

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	602
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	E Jones
Pupil premium lead	E Jones
Governor / Trustee lead	S Humphries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,390
Recovery premium funding allocation this academic year	£ 14,355
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	£ 131,575

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. High quality 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:

Boys – 305, Girls – 298

Pupil Premium/Free School Meals –107 (18%)

Service children – 40 (6.6%)

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 2022, 68 children were recorded as 'persistently absent, 41% of children these were disadvantaged pupils. This equates to of 33% disadvantaged pupils compared to 11% 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 13% of parents 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 50% 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. 26 pupils (15 of whom are disadvantaged) currently require support with social and emotional needs
5	Internal and external data (2022) indicate a gap in attainment in Maths for disadvantaged pupils is lower than that for non-disadvantaged pupils. (2022 Data: In KS1 %of children achieving ARE in Maths 68% compared to 50% of disadvantaged pupils;
6	Assessments, observations, discussions and data suggest disadvantaged pupils have greater difficulties with phonics and writing than their peers. (2022 Data: In KS2 %of children achieving ARE in Writing 69 % compared to 60% of disadvantaged pupils; KS1% of children achieving ARE in Writing 47% compared to 25% of disadvantaged pupils; Phonics Screening 79% met the standard compared to 63% 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 below 16%
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: £ 43,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum <i>Staff Training-Supporting Children in Class with Maths (Spring 2022)</i>	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
<i>TA Support within Class along with intervention time</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5, 6

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

Budgeted cost: £ 43,858

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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	2 6

<i>One to One support with reading-KS2</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	6
<i>One to One support with Language and Communication-KS1</i> <i>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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 43,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play Therapy</i>	https://psycnet.apa.org/record/2018-44224-005	1, 4
<i>Emotional Well Being Support for children</i> <i>2 Designated Emotional Well Being TAs employed</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1.4
<i>Courses/Support for parents</i> <i>Delivered by our 2 Emotional Well Being TAs</i> <i>Dialogue with parents about learning</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1.4, 3
<i>Uniform Vouchers</i>		3,4

Total budgeted cost: £ 131,575

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 £105,144. and for the 2021/2022 financial year it was £123,390

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 wellbeing 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
<i>Improved attendance for children eligible for PPG</i>	Average attendance across the year for children in receipt of PPG was raised from 89% to 93%
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
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Pupil surveys demonstrate that children feel happy at school. 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
To close the gap in attainment in Maths attainment for children eligible for PPG	KS2 data demonstrates that 90% of children in receipt of PPG attained ARE compared to 80% of cohort.
Improved Reading attainment among disadvantaged pupils.	KS2 Data demonstrates children in receipt of PPG 90% were ARE compared to 84% of the whole cohort

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