions and closely monitoring the planning and teaching of writing lessons. The writing target for PP children for 2025/26 is 61% which is above national for this year.

In 2023/24 the number of Y1 PP pupils achieving the standard in the phonics assessment was 7% higher than national PP children achieving the standard. The gap was 7% less than the national gap. In 2024/25 the % achieving was 15% higher than national and the gap was 16% less.

	% of pupils achieving the expected standard												Academy	National	Academy	National
	All Pupils				PP Pupils				Non-PP Pupils				23/24	23/24	24/25	24/25
	2023/24		2024/5		2023/24		2024/5		2023/24		2024/5		PP/NPP	PP/NPP	PP/NPP	PP/NPP
	A	N	A	N	A	N	A	N	A	N	A	N	gap	gap	gap	gap
Phonics Y1	80	80%	82	80%	75	68%	82	67	84	84%	83	84	-9	16%	-1	17%
Phonics Y2	90	89%	91	89%	85		86		96		96		-11		-10	

This data suggests that our approach to phonics is having a positive impact on PP children and should continue. To further develop this progress, we will focus on developing these skills into reading fluency. This will be achieved by using a new phonics and reading scheme.

GLD	Academy				National			
	All	PP	NPP	Gap	All	PP	NPP	Gap
2022/2023	60%	46	71	25	67.2%	51.6%	71.5%	19.9%
2023/2024	58%	50	65	15	67.7%	51.5%	72%	20.5%
2024/2025	67%	45	78	33				

In 2022/23 there was difference of 6.6 % between academy PP children achieving GLD and national PP achieving GLD. This had reduced to 1.5% difference in 2023/24 and the gap had decreased from 25% to 15%. We are awaiting data for 2024/25. This data suggests that we need to continue with our approach in EYFS as we continue to close the gap

For attendance, there was a + 1.9 % difference between academy PP and national PP. It has also been above national PP for the previous 2 years. Even though we are above PP national, attendance will continue to be a focus in our current plan to close the gap further between PP and Non PP children.

Attendance	22/23 Academy	22/23 National	23/24 Academy	23/24 National	24/25 Academy	24/25 National
All	94.7	92.6	94.4	92.9	95.6	93.1
PP	93.9	91.6	93.5	92.0	94.5	92.6.
Non-PP	95.8	93.9	93.6	94.2	96.8	
Gap-between academy/National for PP	+2.3		+1.5		+1.9	

Our assessments and observations indicate that pupil behaviour, well-being and mental health are impacted by deprivation and environmental issues. A solicitous pastoral team with a clear funded strategy, means that behaviour incidents had decreased in school and the impact was lessened. However recent data shows that there has been an increase in seclusions.

	Academy 1 or more suspension for PP children	National 1 or more suspension for PP children	Difference
2021/22	0.94%	1.03%	+0.09%
2022/23	2.43%	1.94%	-0.49%
2023/24	5.33%	1.63%	-3.7%

The strategy will ensure that we provide additional and targeted support for those who are most vulnerable and this includes our SEMH interventions both “in house” and from the mental health support team.

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

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.