



Whixall CE Primary School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged children.

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	Whixall CE Primary School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	14.3% (17)
Academic year/years that our current pupil premium strategy plan covers	September 2023 to August 2026 (3 year strategy)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Brayford
Pupil premium lead	Nicola Brayford
Governor lead	Jenni Whitfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£25,160.00

Part A: Pupil Premium strategy plan

Statement of intent

Our Vision Statement:

Through our distinctive Christian ethos, we develop a loving and supportive atmosphere that nurtures the uniqueness and talents of all.

Through our inspiring curriculum, we aim that all children achieve their true potential, embrace challenge and become resilient individuals who are empowered to embrace the fullness of life.

It is our intention to create an environment that allows ALL children to develop confidence, independence, self-esteem, and respect for all people. We want all our children to access all that school has to offer and be supported to have high aspirations in all that they do. We aim to give all children the best start to their education and ensure that no child is left behind.

Targeted support for each child is given and reviewed on at least a termly basis. All staff are aware of children's plans and work together with families to give children the best possible start.

We have a tiered approach to pupil premium funding. This balanced approach helps us to improve teaching, provide targeted academic support and use wider strategies to support inclusion, equality of opportunity and in turn better outcomes for children.

Tier one – advance equality of opportunity.

Tier two – improve teaching.

Tier three – targeted academic support. Support is given so that all children, irrespective of background or the challenges they face, make good progress and achieve at least expected attainment across all subjects areas. Support is provided for all children including those who are already high attainers,

It is imperative that we act early to intervene at a point when a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Equality of opportunity – analysis of access demonstrates that not all pupils are engaging in wider curriculum opportunities and extended school care/clubs.
2	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children, this is impacting engagement in the curriculum and attainment.
3	Aspiration – assessments, observations and discussions with children suggest that children with significant barriers to education have lower aspirations and generally have greater difficulty engaging in routines which support basic skills such as daily reading, maths programmes and wider reading/life experience.

4	Complex additional needs – our assessments and observations over time highlight that children’s needs are much more individualised and due to the small numbers in our school, targeting needs is challenging. Unlocking the barriers for the individual is our aim.
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Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure how they have been achieved.

Intended Outcome	Success Criteria
All children will be able to access what school offers including curriculum enrichment experiences.	High engagement with families. Children accessing the wider curriculum enrichment opportunities. Attainment of children in receipt of Pupil premium demonstrate individual progress over time. Well-being will continue to grow with some children accessing ‘No worries’ and Elsa support.
All children will have a positive attitude to school and learning.	Pastoral support addresses barriers to learning. Engagement with families is positive and consistent. All children make progress from their starting point.
Target the individual needs of children so they can access the whole curriculum.	On entry parent/carers meetings with families established. Liaison with home and previous settings robust. Families made aware of policies and school practice on entry to school.

Activity in this academic year

This details how we intend to spend our pupil premium and recovery premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number addressed
<p>Improving the quality of teaching and learning in writing.</p> <p>Work with English leads to develop high quality first teaching in writing. £1,500</p> <p>Pupil progress meetings are used to identify gaps in children's learning. £1,000</p> <p>Daily spelling and handwriting lessons.</p> <p>Purchase of new phonics readers to support interventions. £2,000</p> <p>Use 'Wellcom' to provide speech and language support. £2,000</p>	<p><u>The reading framework</u>EEF Toolkit: Mastery Learning +5; meta-cognition and self-regulation +7; feedback +8; collaborative learning +5; Oral Language Interventions 6+. Quality First Teaching. SEN Code of Practice</p>	<p>1 2 3 4</p>
<p>Quality first teaching of mathematics using a mastery approach tailored to the school's needs.</p> <p>Work with the Trust's Maths specialist to embed mastery approach in relation to Mastery in Number and problem solving in KS2. £1000</p>	<p>EEF Toolkit: Mastery Learning +5; meta-cognition and self-regulation +7;</p>	<p>1 2</p>

Targeted Academic Support

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted English and mathematic interventions – depending on the needs of the child.</p> <p>Targeted support will include small group tuition and 1 to 1 support where required. £4,000</p>	<p>EEF Toolkit: Teaching Assistants +1; small group tuition +4; one to one tuition +5; reading comprehension strategies +6</p>	<p>1 2</p>

Ensure effective use of TAs to support interventions. Additional teaching assistant support for pupils in the classroom, including those who have issues around self esteem. TAs will also run intervention programmes based on class needs. £5,000	EEF Toolkit: Teaching Assistants +1; small group tuition +4 and one to one tuition +5.	1 2 3 4
Pastoral support – targeted pastoral support provided through ELSA training programme and ‘No Worries’. £2,000	Social and Emotional Learning	1 2 3 4

Wider strategy – to include attendance, behavior and wellbeing

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number addressed
Attendance support through regular meetings with the EWO (educational welfare officer) £1,000	EEF Toolkit: Parental engagement +3.	1 2 4
Equality of access to wider school opportunities. Extended school access, enrichment through the arts, extended school opportunities. Educational visits £5,000	EEF Toolkit: social and emotional learning +4.	1 2 4
Engaging families – time with staff £1,000	EEF Toolkit: parental engagement +4	1 2 4

Total budgeted cost: £ 25,500

Part B: Review of outcomes from the previous year

This details the impact that our pupil premium activity had on our children in the 2023 to 2024 academic year.

- Areas of need continue to be identified rapidly.
- Pastoral support in place both in class groups and specific targeted time.
- Additional safeguarding team members trained.
- Pupil premium system for support is embedded.
- Training on Attachment and Safeguarding used to enhance induction for new members of staff.
- 92% disadvantaged pupils have taken up the offer of extended school clubs.
- 100% disadvantaged pupils have experienced enrichment activities such as artists, poets, musicians throughout the school year.

Where additional support is required

- Online platforms such as Seesaw already well established to support learners. Additional technology provided.
- Curriculum provision and review by leaders to ensure all children could access our context specific curriculum. Knowledge required and subject approach reviewed.
- Outcomes for children are above national. Children have been targeted and supported and curriculum has been adapted (not narrowed) to ensure children get the support they need to progress both emotionally and academically.
- The approach to supporting disadvantaged pupils is consistent across all year groups and the school knows its children and families well.
- Parent engagement is high.
- 100% parents say they know how to support their child's learning.