# Pupil premium strategy statement

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

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| **Detail** | **Data** |
| School name | Whaddon C of E School |
| Number of pupils in school | 58 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 22-25 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Sarah Prior |
| Pupil premium lead | Sarah Prior |
| Governor / Trustee lead | Amanda Hardman |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £9,695 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £11, 695 |

# Part A: Pupil premium strategy plan

## Statement of intent

Each child is an individual with no child being the same, irrespective of their background or the challenges they face. The school community of Whaddon Church of England School make progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

The provision provided encompasses both direct approaches to ‘narrowing the gap’ and other more creative interventions, which subsequently influence academic achievement and very importantly enhance children’s social and emotional well-being.

Integral to our pupil premium strategy plan is education recovery, notably our approaches for pupils are responsive to common challenges and decided on an individual, needs-led basis with no assumptions made about the impact of disadvantage.

To ensure the approaches delivered by all staff at Whaddon C of E School are effective we will:

* adopt a whole school approach in which all staff and the school community take responsibility for improving disadvantaged pupils’ outcomes and raising expectations of what they can achieve
* act early to intervene at the point need is identified
* foster an environment of high expectations for all.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 2 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in particular year groups.  This is still applicable to our cohort of children. |
| 3 | Internal assessments indicate that writing (fine motor control) attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Attendance of 3 disadvantaged pupils is below 90%. |

## 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.

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| **Intended outcome** | **Success criteria** |
| All children to make at least expected progress in reading, writing, maths | Progress is closely monitored and actions swiftly carried out  Interventions are targeted and impactful  Data shows good or better progress from the star to the end of the school year |
| All children to have strong/improved wellbeing | Strong links with families through creating opportunities for the families to visit with the school and become involved in school life.  Support for the families where needed.  Access to well-being support through the school – whole school and individual support |
| Improved writing attainment for KS1 and KS2 pupils. | Teaching and learning of writing is at least good, demonstrated through data scrutiny, moderation lesson observations, learning walks, book scrutiny, pupil voice and staff discussion. |
| Improved attendance of disadvantaged pupils. | Disadvantaged pupils have 90% or above attendance than national disadvantaged pupils and their persistent absence is lower than national. Careful work with GRT liaison officer to ensure parental engagement. |

## 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.

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

Budgeted cost: £1448

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Zones of regulation | <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies> | 2 |
| Speech link | <https://speechandlanguage.info/study> | 3 |
| Socially speaking | <https://voice21.org/eef-on-oral-langauge-interventions/> | 3 |

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4810

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Subject leader to work with staff to improve / enhance teaching and learning of writing | A substantial body of evidence, including from the EEF and Ofsted, tells us that quality first teaching needs to be at the heart of any education recovery strategy.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching> | 1, 2, 3, 4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed the key element of fluency in school and to access White Rose Maths CPD  Purchase of TTRS platform to support engagement with multiplication skills and fluency. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/>  Our children scored 24 or 25 out of 25 in the multiplication tables check which is above the national average of 19.5 national score. | 1, 3, |
| 1:1 support and personalised provision including lunch times | Staff providing individual 1:1 reading support for pupils who have little access to texts outside of school. | 1, 2, 4, |

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

Budgeted cost: £2300

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Provide targeted, structures interventions to children across the whole school using pupil premium.  Speech and Language Therapy | Speech and LanguageTherapy interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <https://ican.org.uk/media/2962/i-can-impact-report-2020.pdf> | 1, 4 |
| Access to wrap around care providers twice weekly | Good attendance is also listed in the top 10 approaches for disadvantaged pupils in  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> |  |
| SPLD screening for pupils | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 3, 4, 5 |
| Music lessons using  Electronic piano bought last year | All children in school to be given opportunity to participate in activities which enhance and broaden the cultural enrichment and curriculum learning experiences –  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> | 1, 2, 5 |

**Total budgeted cost: £8558**

# 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 2022 to 2023 academic year.

All children have shown progress in their ability to identify their own emotional state and to have the skills to self-regulate. Self-efficacy has greatly improved and has been employed when approaching learning challenges and transitioning around school.

Specific quality first strategies for pupil with SpLD improving attainment and self-esteem around learning, in report by Educational Pyschologist.

Early reading and engagement in reading improved for all children. High quality texts in new phonics scheme.

Speech link assessment and interventions have enabled steady gains in receptive language and expressive language for 5/9 pupils it is relevant for.

All children able to participate in forest school with appropriate clothing.

New curriculum affording cultural capital to be embedded in line with our values and context.

Improved maths attainment for all pupils (including disadvantaged pupils) at the end of KS1 and KS2. Key Stage 1 Maths and Key Stage 2 ,

Improved phonics attainment for KS1 pupils spelling is improving alongside the phonics programme. There is a cross over with SEN for two PP children

Attendance improving for all PP children apart from a group with a cross over in other vulnerable groups. This is being monitored. Access to wrap around care is transformative for two pupils who have struggled with transition into school.

Attendance of 6/9 PP eligible pupils is above 90% The three pupils have cross overs into other vulnerable groups such as SEND or GRT.

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme** | **Provider** |
| NA |  |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |