

Pupil Premium Strategy Statement Whitchurch Combined School 2022-2023



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	210
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Currently in 2022-23
Date this statement was published	31 st December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachel Mobbs (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	£27,660
Recovery premium funding allocation this academic year	£1,378
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	£29,038

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 (21-24) 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 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.
- *In addition to the objectives listed above, we now have eight Ukrainian children who are in receipt of Pupil Premium. This in itself brings new challenges with regards Teaching and Learning.*

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 Y2, 3 & 4, 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	32% of our Pupil Premium children are from Ukraine and most have a minimal understanding of English.

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.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed. Opportunities to attend after school clubs and school trips.
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.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. 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 Pupils are developing a sense of independence and organisation around home learning tasks. 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. 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.

Ukrainian Pupils develop their English Language skills and make expected progress from their arrival starting points	Identified gaps are addressed and targeted interventions have been delivered and success measured. Adaptations have been made in line with the progress made.
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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: £9 873

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, EAL 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 and Lesley Clarke Phonics</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</i>	High quality assessment is essential to identifying and narrowing gaps Staff receiving extensive training from experienced practitioners	1, 4, 5

<i>support staff where necessary</i>	Interventions have clear objectives Connections made between out of classroom learning and classroom teaching (EEF)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 & 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"> • <i>Deepening Understanding</i> • <i>Nessy</i> • <i>TTRS/Numbots</i> • <i>Google Classrooms</i> 	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
<i>Purchase an ipad for each Ukrainian child so that they are able to use the assistive technology to aid learning in class. E.g. Google Translate and 'Say Hi'</i>	EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	5

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

Budgeted cost: £10 454

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 & service premium pupils and parents</i>	Supporting pupils' SEMH and behavioural needs Communicating with and supporting parents EEF	1, 2, 3, 5
<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, 5
<i>Nurture provision for identified pupils in both KS1 and 2</i>	Supporting pupils' SEMH and behavioural needs EEF	1, 2, 3, 5
<i>Provision of clubs for PP pupils</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: £29 038

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 2021 to 2022 academic year.

Intended Outcome 1 - Pupils make at least expected progress in reading, writing and maths.

Whole School

- Attainment R 77% W 74% M 79%
- GDS/Above R 32% W 16% M 30%

PP Children

- Reading 76%, GDS 38%
- Writing 63%, GDS 12%
- Maths 75%, GDS 25 %

The Pupil Premium children perform in line with their Non-pupil Premium peers apart from Writing where there is an 11% drop in performance.

We also now have 11 Ukrainian children who have since joined the school in late July 2022. Some will be in receipt of the Pupil Premium grant and will have a negative impact on these numbers in September 2023.

Intended Outcome 2 - Pupils access a wide range of enrichment experiences both in and out of school.

Clubs ran in the Spring and Summer term for the first time since Covid. During the Summer Term 2022 70% of children attended a Club. 75% of PP children attended a club. The 4 children that didn't all come to and from school on a bus and didn't want to attend, despite staff best interests.

Intended Outcome 3 - 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.

All children have a designated Pupil Premium Champion who checks in with each child and checks that children's SEMH needs are met. They will then liaise with teachers who can ensure appropriate communication needs are met. PP children and Parents also complete a questionnaire so we can see how else we can meet their needs. Examples, include providing equipment like a laptop etc. A Pupil Premium Passport has been created for each child detailing interventions and any behavioural and SEMH support given.

Intended Outcome 4 - Pupils employ a range of strategies to support their ability to retrieve knowledge and embed in their long term memory.

Homework packages like Deepening Understanding, Google Classroom, TTRS and Spelling Shed have been rolled out across the school to allow children to consolidate learning across the school and at home. Learning walks show the practice of Flashback 4 at the beginning of maths lessons to ensure that learning is retained. Other subjects have sessions where previous knowledge is recapped. Same day intervention, especially in Maths, is used to secure knowledge and support those children who require pre/post teaching before the next maths lesson.

Intended Outcome 5 - Identified pupils will have improved their number fluency from an identified starting point.

Children in Years 2 – 6 were assessed at the beginning of the year for their arithmetic skills. A score was found. This was then repeated in the Summer term. The data shows the dramatic improvement in Arithmetic skills across the school.

Year 1 – No assessment carried out.

Year 2 – 9 in Autumn & 17 in Summer - 88% improvement

Year 3 - 16 in Autumn & 20 in Summer – 25% improvement

Year 4 – 15 in Autumn & 23 in Summer – 53% improvement

Year 5 – 16 in Autumn & 30 in Summer – 88% improvement

Year 6 – 21 in Autumn & 30 in Summer – 42% improvement

Overall a 59% improvement in 'fluency' scores

