

# Whitchurch Primary School

## Pupil Premium Strategy 2022-25

This statement details our school's use of pupil premium (and recovery 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.

### Funding overview

Funding summary Year 1					
Total number of pupils	138	PPG received per pupil	£1455 LAC £2530	PPG budget	£11,260
		Number of eligible pupils	7		
Funding estimate Year 2					
Estimated pupil numbers	138				
Estimated PPG pupils	8				
Estimate funding	£12,715				
Funding estimate Year 3					
Estimated pupil numbers	140				
Estimated PPG pupils	8				
Estimate funding	£12,715				

Current attainment		
<ul style="list-style-type: none"> <li>NB: Based on 3 year average due to small number of pupils</li> </ul>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	88%	84%
<b>% making progress in reading</b>	100%	98%
<b>% making progress in writing</b>	88%	88%
<b>% making progress in maths</b>	100%	94%

## Part A: Pupil premium strategy plan

### Statement of Intent

Our school's pupil premium strategy aims to address the individual needs of our disadvantaged pupils through targeted interventions, high-quality teaching, and additional support. By focusing on the specific barriers to learning that these pupils face, we aim to narrow the attainment gap and ensure that they reach their full potential

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the children
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. We do keep funding tracking documents to help us identify how the funding is being used and what support each pupil received.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Above Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- ELSA support

## Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories

1. Teaching
2. Targeted academic support
3. Wider strategies

## General barriers to attainment

Academic Barriers to attainment	Non- academic Barriers to attainment
1. Poor language & communication skills	a. Poor attendance
2. Lack of effective learning behaviours	b. Safeguarding issues
3. Special Educational needs and disabilities	c. Lack of focus and engagement due to poor mental health and wellbeing

- See Appendix for details

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

Challenge number	Detail of challenge
1	A percentage of our pupils are not making not making as rapid progress in phonics as non pupil premium children
2	A percentage of our disadvantaged pupils also fit into another vulnerable group such as having additional learning needs,
3	Strategies for learning and self regulation of emotions
4	Social & emotional interactions and understanding

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	SNAST assessments and observations indicate significantly improved oral language among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Pupil and parent surveys show positive feedback for well being and enjoyment of school.
Accelerated progress in reading	<ul style="list-style-type: none"> <li>• Achieve age expected or above reading ages in STAR assessments</li> <li>• To show ongoing positive reading scores from their September baseline</li> <li>• To consistently be in the green bench mark groups</li> <li>• Children will meet targets in accelerated reading through their engagement in reading at home and school</li> </ul>
Accelerated progress in writing	<ul style="list-style-type: none"> <li>• To achieve accelerated progress in their NMM writing scores.</li> <li>• To show progress in baseline assessments carried out by school SNAST, and show progress above chronological progress</li> <li>•</li> </ul>
Accelerated progress in maths	<ul style="list-style-type: none"> <li>• To achieve accelerated progress in their STAR writing scores.</li> <li>• To show progress in baseline assessments carried out by school SNAST, and show progress above chronological progress</li> <li>• To move up a bench mark group in Star assessment.</li> </ul>
Increase overlearning, pre teaching and reinforcement in reading and maths at home and school	<ul style="list-style-type: none"> <li>• Increase STAR SS scores, and SNAST assessment scores.</li> </ul>
Pupils are able to attend a range of enrichment experiences	<ul style="list-style-type: none"> <li>• Pupil surveys reflect enjoyment in school and improved attitudes to learning</li> </ul>
Provide pupils with skills to be enable them to build their emotional resilience.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP are able to use skills for emotional resilience. Staff, Parents and pupils report positively about emotional well-being.</li> </ul>
Strategies for learning & Self regulation	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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: £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular Staff CPD to ensure consistency with delivery of early reading	Importance of a consistent approach	1
School SNAST used to update staff training on specific learning difficulties	EEF guide to pupil premium - tiered approach Sutton trust - quality first teaching has direct impact on student outcomes	2
Provide pupils with skills to be enable them to build their emotional resilience. Zones of regulation reintroduced for KS1	Metacognition and self-regulation +7	3,4
Purchase further LW phonics resources to support disadvantaged pupils in learning to read	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.	1,2

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience.	<p>On-going supervision for ELSA</p> <p>Whole school approach to issues of PSHE.</p> <p>Additional support for pupils with Neurodiverse profile</p>	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.	<p>ELSA trained by Ed Psych Service. Regular supervision sessions. Review meetings in school.</p> <p>Regular feed back from Staff support ND profile.</p> <p>Links with C&amp;I service</p>	<p>DC</p> <p>RNL</p> <p>DC</p>	<p>January 2023 /</p> <p>October 23 / March 24</p> <p>Dec 2022 / March23</p>
<b>B:</b> Closing of the gap between pupils eligible for PP and those not eligible nationally.	<p>Small group phonics sessions</p> <p>Update resources for SPP across EYFS and year 1</p> <p>Purchase additional reader resources to compliment and follow the new approach</p> <p>Purchase additional reading resources to continue same scheme support into Y2-6</p>	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.	<p>Regular phonics team meetings with all key staff</p> <p>Tracking of reading assessments</p>	<p>FN</p> <p>GR</p>	<p>October 23/ October 2024</p>
<b>Total budgeted cost</b>					£3700

Teaching Priorities					
Measure		Activity			
Priority 1		Ensure all staff are confident in the teaching / assessment of all elements of reading			
Priority 2		School SNAST used to update staff training on specific learning difficulties			
Barriers		1,2,3,a,b,c			
Projected spend					
Light touch review notes	Annual Review Year				
Light touch review overall assessment					
Performance towards target:	1	2	3	4	5
	Far below	Below	As expected	Above expectation	Far above expectation
Expenditure to	Increase / Decrease / Remain the same				

Light touch review notes	Annual Review Year 2					
Light touch review overall assessment						
Performance towards target:	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
Expenditure to	Increase / Decrease / Remain the same					

Light touch review notes	Annual Review Year 3					
Light touch review overall assessment						
Performance towards target:	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
Expenditure to	Increase / Decrease / Remain the same					



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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics catch up sessions	EEF Early intervention +5 EEF Phonics +4 Ofsted Reading Framework July 2021	1,2
Purchase additional reader resources as required for KS2  Purchase additional phonics resources to support catch up sessions in KS2	EEF Phonics +4 Ofsted Reading Framework July 2021  Important to ensure “fidelity to the programme” Rose J (2006)	1,2
Early identification of Speech and Language needs, timely referral to therapy followed up by specialist school intervention	EEF: Early Years Communication and Language Approaches Intervention +6	1,2
Teacher and HLTA deliver interventions X hours per week to pupils identified as in need	EEF Small group tuition +4 One to one tuition +5	1,2
Elsa Support Sessions	EEF Social and emotional learning +4	3,4

<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience.	On-going supervision for ELSA	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.	DC RNL	January 23 January 24
<b>B:</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	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.	DC	January 23 January 24
<b>C:</b> Strategies for learning: lack of strategies for learning (attention) is having a detrimental effect on academic progress	1 to 1 tuition  Small group tuition	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 23 January 24
<b>Total budgeted cost</b>					£6500

Targeted academic support						
Measure	Activity					
Priority 1	Ensure interventions are supported by effective formative and summative assessment systems for individual pupils					
Priority 2	Ensure interventions are tracked, costed and reviewed					
Barriers	1,2,a,b,c					
Projected spend						
Light touch review notes	Annual Review Year 1					
Light touch review overall assessment						
Performance towards target:	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
Expenditure to	Increase / Decrease / Remain the same					

Light touch review notes	Annual Review Year 2
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Light touch review overall assessment						
<b>Performance towards target:</b>	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
<b>Expenditure to</b>	Increase / Decrease / Remain the same					

Light touch review notes	Annual Review Year 3					
Light touch review overall assessment						
<b>Performance towards target:</b>	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
<b>Expenditure to</b>	Increase / Decrease / Remain the same					

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA used in targeted support.	Socially and emotional learning +4 EEF social and emotional learning, improves interaction with others and self management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress and attainment	3,4
Nuture Provision training for ELSA	Behaviour intervention +3	4
Additional outdoor learning activities promoted at lunchtimes <ul style="list-style-type: none"> <li>weekly lunchtime forest school sessions</li> <li>Reading football club sessions</li> </ul>	EEF - sports participation increases educational engagement and attainment  Enrichment activities offer children a context for learning and a stimulus to trigger their interest	3
Sports clubs subsidised for PPM	EEF - sports participation increases educational engagement and attainment	3,4

i. 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
<b>Total budgeted cost</b>					£1000

Wider strategies						
Measure	Activity					
Priority 1	Ensure our outdoor learning opportunities enhance the experiences and opportunities available to children, particularly the most disadvantaged					
Priority 2	Ensure that pupils' social and emotional learning is supported through opportunities on offer.					
Barriers	a					
Projected spend						
Light touch review notes	Annual Review Year 1					
Light touch review overall assessment						
Performance towards target:	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
Expenditure to	Increase / Decrease / Remain the same					

Light touch review notes	Annual Review Year 2
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Light touch review overall assessment						
<b>Performance towards target:</b>	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
<b>Expenditure to</b>	Increase / Decrease / Remain the same					

Light touch review notes	Annual Review Year 3					
Light touch review overall assessment						
<b>Performance towards target:</b>	1	2	3	4	5	
	Far below	Below	As expected	Above expectation	Far above expectation	
<b>Expenditure to</b>	Increase / Decrease / Remain the same					

## **Review Process**

Annually reviewing a one year plan and creating a new plan each year is time-costly and ineffective. This three year approach allows us to dedicate more time up-front and introduce light touch reviews annually.

During a light touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The curriculum committee will review strategy on a regular basis.

The progress of pupils in receipt of PPG is regularly discussed with teachers.

Once the three year term has been completed, a new strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practise that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## **Accountability**

Ofsted inspectors will report on the progress and attainment of disadvantaged pupils in receipt of PPG.

The school is held to account for the spending of the PPG through governors and the focus Ofsted inspections on the progress and attainment of the wider Pupil premium cohort, however they will not look for evidence of the grant's impact on individual pupils or precise interventions.

The school publishes it's strategy for using the PPG on the school website, but some details maybe be withheld due to the small numbers of pupils to prevent individuals being identified.



1. 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)
<p><b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience</p>	<p>On-going supervision for ELSA</p> <p>Whole school approach to issues of PSHE and SRE.</p> <p>Whole school approach to Zones of Regulation</p> <p>Targeted approach to Zones of Regulation Development</p> <p>Reintroduce Filial play sessions</p>	<p>ELSA role provided support to both PPM and non PPM children, with specific resources being targeted to individual pupils' needs.</p> <p>PSHE and SRE has created opportunity for all pupils to spend time focusing on mental and physical health. Skills developed for taking time to be mindful, and meditate.</p>	<p>ELSA role to continue .</p> <p>Manage strict waiting list and fix provision for a targeted period.</p> <p>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 on it before in a google classroom so that it can be used as a specific support tool.</p>

<p>B: Closing of the gap between pupils eligible for PP and those not eligible nationally.</p>	<p>Small group phonics sessions</p> <p>Implement a fully SPP across EYFS and year 1</p> <p>Purchase new reader resources to compliment and follow the new approach</p> <p>SDP targeted area.</p>	<p>STAR Assessment tracking</p> <p>Reading</p> <p>New Phonics scheme rolled out across R /Y1/ and for some Y2 pupils.</p> <p>95% of Y1 pupils passed the Y1 phonics test.</p> <p>All Y1/ R pupils taking part in 3 x Reading Practise sessions per week.</p>	<p>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.</p> <p>Tight management of Reading groups required, and timely assessment processes to inform close links between assessments and reading materials.</p> <p>Wider range of reading materials required to extend for groups slower to move on.</p>
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**ii. Targeted support**

<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p><b>A:</b> Provide pupils with skills to be enable them to build their emotional resilience.</p>	<p>On-going supervision for ELSA</p> <p>1 to 1 ELSA sessions</p>	<p>ELSA support sessions for 1 to 1 pupils. Pstaff &amp; parents reported positively about the children and their response to the support</p>	<p>Continue to provide ELSA support both as small group where appropriate and targeted 1 to 1.</p>

<b>B:</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.
<b>C:</b> 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.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>  (and whether you will continue with this approach)
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	Funding has supported pupils in wrap around care, clubs and extra curricular provision.  All children have access to extracurricular activities and school visits. No child misses out.	This is valuable to ensure pupils feel included and don't miss the opportunity to do a wider range of activities.  This has been used to provide technology as well as experiences.

## Appendix

	Barriers	<p>Actions undertaken / evidence base* / rationale</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p> <p><i>Where schools targeted the funding well, they:used research evidence to inform their thinking Page 9</i></p>
1.	Poor language & communication skills	<ul style="list-style-type: none"> <li>➤ Employment of TA to deliver EAL support</li> <li>➤</li> </ul>
2.	Lack of effective learning behaviours	<ul style="list-style-type: none"> <li>➤ Staff training on ACEs</li> <li>➤ TEEM Teach</li> <li>➤ Before and after school clubs</li> <li>➤ Quiet/calm spaces</li> <li>➤ Bespoke support for individual pupils</li> <li>➤ ELSA support</li> </ul>
3.	Special Educational needs and disabilities	<ul style="list-style-type: none"> <li>➤ Pupil profiles - Plan / Do / Review cycle</li> <li>➤ Equality and accessibility scheme and plan</li> <li>➤ CPD for staff</li> <li>➤ Additional support of individual pupils</li> <li>➤ Supporting parents with applications for external assessments</li> <li>➤ Bespoke / appropriate sporting opportunities</li> <li>➤ Special Needs Advisory Support Teacher supporting staff and pupils</li> <li>➤ Assemblies to raise disability awareness</li> </ul>
	Poor attendance	<ul style="list-style-type: none"> <li>➤ Regular attendance monitoring with personalised letters home</li> <li>➤ Attendance links made to achievement and safeguarding</li> <li>➤ Whole school attendance reported in weekly newsletter</li> </ul>

		<ul style="list-style-type: none"> <li>➤ “Attendance Armadillo” in celebration assembly as class award.</li> <li>➤ Infographics explaining impact of different levels of absence over time</li> <li>➤</li> </ul>
	Safeguarding issues	<ul style="list-style-type: none"> <li>➤ DSL regular ongoing updates of key topics</li> <li>➤ Annual safeguarding refresher training</li> <li>➤ Formation of specific governor safeguarding committee</li> <li>➤ NSPCC assembly to pupils</li> <li>➤ Audit by local safeguarding board</li> <li>➤</li> </ul>
	Lack of focus and engagement due to poor mental health and wellbeing	<ul style="list-style-type: none"> <li>➤ Before and after school clubs</li> <li>➤ Bespoke support for individual pupils</li> <li>➤</li> </ul>