

Pupil Premium Strategy Statement Whitchurch Combined School 2023-2024



This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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	207
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Currently in 2023-24
Date this statement was published	31 st December 2023
Date on which it will be reviewed	September 2024
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 financial year	£36,710
Recovery premium funding allocation this financial year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,335

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 our dedicated Pupil Premium Champion.
- *In addition to the objectives listed above, we now have six 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 Y3, 4 & 5, particularly hard.
2	Parental aspiration, with regards attending educational events/workshops, 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	Key disadvantaged pupils have lower attendance due to lower 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. 23% of our Pupil Premium children have a SEN support plan or EHCP
5	23% 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 Champion, Mrs Mitchell - 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 our Pupil Premium Champion, Mrs Mitchell. Pupils are developing a sense of independence and organisation around home learning tasks. Pupil Premium Champion, Mrs Mitchell, supports children's learning at school and at home. Mrs Mitchell identifies 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.

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: £13,714

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</i>	High quality assessment is essential to identifying and narrowing gaps	1, 4, 5

<i>undertake training of support staff where necessary</i>	Staff receiving extensive training from experienced practitioners 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: £12,101

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>Planpanion</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>PP Champion and Ukrainian Champion to work with PP/Ukrainian children</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,4,5

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

Budgeted cost: £14,520

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 Champion 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, 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
<i>Side-by-Side project with other local Primary schools supporting the transition into Reception class for PP children in September 2024</i>	Supporting pupils' SEMH and behavioural needs Communicating with and supporting parents EEF	1, 2, 3, 5

Total budgeted cost: £40,335

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 2023 to 2024 academic year.

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

Whole School

Summer 2024

- Attainment (Y1 – 6) R 80% W 73% M 77%
- GDS/Above (Y1 – 6) R 32% W 11% M 25%

PP Children

Attainment - whole school Y1 – 6

- 12/21 expected or above in Reading 57%, GDS 2/21 10%
- 10/21 expected or above in Writing 48%, GDS 2/21 10%
- 13/21 expected or above in Maths 62%, GDS 1/21 5%
- 2/3 - 66% made GLD in Reception class

As of Summer 2024, our Pupil Premium children continue to be a diverse mix of children with six being Ukrainian, seven children with a SEN Support or EHCP. Five of these children are also in Year 1 and Year 6. All the Ukrainian children have made excellent progress against their starting points and all are working at ARE in Maths. Our SEN children make good progress against their personalised SEN targets too.

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

Pupil Premium children are supported financially for all enrichment activities within and out of school. All Pupil Premium children have attended at least one club this year.

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. (This has now been superseded by Mrs Mitchell who is the Pupil Premium champion for all children.) 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, access to music lessons etc. A Pupil Premium provision map details each child 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.

A strength of the school continues to be how we embed knowledge across the curriculum. Homework packages like Planpanion, 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 all lessons to ensure that learning is retained. 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. Special provision is made to ensure that children who are PP have same day interventions in order 'keep up and not catchup.

Intended Outcome 5 - Ukrainian Pupils develop their English Language skills and make expected progress from their arrival starting points

All Ukrainian children have had an ipad purchased for them to help with translation of work. We have also appointed a Ukrainian Champion, to work alongside our Pupil Premium in order to support these families in this especially difficult time. The children work on their language skills on a 1:1 basis or in a small group. With the older children the focus is now on comprehension as many of them can read text well. Intensive phonic work is the focus with the younger children. All these children now have a basic grasp of English and are flourishing in school. Highlights show all the Ukrainian children working at or above in Maths. 2/3 of the children working at the expected standard in reading and Ukrainian Children and 50% of the children working at ARE in writing. We are all blown away by the progress they have made. Furthermore, 2/3 children achieved ARE in Reading, Writing and Maths in Year 6 SATs

Attainment - whole school Y1 - 6

- Expected standard or above:
- 4/6 expected or above in Reading R 67%; 1/6 Significantly Below; 1/6 Below; 1/6 17% Above
- 3/6 expected or above in Writing W 50%; 2/6 Significantly Below; 1/6 Below: No GDS
- 6/6 expected or above in Maths M 83%; 1/6 Below: No GDS