

## Wychall Primary School

### Pupil Premium Strategy 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 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	Wychall Primary School
Number of pupils in school	346 (YN – 6)
Proportion (%) of pupil premium eligible pupils	66% (R – 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024 (Year 3 2023-2024)
Date this statement was published	12.10.23
Date on which it will be reviewed	18.9.24
Statement authorised by	Nicolas Lamorte
Pupil premium lead	Gabrielle Jones
Governor / Trustee lead	David Peters

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£321,555
Recovery premium funding allocation this academic year	£36,000
Funding for children who are looked after by the Local Authority	£20,240
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	£379,895

# Cohort Context

Characteristic	Number in group	Percentage of group
Boys	171	49%
Girls	175	51%
SEND support	97	28%
EHC plan	5	1%
EAL	83	34%
LAC	8	2%

Year group	Number in group	Percentage of group
Nursery	26	35%
Reception	36	67%
Y1	40	63%
Y2	47	70%
Y3	58	69%
Y4	45	76%
Y5	52	77%
Y6	57	63%

# Part A: Pupil premium strategy plan

## Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and Recovery premium funding by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

- Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:
- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Closing the attainment gap due to loosed learning and early diagnoses/ intervention during the Pandemic
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
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## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Social and economic factors, including readiness to learn
3	Poor emotional and social skills on entry to school
4	Poor language and communication skills of pupil
5	Attainment of entry is well below the national expectations
6	Safeguarding and emotional barriers to learning
7	Gaps in skills and knowledge, including those due to the impact of COVID-19
8	SEND (including SEMH) or other learning difficulties

9	Pupils will English as a second language are not fluent in the acquisition of English.
10	School population has high mobility
11	Long term absence of staff
12	Lack of 'life experiences' contributing to social and cultural development

## 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
Improve the outcomes for all pupils' premium pupils in English and Mathematics across the school.	Targeted interventions the gap is narrowed Pupil premium pupils are given support to narrow the gap in English and Mathematics across the school
Pupils attend school regularly and are ready to learn.	Pupil premium pupils regularly attend Pupil premium pupils are punctual for school Less pupil premium pupils are persistently absent
Children will have an increased vocabulary and be using it in their work and spoken activities.	Evidence of more developed vocabulary use in writing books. Observation of development of vocabulary used in speaking and listening activities.
Continue the improvement in the quality of teaching	Quality teaching to be consistently good across the school and all pupils making strong progress
Improve attendance of PP pupils to be close to national expectations	Pupil premium pupils regularly attend Pupil premium pupils are punctual for school Less pupil premium pupils are persistently absent
Provide support and interventions for children who need to develop their readiness to learn due to issues with well-being, mental health and behaviour.	Referral system is used and appropriate interventions are provided to support children. Staff have developed their knowledge of how to support children through use of Trauma Informed methods Learning Mentors provide support to vulnerable pupils

Improve pupil the oracy of pupils through speech and language support	Pupils to speak fluently and interact with their peers
Improve enrichment and enhanced opportunities e.g. clubs, visits, visitors, trips	Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom
Provide support for children with SEMH needs and are at risk of permeant or fixed term exclusions	Learning mentor and family support worker to support vulnerable pupils and families
Close the attainment gap between PP and their peers in conjunction with the National Tutoring Fund	Pupils to have small group tutoring to allow them to make accelerated progress against their next steps for learning

## 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: £118,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Further developing Quality First Teaching.</i></p> <p><i>Assistant head to: coach staff through PPA sessions and ECT mentoring, provide feedback through monitoring and evaluating and provide CPD regarding feedback and other areas of need.</i></p> <p><i>Co-ordinating ECT mentoring programme.</i></p>	<p>EEF Feedback +6 EEF Reading comprehension. Strategies +6 months</p> <p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment."</p> <p>Great Teaching Toolkit</p> <ol style="list-style-type: none"> <li>1. Understanding content</li> <li>2. Creating a supportive environment</li> <li>3. Maximising opportunities to learn</li> <li>4. Activating hard thinking</li> </ol> <p>EEF: Reading comp. Strategies +6 months Feedback +8 months QFT in phonics +4 months</p> <p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment."</p> <p>Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should like like. Noice teachers need to be shown what things should look like, and then have it broken down and explained."</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)"</p>	2, 4, 5, 7, 8, 9, 12
To continually improve the quality	EEF:	2, 4, 5, 7, 8, 9, 12

<p>of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.</p>	<p>Reading comp. Strategies +6 months</p> <p>Feedback +8 months</p> <p>QFT in phonics +4 months</p> <p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment."</p> <p>Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should look like. Noice teachers need to be shown what things should look like, and then have it broken down and explained."</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)"</p>	
<p>Teacher in Year 6 to allow for smaller group teaching</p> <p>SLT monitoring is robust and evaluated to highlight areas of additional need</p> <p>SLT Pupil Progress / Book Meets, scrutiny of books, Learning Walks, Formal Observations.</p>	<p>EEF Reduce Class Size +2</p> <p>EEF Small group tuition +4</p>	<p>2, 4, 5, 7, 8, 9, 12</p>



<p>Ambitious targets are set for all pupils and progress is tracked throughout the year.</p>	<p>EEF: Reading comp. Strategies +6 months Feedback +8 months QFT in phonics +4 months</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 “In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)”</p>	<p>2, 4, 5, 7, 8, 9, 12</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £114,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 small group tuition</p>	<p>EEF:</p> <p>Small group tuition +4months</p> <p>Within class attainment groups +2 months</p> <p>Reducing class size +2 months</p> <p>Metacognition and self regulation +7 months</p> <p>Quality first teaching in small groups of pupil premium pupils. This includes core subjects and the wider curriculum where core skills will be applied and practiced.</p>	<p>2, 4, 5, 7, 8, 9, 12</p>
<p>Targeted support for phonics, early reading and S&amp;L in the EYFS</p>	<p>EEF:</p> <p>Early years interventions +5 months</p> <p>Oral language and communication interventions +5 months</p>	<p>2, 3, 4, 5, 7, 10, 11</p>
<p>Speech and Language therapist employed</p>	<p>S&amp;L is the basis of all learning, without these skills children cannot access the curriculum. Improving S&amp;L skills impacts on all academic outcomes, as well as developing self-esteem, confident and resilience. It is also safeguarding pupils by giving them a means of expressing themselves, their wishes and their feelings.</p>	<p>4, 5, 7, 8, 10</p>

	S&L support also provides training for teaching staff so they can complete assessments and implement intervention throughout the working week.	
Provision for pupils on the inclusion register and in receipt of pupil premium is monitored. Appropriate CPD is offered to teachers and teaching assistants	83% of the pupils on the Inclusion register are in receipt of pupil premium funding. Targeted interventions, with monitoring, will improve the outcomes for these pupils. CPD on inclusion strategies, will allow these strategies to be embedded into the usual classroom practice. This in turn raising outcomes, alongside independent learning skills and resilience, so that pupils are ready for the next stage in their learning.	4, 5, 7, 8, 10
Pupils with significant needs are support in small group interventions outside of the classroom	All children have the right to access education, small group interventions for pupils with specific needs allow children to work towards personalised targets, using appropriate resources and with specialist staff planning the next steps in their learning journey.	4, 5, 7, 8, 9, 10

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

Budgeted cost: £127,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance worker and strategies to improve attendance	A high proportion of persistent absentees are in receipt of pupils premium funding. An attendance worker to support these families is a vital resource. The attendance worker tracks attendance and punctuality, work informally and formally with family to encourage good attendance, completes relevant paperwork and reports weekly to the SLT. Our attendance worker is part of our pastoral team and works closely alongside DSLs so able to highlight cause for concerns promptly and offer Early Help. Supporting families with	1, 2, 3, 6, 7, 8, 9, 10

	attendance has a direct link to improved outcomes for pupils.	
<i>Behaviour / Senior Mental Health Lead to lead the system for allocation of support to individuals. Coordinate the use of the Learning Mentor Team, MHST and Beacon (specialist behaviour support).</i>	EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months EEF Mentoring +2 months We communicate with the families of those children receiving well-being interventions throughout the process, this supports family engagement.	1, 2, 3, 4, 6, 8, 10
<i>Specialist Behaviour Support</i>	EEF Behaviour Interventions +4 months	1, 2, 3, 4, 6, 8, 10
Learning Mentor Support	EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months EEF Mentoring +2 months Our complex and diverse community results in a range of behaviours, needing additional support. Pupils do not always arrive at school ready to learn. A lack of self-regulation results in disrupted learning for themselves and others around them. Our learning mentor supports pupils to help rationalise emotions and learn techniques for self-regulation. Teaching staff make referrals for pupils who would benefit from emotional support so they can access their learning successfully. Support is also provided for parent who are struggling to manage pupils behaviour at home. Supporting pupils, parents and staff with challenging behaviours has a direct link to improved outcomes for all pupils.	1, 2, 3, 4, 6, 8, 10
Strategies to raise aspiration, confidence, and resilience, including: trips and visitors.	EEF: Outdoor and adventurous activities +4 months Arts appreciation +2 months  Engagement in additionality results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.	1, 2, 3, 4, 6, 8, 10, 12
<i>Pastoral Manager - DSL to coordinate safeguarding and</i>	As a result of the pandemic and the cost-of-living crisis, the number of families requiring additional support,	1, 2, 3, 4, 6, 8, 10, 12

<p><i>appropriate interventions.</i></p>	<p>for all areas of their lives has dramatically increased.</p> <p>The Pastoral Manager develops relationships with the parents which increases the engagement with school, and ensure that families are appropriately supported.</p>	
<p><i>Parental Engagement</i></p>	<p>Good working relationships with parents supports children both with well-being and academically. Parental support for homework can significantly increase its impact.</p>	<p>1, 2, 5, 6, 7, 8, 9, 12</p>

**Total budgeted cost: £**

# 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.

### Assessment Data

EYFS						
	Pupils eligible for pupil premium	All pupil	National average	Data from previous years		
				2019-20	2020-21	2021-22
Good level of development (GLD) 2022-23	48%	54%	NA All 67%	-	-	45%

Year 1 Phonics Screening Check						
Pupils eligible for pupil premium 2022-23	All pupil	National average	Data from previous years			
			2019-20	2020-21	2021-22	
78%	79%	79%	-	-	70%	

Year 2 Phonics Screening Check						
Pupils eligible for pupil premium 2022-23	All pupil	National average	Data from previous years			
			2019-20	2020-21	2021-22	
85%	88%	88.5%	-	-	80%	

End of KS1						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
	All pupils	All pupils	National average	2019-20	2020-21	2021-22
<b>% achieving expected standard or above in reading, writing and maths 2022-23</b>	<b>31.7%</b>	<b>41%</b>	<b>56%</b>	-	-	<b>29%</b>

Year 4 Multiplication Timetables Check Average					
Pupils eligible for pupil premium 22-23	All pupil	National average	Data from previous years		
			2019-20	2020-21	2021-22
<b>15</b> <i>(Internal Insight Data)</i>	<b>16.3</b>	<b>20.4</b>	-	-	<b>5</b>

End of KS2						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
	All pupil	All pupil	National average	2019-20	2020-21	2021-22
<b>% achieving expected standard or above in reading, writing and maths 2022-23</b>	<b>50%</b>	<b>52%</b>	<b>59%</b>	-	-	<b>56%</b>

End of KS2		
Look at:	Strengths	Weaknesses
<b>Attendance data (current)</b>	<ul style="list-style-type: none"> <li>An attendance lead supports pupils in receipt of PP to attend school regularly and punctually.</li> <li>Current gap between PP and NPP is 4.36% which is a improvement of 0.31%</li> </ul>	<p><b>Attendance across the school is low particularly for PP children.</b></p> <p><b>Persistence absence for PP pupils remains high.</b></p>
Behaviour data	<ul style="list-style-type: none"> <li>Pastoral team support pupils and parents so that the children in their care can access education.</li> <li>The pastoral team ensures the safeguarding and wellbeing of pupils is a high priority. interventions.</li> <li>A learning mentor supports pupils with SEMH which enables these pupils to access their learning and thrive throughout the day.</li> </ul>	<p>PPG pupils with significant SEMH concerns are struggling to access external support e.g. COBS/ CAMHS/ STICK.</p> <p>Pressure on the NHS, post-pandemic, means that some pupils cannot access external support in a timely manor.</p>

	<ul style="list-style-type: none"> <li>• Learning mentors provide proactive interventions to support children with well-being and behaviour.</li> <li>• AHT support pupils who are struggling to regulate their emotions and allow them to return to learning quickly and effectively.</li> <li>• Support from Beacon School Support ensured all staff were equipped with knowledge related to behaviour strategies and individuals which allowed them to support pupils to be successful in class.</li> </ul>	
Safeguarding referrals	<ul style="list-style-type: none"> <li>• The pastoral team ensures the safeguarding and wellbeing of pupil is a high priority and as a result pupils are accessing Early Help interventions.</li> <li>• The pastoral team engages with families to provide additional support to enable their children to fully access learning.</li> <li>• External safeguarding training allows staff members to understand the contextual safeguarding concerns in the local area to ensure pupils are safeguarding within the wider community.</li> </ul>	<p>Increase in pupils with Social and Family Support workers.</p> <p>Significant increase in mental health and well-being referrals.</p>



### Long-term plan (3-year timescale):

1. To ensure outcomes for PPG pupils are in line with national outcomes at the end of each key stage, and that there are no gaps between disadvantaged pupils and the whole school cohort.
2. To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to education
3. To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning

## 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
Ark – NPQSL,(National Qualification in Senior Leadership) NPQLBC (National Qualification in Leading Behaviour and Culture)	Ambition
Accelerated Reader	
Support on Trauma Informed Practice	Meadows
Speech and Language Therapist	Soundswell
Wellcom Programme	
SEMH and behaviour Support	Beacon School Support