

# Pupil Premium Strategy Statement Whitchurch Combined School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Whitchurch Combined School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ed Wheatley (HT)
Pupil premium lead	Mark Soar (DHT)
Governor / Trustee lead	Kate Webster (PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,140
Recovery premium funding allocation this academic year	£2,175
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	£22,315

## Part A: Pupil premium strategy plan

### Statement of intent

At Whitchurch Combined School we aim for each pupil, including disadvantaged pupils, to make good progress within a caring and supportive environment where all pupils are expected to do their best. Our provision for our pupils eligible for pupil premium funding aims to target areas of need and close the gap. We strive to ensure a culture of high quality first teaching and bespoke interventions focused on specific knowledge or skills a pupil needs to achieve progress.

We have identified that our key principles for our current strategy plan (21-22) are:

- To narrow the vocabulary gap identified in order that disadvantaged pupils can access the curriculum in the same way as their non-disadvantaged peers and impact can be seen in their reading and writing as a result.
- To increase fluency towards automaticity in maths, to ensure disadvantaged pupils are able to access the maths curriculum in line with their non-disadvantaged peers
- To explicitly teach strategies to improve the retention and retrieval of knowledge at a later date in order to build on experiences and skills, making links between learning
- To provide bespoke experiences for disadvantaged pupils in line with those of non-disadvantaged and to ensure they access wider opportunities to enhance their cultural capital
- To continue to support parents to engage with their children at home and promote good attendance, challenging persistent absence and include extra support in school where this is not possible via Pupil Premium Champions.

### Challenges

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

Challenge number	Detail of challenge
1	We have identified that learning lost to COVID hit our disadvantaged pupils, especially those currently in Y1, 2 & 3, particularly hard.
2	Parental aspiration is often low and external engagement can be difficult due to financial implications, time constraints for families with more than one child or parental experiences. In these cases, time needs to be provided within school for enrichment activities to take place with other adults.

3	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
4	Retention of knowledge – identified pupils including those eligible for pupil premium funding, lack strategies to enhance their retention of knowledge and vocabulary and their ability to retrieve it at a later date.
5	Children's automaticity in number fluency has reduced over time.

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP, with extra focus on pupils in Years 1, 2 and 3
Pupils access a wide range of enrichment experiences both in and out of school.	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and team work are developed.</p> <p>Opportunities to attend after school clubs and school trips.</p>
A key home school link service is provided by WCS - Pupil Premium Champions - to support pupils and/or parents, identified by school as vulnerable or in need.	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance through the introduction of a Learning Mentor</p> <p>Pupils are developing a sense of independence and organisation around home learning tasks.</p> <p>Pupil Premium Champions who are attached to each child and family to support their learning at school and at home. These people identify barriers with the children in school and support the Class teacher in liaising with PP children.</p>

	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
Pupils employ a range of strategies to support their ability to retrieve knowledge and embed in their long term memory.	Through retrieval tasks and activities, evidence shows that pupils are able to recall knowledge on which to build new learning.
Identified pupils will have improved their number fluency from an identified starting point.	Identified gaps are addressed and targeted interventions have been delivered and success measured. Adaptations have been made in line with the progress made.

## 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: £7600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Leadership time to monitor and support staff in HQFT with particular focus on Disadvantaged pupils</i>	Ensuring a highly effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school - EEF	1, 4, 5,
<i>Learning walks by SLT to monitor consistency of teaching and learning standards with provision for Disadvantaged pupils as a focus</i>	Ensuring a highly effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school - EEF	1, 4, 5,
<i>CPD on HQFT and the effective use of TAs in the delivery of the curriculum especially for those with SEN and PP funding</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1, 4, 5,
<i>CPD on Mastery Maths including interventions and provision for narrowing gaps identified in knowledge.</i>	High quality one to one and small group tuition based on targeted academic support - EEF	5

<i>CPD on Whole Class Reading</i>	Reading comprehension strategies have a high impact on pupils' ability to achieve (EEF Toolkit) Good phonics teaching impacts on progress. (EEF Toolkit)	4
<i>Use of SENDCo to monitor effectiveness of interventions and undertake training of support staff where necessary</i>	High quality assessment is essential to identifying and narrowing gaps Staff receiving extensive training from experienced practitioners Interventions have clear objectives Connections made between out of classroom learning and classroom teaching (EEF)	1, 4, 5

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

**Budgeted cost: £6715**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>One to one support for identified pupils in Maths and Reading</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,4,5
<i>Small group intervention for identified pupils to narrow the vocabulary gap</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,4,5
<i>One to one interventions for children with SEN:S &amp; L</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,4,5
<i>Small group interventions for identified pupils in Phonics</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,4
<i>Purchase web based programs to be used in school at home.</i> <ul style="list-style-type: none"> <li>• <i>Deepening Understanding</i></li> <li>• <i>Nessy</i></li> <li>• <i>TTRS/Numbots</i></li> <li>• <i>Reading Eggs</i></li> <li>• <i>Google Classrooms</i></li> </ul>	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1,4, 5

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

**Budgeted cost: £8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment activities such as Themed days and Visits</i>	Supporting pupils' SEMH needs - EEF	2,4,5
<i>Pupil Premium Champions to support the needs of disadvantaged pupils and parents</i>	Supporting pupils' SEMH and behavioural needs Communicating with and supporting parents EEF	1, 2, 3
<i>PSHE lead directs parents to MHST for children, including PP children, to support children with anxiety</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1, 2, 3
<i>Nurture provision for identified pupils in both KS1 and 2</i>	Supporting pupils' SEMH and behavioural needs EEF	1, 2, 3
<i>Provision of clubs for example book clubs and home learning intended for PP pupils</i> - <i>Book in a Box for PP Children</i>	Social and Emotional learning Sustaining parental engagement EEF	1, 2, 3
<i>HT and School Secretary to closely monitor absences of PP children. Ensure 96% for PP Children</i>	Supporting pupils' SEMH and behavioural needs Communicating with and supporting parents EEF	3

**Total budgeted cost: £22,315**

## 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 2020 to 2021 academic year.

The following targets were identified by the school on the previous Pupil Premium Statement – 2020/2021.

- 1) Whole school improvement of writing (including PP children) with 80% of children working at the expected level and 21% at greater depth
- 2) Improved confidence in social situations and strategies to help with self-esteem in school
- 3) All barriers identified that affect learning for PP children and start to break these down

As expected, results against these targets was mixed. For a full breakdown of progress against the targets, please follow this link on the School Website.

<https://primarysite-prod-sorted.s3.amazonaws.com/whitchurchcombinedschool/UploadedDocument/f2f34744e9ba4fc986e45c6bc262dec9/pupil-premium-strategy-statement-2020-2021.pdf>

Internal data shows that those pupils eligible for funding are performing in line with their peers apart from attainment in maths. However, Learning Walks have identified that the expectations for these pupils remain high and they are immersed in an inclusive curriculum. More targeted interventions will be used to ensure measurable progress is identified and evidenced.

Pupil Premium Champions were initiated in the Autumn Term 2020 but due to second lockdown they were not implemented. During the 2<sup>nd</sup> COVID Lockdown, numerous calls and visits to Pupil Premium children were made to check on well-being and to ensure engagement in Home Learning. All these children were given devices through the DfE Computers for Schools Scheme and a number of children took up the offer of places in school under the 'key worker' scheme.