

Pupil premium strategy statement – Woodchurch CE Primary School 2023-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/ 2024
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Julie Davies with Governors
Pupil premium lead	Julie Davies (Acting Head Teacher)
Governor / Trustee lead	Debbi Jeffery/ Rose Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117,405
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 11,745
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129150

Part A: Pupil premium strategy plan

Statement of intent

At Woodchurch CE Primary School we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium and Recovery funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. It should be noted, however, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria.

There is no expectation that all Pupil Premium funded pupils will receive identical support. The school considers the best ways to allocate Pupil Premium money annually following data analysis and the careful consideration of the needs of the pupils. When identifying strategies and allocating funding to projects, we self-evaluate our provision and practice and analyse our data using current research. We also follow a tried approach based on the research by the Education Endowment Fund (EEF). We have used the EEF benchmarking tool (Making the Difference for Disadvantaged Benchmarking and Reflection) to evaluate the impact of previous Pupil Premium Spend.

The focus for 2023-2024 will be on achieving the best outcomes for our pupils and supporting their wellbeing. Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of our curriculum enhanced by enrichment opportunities, made available to all.

Objectives:

- To ensure that any external factors such as a family's financial circumstances are not a barrier to a child's success
- To ensure that each child's different learning needs are met successfully through quality first teaching, appropriate staffing provision and placement and through targeted interventions
- To foster a life-long love of reading
- To ensure that all children gain the fundamental literacy skills – phonics, inference, vocabulary, confident speech and language – which are the building blocks for future success
- To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support
- To ensure that the educational and wider school experience is equitable for all pupils

How we work to achieve those objectives:

- Through high quality teaching across all areas of the curriculum - we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school.
- Through targeted and focused learning and intervention for literacy, phonics and reading across the school
- Through an embedded understanding of a mastery approach to the teaching and learning of maths throughout the school
- Through targeted and focused interventions across the school - for some children, high quality teaching alone may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- booster sessions
- additional phonics support
- SEND / EAL support groups
- Staffing structures and grouping of children to support quality first teaching and appropriate interventions - strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum.
- By providing high quality training for our teachers and teaching assistants - As recognised by the EFF we acknowledge that 'good teaching' is the most important lever schools have to improve outcomes for disadvantaged pupils and we intend to focus heavily on developing the quality of teaching through focussed CPD of teachers and strong recruitment processes.
- By providing funds for the wider work of the school – to encourage attendance, work with external agencies for support or intervention, support for well-being and mental health and enable extra- curricular activities and curriculum enrichment opportunities.

Through a determined and committed leadership team and wider staff we aim to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes the monitoring of provision and outcomes. SLT will evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry in communication, literacy and language skills. Limited vocabulary on entry to school and poor vocabulary acquisition for many disadvantaged pupils; weak oracy skills for older children as evidenced and observed in pupil interviews, work through WELCOMM and Voice 21.
2	The gap in attainment in Reading, Writing and Maths compared to non-PP Pupils has grown in some year groups as evidenced in termly standardised assessments.
3	Low attendance and persistent absenteeism of some PP/disadvantaged children.
4	Some of our families face many social and economic challenges particularly as the cost of living has increased resulting in lack of cultural capital and wider experiences. These experiential limitations impact on academic progress across the whole primary curriculum, as pupils are often unable to draw upon models for progressive learning. This has the potential to widen the gap between the attainment of disadvantaged pupils' comparative to the national average of all pupils.
5	Mental health, resilience and emotional regulation. Some pupils and their families have social & emotional difficulties, including medical and mental health issues. Some have a number of ACE's and significant barriers to learning. This is evidenced through Pupil Progress Meetings, ELSA, SEND, meeting with parents and carers and involvement of FSW, Attainment data learning walks and pupil voice.

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
<p>Challenge 1</p> <p>To improve language and communication outcomes for pupils at end of EYFS. Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for staff. CPD opportunities will be identified for support and teaching staff.</p>	<p>Language and communication outcomes for PP children at the end of F2 will improve and be in line with non-PP children.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</p>

<p>Through a high-quality oracy education pupils learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>	<p>including engagement in lessons, book scrutiny and ongoing formative assessment. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy outlined in the Oracy Framework.</p>
<p>Challenge 2</p> <p>Ensure that the % of PP pupils achieve National Average Progress scores reading, writing and maths, with ARE across all curriculum subjects compared to the National Average for all pupils</p> <p>Percentage of pupils attaining expected phonics pass marks to be above National Average.</p>	<p>Writing, reading and maths activities carefully planned to meet the needs and interests of pupils. Clear progression in writing, reading and maths. Staff are trained and supported in delivering the agreed units of work in all subjects with a focus on progress and long-term memory.</p> <p>Pupils' learning will be supported through a range of strategies including; adaptations to curriculum objectives, activities, resources and adult support. Steady increase in % of pupils attaining ARE across the curriculum by 2025</p> <p>The % of PP pupils achieve Exp, Exp+ and the higher levels by the end of KS2 will exceed the National Average for non PP pupils.</p> <p>Parent workshops to support parents in their role as educators and build confidence. Parents are given more information about the curriculum and how to help their child with homework tasks.</p> <p>Reading books are fully decodable, supporting phonics and linked directly to phonics phases.</p> <p>Steady increase in pupils attaining the expected standard in phonics.</p> <p>Gaps in phonics knowledge closed.</p>
<p>Challenge 3</p> <p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p>	<p>To close the gap between whole school attendance and some pupils in receipt of pupil premium funding.</p> <p>Reduce Proportion of pupils in receipt of Pupil Premium classed as persistent absentees</p> <p>Attendance Target: 96% for all pupils.</p>

<p>Challenge 4</p> <p>Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community activities, as well as access to high quality literature and models for reading and writing, theatre, music and sport.</p> <p>Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall summative academic attainment. This will be evaluated through a range of strategies including observations, pupil voice, progress data and questionnaires</p>	<p>PP pupils will be in line with or above the National Average at expected at the end of KS2. There will be a year on year increase in the % of children attaining the higher standard at the end of KS2 by 2025</p> <p>Pupils’ vocabulary and communication skills will be developed through a wide range of experiences. These experiences, opportunities and extra-curricular activities will also support their attainment across the curriculum as they will have wider experiences to draw upon.</p> <p>PP pupils will be encouraged and financially supported in accessing residential and educational visits, enrichment activities at school helping to develop life and social skills.</p> <p>Increased % of pupils accessing extra-curricular activities and educational /cultural visits and visitors.</p>
<p>Challenge 5</p> <p>Children receive appropriate well-being and social and emotional support so that they feel happy, can care for themselves and for others and can approach their learning with confidence and resilience.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and we will do this by continuing to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children.</p>	<p>Vulnerable children are given the emotional support and the tools they need for emotional resilience, allowing them to successfully access the social and academic elements of school.</p> <p>Pupil voice demonstrates development in wellbeing and resilience.</p> <p>Behaviour records demonstrate improvements in social skills / learning skills and that tools are used effectively.</p> <p>All children can access the full curriculum because their emotional needs are being supported effectively.</p> <p>A range of assessments are used to, in addition to teacher/staff observations. These 5 include: Therapist reports and Pupil voice.</p> <p>Pupils’ mental health and well-being is a priority and underpins all provision. Pupils are more resilient, confident and actively engaged in learning.</p>

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: £ 88100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff.</p> <p>A focus particularly on CPD in the teaching of mathematics and phonics</p>	<p>EEF Mastery (Teaching & Learning Toolkit) +5 months EEF Effective Professional Development (Guidance Report) EEF Special Educational Needs in Mainstream Schools (Guidance Report)</p> <p>Regular CPD through INSET, courses, coaching, etc. informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better. EEF Report 'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</p> <p>EEF Toolkit: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment, quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p> <p>Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</p> <p>Cost: £40,000</p>	<p>2</p>
<p>Smaller groups within classes with additional staff deployed across year groups</p>	<p>EEF Report 'Closing the Attainment Gap' states that targeted small groups and one to one intervention have the potential for the largest immediate impact on attainment.</p> <p>EEF Toolkit +3 months Targeted intervention and additional support is successful, enabling work to be focussed and challenging, targeting individual needs and gaps within the curriculum. This has a positive impact on attainment, progress and wellbeing of pupils.</p> <p>Cost: £40,000</p>	<p>1,2,4,</p>

<p>Whole school focus on extending children's vocabulary across all curriculum subjects "Voice 21". Welcomm assessments in EYFS. Speech & Language. Oracy Leads and Oracy Champions - leading CPD and coaching.</p>	<p>EEF Communication and Language Approaches (EYFS Toolkit) +6 months EEF Oral Language Interventions (Teaching & Learning Toolkit) +6 months. Voice 21 research and EEF teaching toolkit both highlight key evidence regarding the impact of oracy as a driver for learning. Voice 21 project had an independent review by EEF.</p> <ul style="list-style-type: none"> • Whole school CPD to develop pedagogy and practice. • Revised subject aims with explicit essentials for oracy. • Use of oracy assessment • SSE feedback that evaluates the impact of that work. <p>Cost: £2600</p>	<p>1,2,5</p>
<p>Improve the progress and attainment of PP pupils in line with National averages for all pupils. Reduce gaps between PP pupils and non-disadvantaged pupils within school.</p>	<p>EEF Report 'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structured changes. Regular CPD through INSET, courses, meetings, coaching etc. informed by performance management reviews and school improvement.</p> <p>Cost: £5,000</p>	<p>1,2,5</p>
<p>Continued CPD for all staff delivering daily systematic phonics. Phonics lead to monitor and ensure consistency of delivery.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Cost:£500 (supply cover)</p>	<p>2</p>

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

Budgeted cost: £5276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics keep up/catch up small group and 1-1 interventions	<p>Phonics Shed draws on the latest research into how children learn best to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EE</p> <p>One to One targeted tuition has a strong evidence base for accelerating progress</p> <p>1-1 tuition EEF Toolkit</p> <p>Cost: £1776</p>	2
Licences: Times Table Rockstars, Numbots, IDL & LBQ, Letterjoin, My Maths	<p>EEF - Using Digital Technology to Improve Learning –</p> <p>Recommendation 3: Technology offers ways to improve the impact of pupil practice</p> <p>Cost: £3500</p>	2,4

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

Budgeted cost: £36,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-Curricular Activities including Sports & Curriculum Linked Activities Offer of free extracurricular activities for all PP children.</p>	<p>Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.</p> <p>We are able to offer children a wide range of Sports experiences.</p> <p>Encouraging pupils to be fit, healthy, and promote children's well-being.</p> <p>Cost = £200</p>	<p>4, 5</p>
<p>Funding for Attendance Officer and Family Support Worker to promote good attendance and develop effective support for families</p> <p>ELSA TA support</p>	<p>EEF Behaviour interventions +3 months</p> <p>EEF Social and Emotional Learning document.</p> <p>.Ofsted's Inspection Framework research highlights the importance of good attendance on wellbeing and educational outcomes for children.</p> <p>ELSA support from trained TAs supported by the Inclusion Team. This builds PP social, interaction, self-esteem, confidence, self-regulation and emotional self-management.</p> <p>EEF research identifies that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of +4 months additional progress and attainment</p> <p>Cost = £29,000</p>	<p>3,5</p>
<p>Mental Health Support PSHE/My Happy Mind programmes and</p>	<p>EEF Toolkit: They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with</p>	<p>3,5</p>

resources to improving resilience, social skills, and confidence whilst reducing anxiety	difficult situations. There is growing evidence that these skills are important to children's later outcomes. Cost: £2760	
Improving outcomes for PP pupils by broadening experiences and increasing opportunities through cultural and enrichment activities. Financial support by providing school uniform, reduced costs of trips, educational visits and resources for PP pupils and their families	EEF states that arts participation enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. There are also wider benefits such as more positive attitudes to learning and increased well-being and a sense of belonging. Carefully planned educational visits and activities which enhance the curriculum such as cookery, drama and outdoor learning reduce gaps, enhance cultural capital, enable equality of opportunity, support, personal development and promote good physical and mental health and well-being. Cost: £5000	1,2,3,4,5

Total budgeted cost: £ 130336

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school we have continued to work hard to support our families and the wider community. Throughout the pandemic, its aftermath and now with the cost of living crisis.

Through our PP funding, DfE grants and Local and National initiatives we have been able to support our vulnerable, disadvantaged and our wider community in a wide range of different ways. Many of our strategies and activities are no longer new and are now becoming more embedded within our school community. The work we have carried out through Voice 21 was recognised in an external consultancy visit and the progress made in developing children's oracy and spoken language skills acknowledged. The school achieved Bronze accreditation for My happy and its commitment to supporting children's mental health.

We provided a wide range of resources to support learning and family health and well-being. We run our 'pop-up pantry' providing a range of products including store cupboard staples including tinned foods, pasta, rice, cereals and bakery items as well as toiletry items. We have access to a range of clothing to support our families and can offer clean preloved uniforms. We continued to use a range of strategies to communicate with families including: Facebook, emails, text messages, website, phone calls and home visits.

Senior staff were available to parents each school day and key staff were deployed at the various school gates. We aimed to maintain quality SEND support with through our SENCO, with virtual meetings with parents, social services, specialist teachers, and Outreach services. This support has been invaluable in supporting us in meeting the needs of our PP pupils, including those pupils on the SEND register and vulnerable learners and their families.

We recognise the significant negative impact that the cost of living crisis has had, and continues to have on pupils and their families mental and physical health and well-being as well as academic attainment will continue to be priorities for the next year.

Externally provided programmes

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

Programme	Provider
My Happy Mind	My Happy Mind
White Rose maths	White Rose
Phonics and Spelling Shed	Ed Shed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.