



## Whixall CE Primary School Pupil Premium Strategy Statement 2023-2024

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 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	115
Proportion (%) of pupil premium eligible pupils	14.8% (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 2023
Date on which it will be reviewed	July 2024
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	£24,735.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Recovery Premium funding for this academic year.	£ 635.00
<b>Total budget for this academic year</b>	<b>£25,370.00</b>

## 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 reading.</p> <p>Work with English leads to develop high quality first teaching in reading. £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. £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>Using 100% of the recovery funding and the remaining £1,970 from pupil premium funding. 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 new ELSA training programme. £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 2022 to 2023 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.
- Additional meetings for disadvantaged pupils are provided termly. Parents/carers engagement with targeted plans is high.

### **Quality First Teaching:**

Through the use of NFER and teacher assessment, gaps were identified to ensure that teachers built this into their teaching, enabling pupils to close the gaps.

Attainment at the end of KS2 Year 6 for all pupils 2024 was:

	National	School
Reading	74%	93% Exs 33% GDS
Writing	72%	63% Exs 0% GDS
Mathematics	73%	73% Exs 33% GDS
GPS		80% Exs 20% GDS
RWM combined	67%	

For the disadvantaged pupils the outcomes were:

	National	School
Reading		75% (3 pupils)
Writing		50% (2 pupils)
Mathematics		75% (3 pupils)
RWM combined	46%	50% (2 pupils)

End of Summer 2024 data for PP children in other year groups:

Due to small cohorts of children, we have not specified outcomes for individual year groups due to confidentiality.

Data indicates that there remains a gap between the outcomes of disadvantaged pupils compared to non-disadvantaged.

Data indicates that from their starting points, children in receipt of PP are making expected progress.

For the year ahead, a review of the mathematics and writing curriculum is a priority to ensure consistent curriculum opportunities for all. In mathematics, a specific area of focus remains on problem solving. This will form part of the SDP for 2024-2025.

Wellcom assessment and intervention to be further developed in 2024-2025. One

member of staff has worked with the lead staff member from the Trust to explore what Wellcom identifies and what interventions can take place. This has begun with a trial group but requires further focus next year. Talk Boost has continued to be used in school.

### **Targeted Academic Support:**

#### **Classroom Interventions and wider activities**

The Teaching Assistants continued to run intervention programmes to assist the children with their learning and social and emotional needs as required. These continued to be successful and give the children more resilience and confidence to complete their learning.

School provided access to Reading the Game for Y3 and 4. All children took part and engaged in sessions with a trained coach.

All children had access to swimming sessions for 10 weeks of the Year. PP funding was used to support some families in order for their children to be able to attend.

#### **Emotional and social support**

1 member of staff has continued to engage with ELSA workgroups in order to further facilitate ELSA sessions in school.

### **Wider strategies**

#### **Financial support**

Parents and carers of children in receipt of PP were offered financial support to attend the residential in July 2024. All children in Y6 in receipt of PP were able to attend.

Provision for children to utilize money from their PP allowance to support payment for school trips within school has meant that all PP children have been able to attend additional out of school visits to further enhance their curriculum provision.

#### **Attendance and additional support**

We have continued to work closely with the EWO to support families in need. At the end of the summer term, attendance for children with PP was 90.8%. attendance figures were analysed closely and additional support was offered to two families with increased absence. Meetings held between school and parents, and then with EWO to follow up attendance.

#### **Clubs:**

All children in receipt of PP are offered one after school club a week. This enables children to access wider curriculum offers. Children in Y5 and 6 benefited from the option of cookery club or Code Club, whilst children in Yr R to Y4 benefited from Church Club, sports and craft. 92% disadvantaged pupils have taken up the offer of extended school clubs.

#### **Engaging parents**

The Seesaw App was continued to be used throughout the year to enable families to communicate with school staff.

Teaching staff offered phone appointments families who were unable to attend Parent Consultations to ensure they had chance to talk about their child's progress.

The homework policy was reviewed in the year with the aim being to develop more project-based learning for the year ahead. Support offered to families in the form of homework club and support from school staff for resources.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Emotional support and regulation to help develop self-esteem and well-being	Life-Shed
One to One musical tuition	Shropshire Music Service

## Service Pupil Premium Funding

### Measure

### Detail

How did you spend your service pupil premium allocation last academic year?

We currently have no children on roll in receipt of service Pupil Premium



