

Pupil Premium Strategy Statement Whitchurch Combined School 2024-2025



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
School name	Whitchurch Combined School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	14%
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)	2024 – 2028 Currently in 2024-25
Date this statement was published	31 December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Mobbs – HT
Pupil premium lead	Mark Soar – DHT
Governor / Trustee lead	Paul Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,720
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>	£34,720

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 (24-28) are:

- To narrow the attainment 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, writing and maths 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 and include extra support in school where this is not possible via our dedicated Pupil Premium Champion.
- To support children who are both SEN and PP, whether this be with the quality SEN provision and intervention that we offer or supporting those children with issues around mental health and their social and emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling or the fact that they are SEN. 22% of our Pupil Premium children have a SEN support plan or EHCP.
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	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.
4	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
6	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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.	<p>Gap will close in progress made between PP, non-PP and SEN.</p> <p>Focus on pupils in Years R, 1, 2 for phonics</p> <p>Focus on Maths in Y4 and Y5 who are undertaking the KS2 Mastering Number scheme alongside White Rose Maths</p>
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 Champion, Mrs Bareham - 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 our Pupil Premium Champion, Mrs Bareham.</p> <p>Pupils are developing a sense of independence and organisation around home learning tasks.</p>

	Pupil Premium Champion, Mrs Bareham, supports children's learning at school and at home. Mrs Bareham identifies barriers with the children in school and support the Class teacher in liaising with PP children.
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.
The school supports children and families with issues surrounding mental health and their social and emotional needs.	Boxall Profiling identifies children who have challenges regarding their mental health and social and emotional needs. SENDCo and HT to oversee and support teachers with training and strategies to help children with social and emotional needs. A clear list of children identified by the school in need of support from the mental health support team (MHST). Dedicated Mental Health Support Champion in school – Mrs Carson. Reduced incidents related to Mental Health/behaviour on CPOMs

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: £10,416

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, 3, 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, 3, 4, 5,
<i>CPD on HQFT and the effective use of TAs in the delivery of the</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1, 3, 4, 5,

<i>curriculum especially for those with SEN, EAL and PP funding</i>		
<i>CPD on Mastery Maths, specifically Mastering Number KS2, including interventions and provision for narrowing gaps identified in knowledge.</i>	The EEF toolkit suggests that mastery learning accelerates progress - EEF High quality one to one and small group tuition based on targeted academic support - EEF	4
<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)	5
<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, 3, 4, 5, 6

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

Budgeted cost: £10,763

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	1,3,4,5
<i>Small group intervention for identified pupils to narrow the attainment gap</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,3,4,5
<i>One to one intervention for children with SEN:S & L & C & 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	1,5
<i>Purchase web-based programs to be used in school at home.</i> • <i>Planpanion</i>	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support	1,3,4,5

<ul style="list-style-type: none"> • <i>TTRS/Numbots</i> • <i>Spelling Shed</i> 	EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	
<i>PP Champion to work with PP children , including remaining Ukrainian children</i>	High quality one to one and small group tuition based on targeted academic support - EEF	1,2,6

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

Budgeted cost: £13,451

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	2,6
<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	2,6
<i>Mental Health lead directs parents to MHST for children, including PP children, to support children with social and emotional needs.</i>	High quality one to one and small group tuition based on targeted academic support – EEF	2,6
<i>Nurture provision for identified pupils in both KS1 and 2</i>	Supporting pupils' SEMH and behavioural needs EEF	2,6
<i>Provision of clubs for PP pupils</i>	Social and Emotional learning Sustaining parental engagement EEF	2,6
<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	1,2,6

Total budgeted cost: £34,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 100%; 1/6 Below: No 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
Lesley Clarke Phonics	Lesley Clarke
Key Stage 2 Mastering Number	Bucks, Berks & Oxon Maths Hub
Planpanion – R/M/PaG Programme	Planpanion
Spelling Shed	Spelling Shed

Service pupil premium funding (optional)

<i>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</i>
We used the money to provide the family with a reconditioned laptop for the children to stay in contact with their father whilst he was posted abroad. We also used the money to provide TA time to check in with the children.
The impact of that spending on service pupil premium eligible pupils
Improvement in the children's mental health during times when the father was posted abroad.