

Pupil premium strategy statement Whitchurch Primary School 2022 - 23

1. Summary information					
School	Whitchurch Primary				
Academic Year	2022/23	Total PP budget	£9,070	Date of most recent PP Review	September 22
Total number of pupils	140	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Feb 2023

2. Current attainment		
NB: Based on 3 year average due to small number of pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	88%	84%
% making progress in reading	100%	98%
% making progress in writing	88%	88%
% making progress in maths	100%	94%

3. Barriers to future attainment	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and emotional development: academic progress of pupils across the school (mostly eligible for PP) being effected by social and emotional/mental health needs eg home/family circumstances, SEND,
B.	Gaps in learning: pupils eligible for PP are not on track to reach national expected standard by the end of Key Stage Currently on track Reading 33%, Writing 33%, Maths 33% .
C.	Strategies for learning: lack of strategies for learning (impacted by neurodiverse profile) can have a detrimental effect on academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide pupils with skills to be enable them to build their emotional resilience.	Pupils eligible for PP are able to use skills for emotional resilience. Staff, Parents and pupils report positively about emotional well-being.
B.	Closing of the gap between pupils eligible for PP and those not eligible nationally.	Pupils eligible for PP make as much progress as other pupils nationally, using statutory results or standardised tests.
C.	Strategies for learning & Self regulation	Pupils eligible for PP have more strategies to support their own learning and manage their self regulation Observations of pupils shows greater focus and fewer incidents of off-task behaviours.

5. Planned expenditure					
Academic year	2022/23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA	EEF research identifies Social & Emotional learning as +4 months in its research. A number of children have been identified as benefiting from specific Emotional Literacy support.	ELSA trained by Ed Psych Service. Regular supervision sessions. Review meetings in school.	DC RNL	January 2023 April 2023
	Whole school approach to issues of PSHE. Additional support for pupils with Neurodiverse profile		Regular feed back from Staff support ND profile. Links with C&I service	DC	Dec 2022 / March23
B: Closing of the gap between pupils eligible for PP and those not eligible nationally.	Small group phonics sessions Update resources for SPP across EYFS and year 1 Purchase additional reader resources to compliment and follow the new approach Purchase additional reading resources to continue same scheme support into Y2-6	EEF research states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of +4 months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	Regular phonics team meetings with all key staff Tracking of reading assessments	FN GR	Feb 2023
Total budgeted cost					£2200
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA 1 to 1 ELSA sessions	EFF research identifies Social & Emotional learning as +4 months in its research. A number of children have been identified as benefiting from specific Emotional Literacy support	ELSA trained by Ed Psych Service. Regular supervision sessions. Review meetings in school.	DC RNL	January and June 2023

B: Closing of the gap between pupils eligible for PP and those not eligible nationally.	1:1 tuition to support pupils 1:1 tuition to support EAL pupils	1 to 1 tuition EFF research suggests +5 months based on extensive evidence. Prior evidence of this approach in school successful.	Observation of 1:1 tutors. Liaison time between class teacher and tutor. Refined tracking systems for pupils using STAR.	DC	January and June 2023
C: Strategies for learning: lack of strategies for learning (attention) is having a detrimental effect on academic progress	1 to 1 tuition Small group tuition Neurodiverse support from C&I Service	EEF research states self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Regular teacher and TA discussions.	DC	January and June 2022
Total budgeted cost					£6500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	All children have access to extracurricular activities and school visits. No child misses out.	Discreetly ensure parents know that we offer this. All children take part in a range of activities.	FB	Termly
Total budgeted cost					£370

6. Review of expenditure			
Previous Academic Year		2021-22	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A: Provide pupils with skills to be able them to build their emotional resilience	On-going supervision for ELSA Whole school approach to issues of PSHE and SRE. Whole school approach to Zones of Regulation	ELSA role provided support to both PPM and non PPM children, with specific resources being targeted to individual pupils' needs. PSHE and SRE has created opportunity for all pupils to spend time focusing on mental	ELSA role to continue . Manage strict waiting list and fix provision for a targeted period. Timetabling issues mean we don't have the capacity to teach zones whole school any more, but we have retained the resources gained from working

	Targeted approach to Zones of Regulation Development Reintroduce Filial play sessions	and physical health. Skills developed for taking time to be mindful, and meditate.	on it before in a google classroom so that it can be used as a specific support tool.
B: Closing of the gap between pupils eligible for PP and those not eligible nationally.	Small group phonics sessions Implement a fully SPP across EYFS and year 1 Purchase new reader resources to compliment and follow the new approach SDP targeted area.	STAR Assessment tracking Reading New Phonics scheme rolled out across R /Y1/ and for some Y2 pupils. 95% of Y1 pupils passed the Y1 phonics test. All Y1/ R pupils taking part in 3 x Reading Practise sessions per week.	For some pupils, emotional support had to be in place to enable academic support to be undertaken successfully. Targeting this early in the day led to a more settled morning. Tight management of Reading groups required, and timely assessment processes to inform close links between assessments and reading materials. Wider range of reading materials required to extend for groups slower to move on.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A: Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA 1 to 1 ELSA sessions	ELSA support sessions for 1 to 1 pupils. Pstaff & parents reported positively about the children and their response to the support	Continue to provide ELSA support both as small group where appropriate and targeted 1 to 1.
B: Closing of the gap between pupils eligible for PP and those not eligible nationally.	1:1 tuition to support pupils	1 to 1 tuition EFF research suggests +5 months based on extensive evidence. Prior evidence of this approach in school successful.	We would continue to use this type of provision, especially as the teacher we use knows the children well and so can focus in on specific needs.
C: Strategies for learning: lack of strategies for learning (attention) is having a detrimental effect on academic progress	1 to 1 tuition Small group tuition	Observations provided evidence that some children were transferring strategies into whole class learning time.	Strategies need to be shared widely to help reinforce with children.

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Access to extracurricular activities and school trips.</p>	<p>Provide additional funds so no child misses out.</p>	<p>Funding has supported pupils in wrap around care, clubs and extra curricular provision.</p> <p>All children have access to extracurricular activities and school visits. No child misses out.</p>	<p>This is valuable to ensure pupils feel included and don't miss the opportunity to do a wider range of activities.</p> <p>This has been used to provide technology as well as experiences.</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

School consults with teachers, pupils and parents to help identify key areas and focuses for PP children.

School Uses EEF Teaching and learning toolkit to review international evidence on teaching 5-16 to help with inform judgements on how to target funding effectively.

School regularly carries out an audit of it's pupil premium provision.