

Pupil premium strategy statement – The Welbeck Federation.

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	Netherfield Infants 87 Eastlands Junior 99
Proportion (%) of pupil premium eligible pupils	Netherfield Infant 48 % Eastlands Junior 59%
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)	2025-28
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Jess Scott
Pupil premium lead	Jess Scott
Chair of Governors	Simon Aubignac

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,940 Eastlands £ 47132 Netherfield
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£Eastlands £ Netherfield

Part A: Pupil premium strategy plan

Statement of intent

For our children we have a 2-pronged approach to improve outcomes. The first is to address the social and emotional barriers to learning which hinder our children from being able to focus or access learning.

This links to us developing staff CPD around emotions coaching, zones of regulation and Trauma informed practice. Including us developing a new behaviour approach which is consistent and understood by all and is supported by inclusion specialists.

The second to improve academic outcomes by providing support in the classroom via quality first teaching, targeted interventions and an understanding of children's needs.

Investment in quality first teaching CPD via the RISE programme.

We also aim to give the children lifelong skills linked to our new values of being kind, responsible, working hard and taking pride in all we do.

This is further supported by targeted interventions with a focus particularly on maths, writing and well-being.

Reading writing

Challenges

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

Challenge number	Detail of challenge
1	Data shows there is a difference between the attainment of some groups of children in Reading, Writing and Maths
2	Some children's require support with emotional wellbeing, and many children are anxious and not ready to learn as a result of outside influences including the cost-of-living crisis.
3	Many of our children have a range of ACES which can impact their progress as they become dysregulated easily and find it difficult to re-regulate. This results in them finding learning more difficult.

4	Children with specific needs require support and access to small step learning and scaffolds to support their learning needs to ensuring they make good progress.
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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
Improved reading attainment	Data to show an increased number of children achieving ARE and or making good or better progress. children achieve in line with comparable groups
Improved maths attainment	Data to show an increased number of children achieving ARE and or making good or better progress. children achieve in line with comparable groups
Improved writing attainment	Data to show an increased number of children achieving ARE and or making good or better progress. children achieve in line with comparable groups
For children to have good emotional and physical well-being and to have the tools to be able to regulate emotions to access learning at all times.	Children to have a range of tools and interventions to support them to re-regulate including: Counselling Nurture Sessions ELSA Ongoing good classroom practice accessing: Zones of regulation Emotions coaching Trauma informed Practice Mini Medics
Staff to be able to support children with ACEs and other trauma to engage and be regulated in order to fully access learning.	Staff to have CPD around: Zones of regulation Emotions coaching Trauma informed practices. New behaviour and relationships policy to reflect this new direction around behaviour and how we form and support relationships.

Identified groups of children to make small step progress.	<p>Adaptive teaching to be used in the in the classroom to support, scaffold and develop learning.</p> <p>Staff to have a comprehensive CPD program supported by the RISE programme and specialist teachers.</p> <p>Data to show increased percentage of children making good or better progress.</p>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Trauma Informed training cover: £500

Regulating items for stations in classroom £ 500

White Rose £1000

CPD is being provided by the RISE Project.

CPD Orbital Reading £2000

CPD Writing training (Therasa Heathcote) £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on using effective pedagogy in the classroom including a new approach to reading and writing supported by specialist teachers.	Improved teaching and learning pedagogy. EEF- teaching toolkit individualised instruction +4 Reading strategies EEF +7	1
CPD to ensure that children can stay regulated and access learning Zones of regulation Trauma Informed practice	EEF- teaching toolkit- behaviour interventions +4 EEF- teaching toolkit- social and emotional learning +4	2, 3

Emotions coaching		
Staff to have 1:1 specialist support around planning reading and writing	Improved teaching and learning pedagogy. EEF- teaching toolkit individualised instruction +4	1
Use of maths mastery via White Rose	EEF Mastery teaching +5	1

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

Eastlands

Budgeted cost: £ 22108

Little Wandle Scheme catch up £275

TA teaching time £4000

Interventions £9900

BOOST/ SHINE interventions £1230

TA in class support PM £6776

Netherfield

Budgeted cost: £36,646

TA teaching time £6000

Interventions £8000

Chatter- £7,866

SALT- £6230

Clicker £550

Release of SENDCO (to support small step progress) £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English interventions</p> <p>Including EEF reading fluency</p> <p>Little Wandle Phonics and phonics catch up.</p> <p>Specific interventions using Boost and SHINE to support</p>	<p>EEF- teaching toolkit- small group interventions +4</p> <p>EEF- teaching toolkit- teaching assistants interventions +4</p> <p>EEF- teaching toolkit- behaviour interventions +4</p> <p>EEF- teaching toolkit- reading comprehension interventions +6</p> <p>EEF- teaching toolkit- phonics interventions +5</p>	<p>1</p> <p>1</p>
<p>SENDCO to track small step progress for SEND PP children.</p>	<p>EEF- teaching toolkit- teaching assistants interventions +4</p> <p>Scaffolds to be effectively used as part of QFT</p>	<p>4</p>
<p>SALT interventions to improve oracy linked into communication</p>	<p>EEF teaching toolkit one to one tuition +5</p>	<p>1</p>
<p>A range of activities to remove barriers, improving access to learning, and widening pupils' understanding of the world.</p>	<p>EEF teaching toolkit social and emotional learning +3</p>	<p>1, 2</p>

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

Eastlands

Budgeted cost: £61,543

£11,400 Soft starts/ check ins

£18720 Laetus Counselling

£12,000 trips

£9153 ELSA

£750 The Great Project

£800 Cooking session

£720 Commando Joes

Breakfast Club £8000

Netherfield

Budgeted cost: £2645

EMUS £550

Medi Medic £250

Science Tots £845

Breakfast Club £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update and implement behaviour and relationship policy linked to a trauma informed approach	EEF- teaching toolkit- behaviour interventions +4 EEF Social and emotional learning +4	2,3
ELSA sessions	EEF- teaching toolkit- behaviour interventions +4 EEF- teaching toolkit- social and emotional learning +4	2,3
Counselling sessions	Social and emotional learning +3	2,3
Support to ensure PP can access all trips to enhance learning and experiences	EEF- teaching toolkit- physical activity +1 EEF- teaching toolkit-Arts participation +3	2,3
Breakfast Club	EEF teaching toolkits Extending school Time +3	2,3

Total budgeted cost: £94590 Eastlands

Total budgeted cost: £43291 Netherfield

Carry Forward:

£350 Eastlands

£3821 Netherfield

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data 24-25

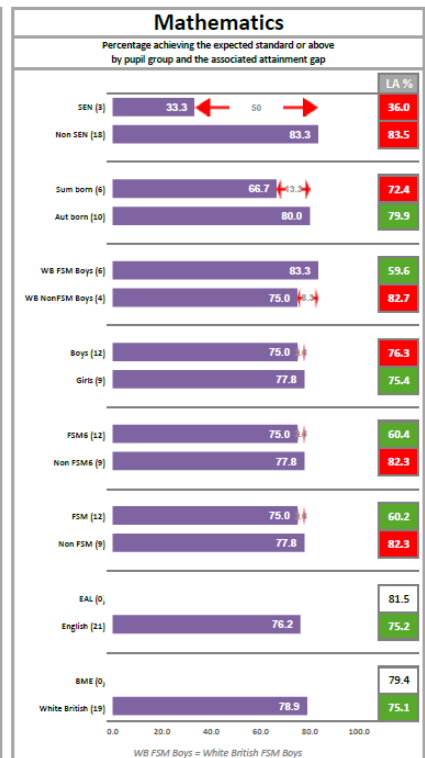
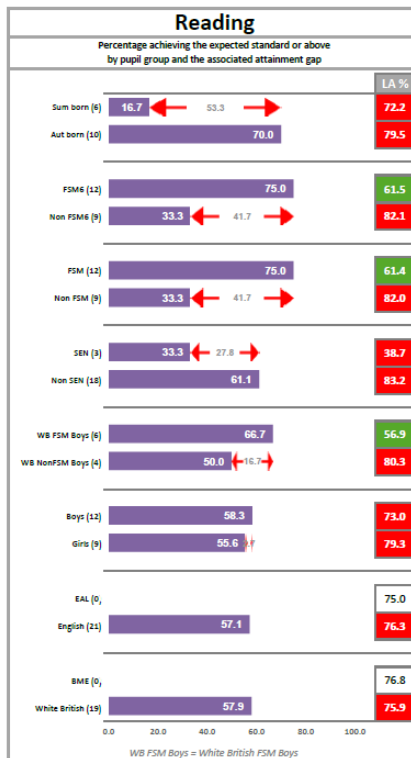
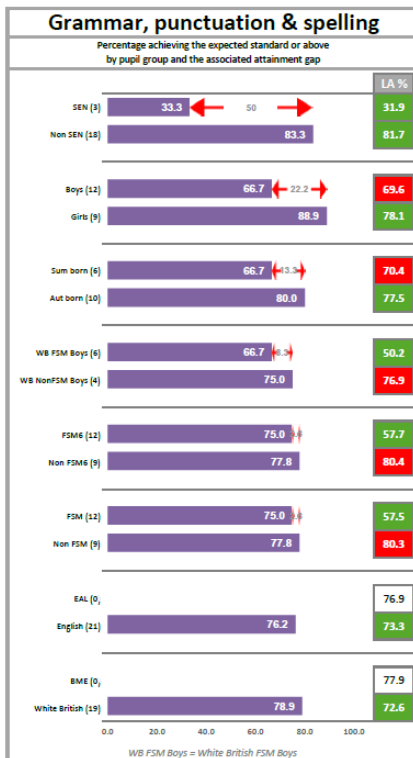
Multiplication Check Year 4

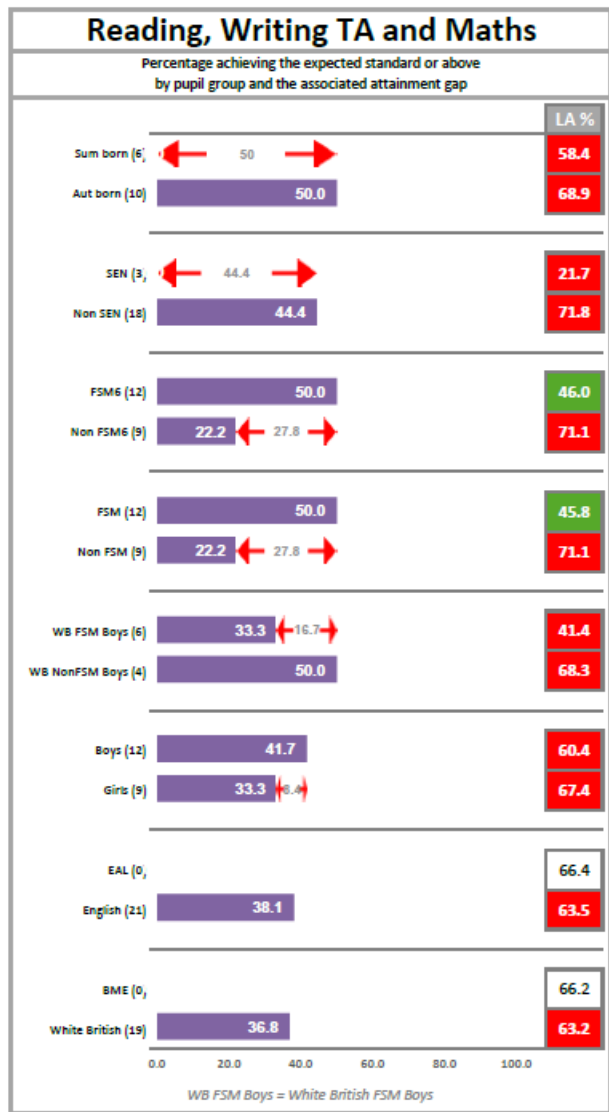
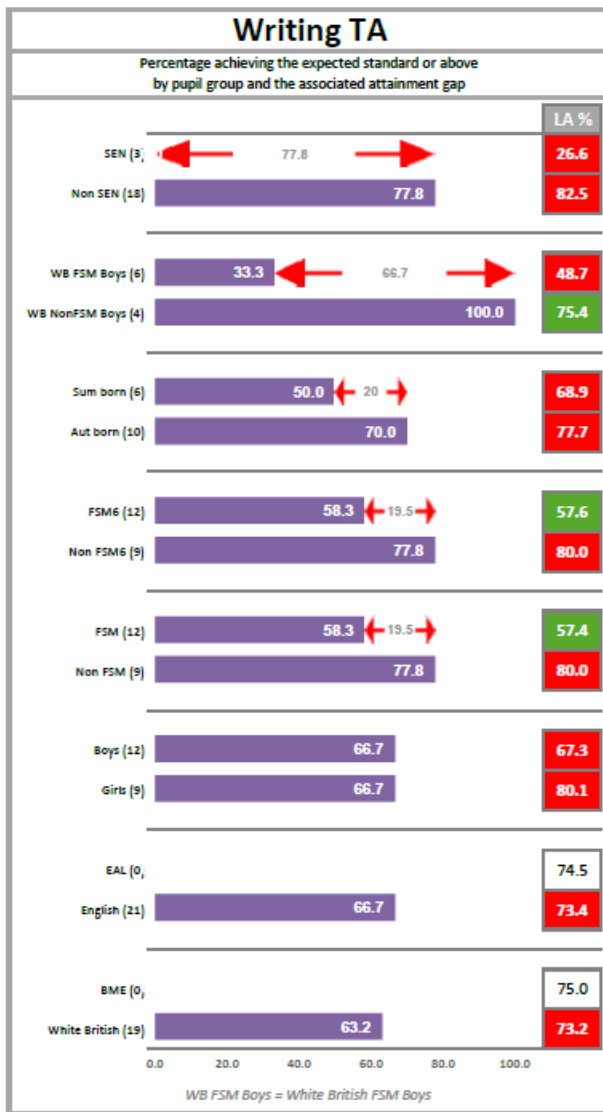
32 children in total.

40.6% of children achieved a score of between 13 and 25.

59.4% of pupils achieved below 12 marks. Of these, eight children scored either 11 or 12 marks.

KS2 Data	2023/45 ARE+			2024/25 ARE+			2023/45 GDS			2024/25 GDS		
	School	LA	Nat	School	LA	Nat	School	LA	Nat	School	LA	Nat
Maths	57.1	73.7	73	76.2	76	74	7.1	23.7		9.5	25	26
Reading	53.6	73.7	74	57.1	76	75	3.6	26.9		4.8	32	33
Writing	57.1	72.1	71	66.7	73	72	0	11.8		0	11	13





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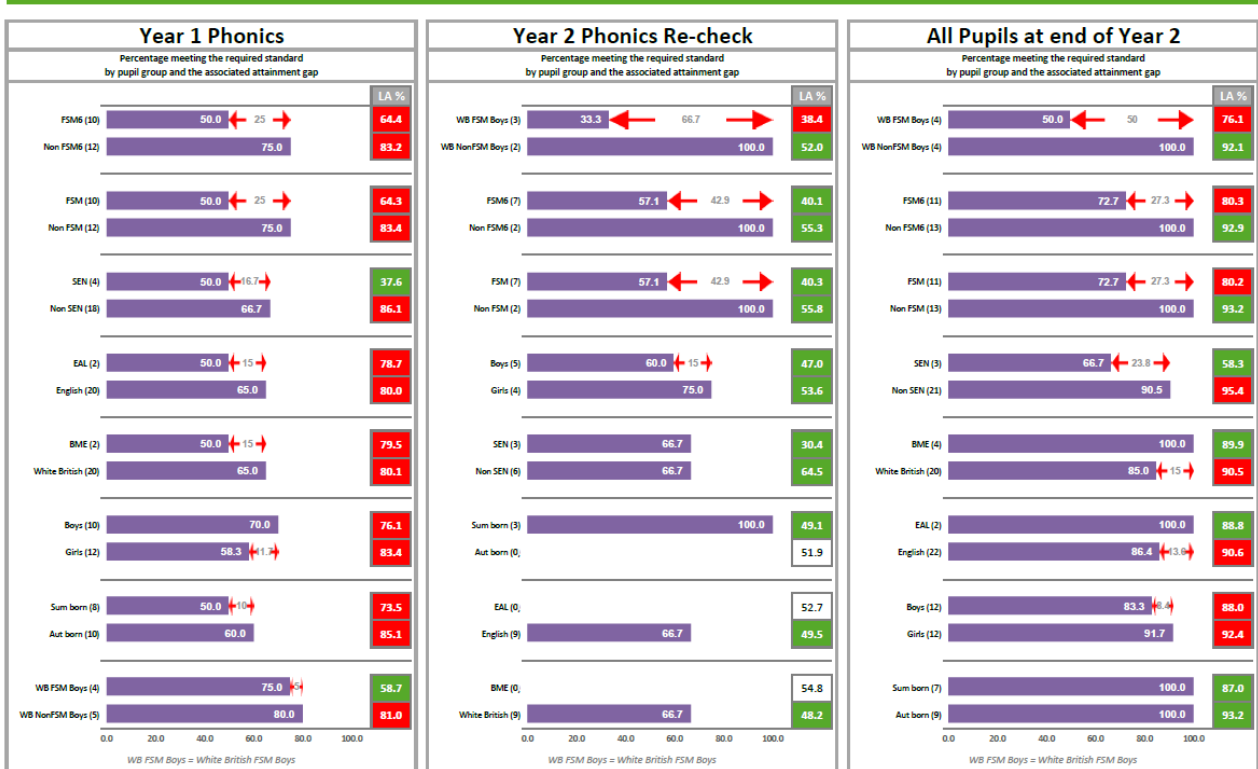
Number of children accessing ELSA :35 children seen.

Number of children accessing counselling sessions: 15 children last academic year September to July 2025. I saw 5 children on a Thursday and from the 3rd June 3 children on a Tuesday. In total I provided approximately 219 sessions equating to approximately 15 sessions per child. However, some children were monthly, fortnightly and weekly

EYFS FSM Children

ASSESSMENTS

Item	Netherfield Infant and Nursery (2176)		Local Authority - Nottinghamshire	
	Value	Value	Value	Gap
Good Level of Development	50.0%	47.4%	47.4%	+2.6%
Average no. ELGs at expected	12.9	12.1	12.1	+0.8
All Goals, Exp+	33.3%	46.5%	46.5%	-13.2%
Prime Goals, Exp+	75.0%	60.0%	60.0%	+15.0%
Com. & Lang. Goals, Exp+	75.0%	67.4%	67.4%	+7.6%
PSE Goals, Exp+	83.3%	73.7%	73.7%	+9.6%
Phys. Dev. Goals, Exp+	83.3%	74.6%	74.6%	+8.7%
Specific Goals, Exp+	33.3%	47.1%	47.1%	-13.8%
Literacy Goals, Exp+	50.0%	48.9%	48.9%	+1.1%
Maths Goals, Exp+	58.3%	58.9%	58.9%	-0.6%
Und. The World Goals, Exp+	66.7%	67.2%	67.2%	-0.5%
Exp. Arts & Des. Goals, Exp+	58.3%	76.3%	76.3%	-18.0%



Data Overview

2024/25	School	Local	National
GLD	47.6%	67.5%	68.3%

2024/25	School	Local	National
Y1 Phonics	64%	TBC	80%
Y2 Phonics Re-Check	86%	TBC	89%

	Writing	Reading	Maths
End of Key Stage 1	52% ARE + 0% GDS	62.5% ARE+ 17% GDS	61% ARE+ 13% GDS

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
Counselling	Laetus Counselling

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Eastlands Junior is currently receiving support via the RISE programme. This has allowed the Federation to move forward in redesigning the curriculum and develop QFT.

This is funded separately but is having a positive impact at both schools.