

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Withycombe Raleigh C of E Primary School
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	E Jones
Pupil premium lead	E Jones
Governor / Trustee lead	Antonia Burrows

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 179,325
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 179,325

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils make good progress and achieve well across all areas of the curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. We have considered the challenges faced by vulnerable pupils including those who have a social worker. The purpose of our Pupil Premium Strategy is to inspire pupils and empower them with knowledge that will stay with them for the rest of their lives.

At WRPS we want our children to gain knowledge, develop links to, and review their prior learning in order to improve their understanding of the curriculum. Quality-first teaching is at the heart of our approach with a focus on areas in which disadvantaged children require the most support.

Children will have opportunities to develop the skills that they use, including through enriching experiences and real-life application. We endeavour to provide all children with well-chosen opportunities to create excitement, creativity, critical thinking, make decisions and gain distinctive knowledge about the world.

Opportunities are planned to develop children's spiritual, moral, social and cultural development, including through our school GRACE values.

Current profile of our school:

Pupil Premium/Free School Meals (124)

Service children (40)

### Challenges

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

Challenge number	Detail of challenge
1	Our Attendance data over the past 3 years indicates that attendance among disadvantaged pupils has been on average 3% lower than non-disadvantaged pupils. (93.2% compared to 96.6%)

	Autumn Term 2023, 77 children were recorded as 'persistently absent'; of children these 33 were disadvantaged pupils. This equates to 26% of disadvantaged pupils, compared to 12% of non-disadvantaged pupils.
2	Assessments, observations and discussions indicate underdeveloped Language and Communication skills among disadvantaged pupils.
3	Our observations and data indicates that the Parental Engagement of disadvantaged pupils is lower than that of parents of non-disadvantaged pupils. Autumn Term Data showed that of parents 15% with children eligible for PPG did not attend parents' evenings compared to 4% of other families. Engagement with Home Learning of the children with inconsistent or poor engagement of these children were eligible for PPG.
4	Our assessments, observations and discussions with children and families have identified Emotional Well-Being and Mental Health issues due to lack on enrichment and social opportunities during lockdowns. 25 pupils (7 of whom are disadvantaged) currently require support with social and emotional needs.
5	Assessments, observations, discussions and data suggest disadvantaged pupils have greater difficulties with phonics and writing than their peers. (2023 Data: KS1 57% (National 68%) of children achieving ARE in Reading compared to 53% (National 73%) of disadvantaged pupils; Phonics Screening 79% met the standard compared to 61% of disadvantaged pupils)

## 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
<i>Improved attendance for children eligible for PPG</i>	Sustained high attendance evidenced by: The overall absence rate for all pupils being no more than 5% The percentage of all pupils who are persistently absent being below 10%
Improved language and communication skills for children eligible for PPG	Assessments and observations indicate significantly improved oral language among disadvantaged pupils
Improved Parental Engagement	Observations and data indicates an improvement in parental engagement with 90%+ of parents attending Parents' Evenings and 80%+ of children regularly engaging with Home Learning and Reading at home.
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by: Data from pupil survey, parent survey and teacher observations. A reduction in reports in bullying

To close the gap in attainment in Phonics for children eligible for PPG	Year 1 Phonics Screening outcomes demonstrate a narrowing of the gap to below 15%
Improved writing attainment among disadvantaged pupils.	KS2 and KS1 Writing Outcomes demonstrate a narrowing of the gap to below 20%

## 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: £ 59,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum</p> <p><i>Staff Training- Supporting Children in Class with Maths (Autumn 2023)</i></p> <p><i>Mastering Number training and implementation EYFS/KS1</i></p>	<p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	5
<p><i>TA Support within Class along with intervention time</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	5, 6
<p><i>Enhancement of our Phonics and early Reading Programme:</i></p> <p><i>Purchase of Little Wandle Phonics and Early Reading scheme</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	6

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

Budgeted cost: £ 59,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nuffield Early Language Intervention Year 1 and EYFS</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a>	2 6
<i>One to One support with reading-KS2</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	6
<i>One to One support with Language and Communication-KS1 Following Speech Link</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
<i>Little Wandle Keep Ups and Rapid Catch up used</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interventions</a>	6

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

Budgeted cost: £ 59,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play Therapy</i>	<a href="https://psycnet.apa.org/record/2018-44224-005">https://psycnet.apa.org/record/2018-44224-005</a>	1, 4
<i>Emotional Well Being Support for children Designated Emotional Well Being TA employed</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1.4
<i>Courses/Support for parents</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1.4, 3

<i>Delivered by our Emotional Well-Being TA</i> <i>Dialogue with parents about learning</i>		
<i>Uniform Vouchers</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3,4

**Total budgeted cost: £ 179,325**

# 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 2021 to 2022 academic year.

### Withycombe Raleigh Church of England Primary School Pupil Premium Key Information Strategy Statement

#### How much do we get each year?

It changes each year; for the 2020/21 financial year it was £123,390 and for the 2021/2022 financial year it was £139,000.

#### What do we do with it?

- Extra support by teaching assistants
- Providing life skill activities and real-life experiences to develop language skills
- Subsidies for trips
- Subsidies for extra-curricular clubs
- These pupils will be first in line for interventions if needed, e.g. Nessy which helps with dyslexia, also HighFive for dysgraphia, FUNFIT for dyspraxia, Nuffield Early Language Intervention, yoga if needed, as well as Literacy and Maths interventions
- Specialist emotional well-being support and expertise through our in-house team, also counselling and play therapy, including staff training to maximise this
- Regular meetings to quality assure what we are providing
- Provide services to parents e.g. Solihull, Timid2Tiger, Friday workshops to provide information and helpful advice
- Support with school uniforms.
- Play Therapy

#### Why do we use the funding this way?

Baseline Assessments at EYFS and throughout children's time in school indicate that children described as disadvantaged had barriers to their learning, with the main barriers for children at Withycombe Raleigh C of E Primary School being:

1. Parental engagement with school
2. Language skills
3. Limited opportunities and experiences outside of school



Our strategy was formulated using the guidance from the Education Endowment Foundation:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## What outcomes do we want?

- To improve children’s wellbeing and self-esteem
- To help them have educational and enrichment opportunities they may otherwise not have
- To close any gap between them and peers academically or emotionally
- To improve communication and language skills

## How do we measure this impact?

### Data

- Emotional measures: BOXALL, THRIVE, ELSA, SDQ scores, also results of emotional wellbeing interventions
- Surveys
- CPOMS

### IMPACT

Intended outcome	Success criteria
Improved attendance for children eligible for PPG	Average attendance across the year for children in receipt of PPG was raised from 89% to 92% Overall attendance was 94.9% with children eligible for PPG attendance being 92%
Improved language and communication skills for children eligible for PPG	Average 9 points improvement in children’s standard score from start to end of the NELI intervention.
Improved Parental Engagement	Parental Engagement measured via attendance at Parents’ Evenings and engagement with Home Learning. Autumn Term Data showed that 87% of parents with children eligible for PPG attend parents evenings compared to 96% of other families. Engagement with Home Learning of the children with inconsistent or poor engagement 50% of these children were eligible for PPG

<p>To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils</p>	<p>Pupil surveys demonstrate that children feel happy at school.</p> <p>Pre and post measures at start and end of well-being interventions demonstrate improved scores in areas that intervention focused on e.g. managing emotions</p> <p>Impact of Emotional Well-being Intervention</p> <p>Child View of Change Improved score 91%</p> <p>Teacher View of Change Improved score 88%</p>

## 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*

Programme	Provider