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 – Woodchester Endowed Church of England Primary School

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	8.09%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2222/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lynn Pennington
Pupil premium lead	Lynn Pennington
Governor / Trustee lead	Sally Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,745
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£5,916
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*	£20661

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are demonstrating high attainment. We also recognise that the mental health of some children has been negatively affected by the pandemic and we our intention is to provide support and skills to develop resilience. At Woodchester Endowed CE Primary School, our children drive the decisions we make. We believe in the importance of quality first teaching to give our children the best possible chance of making excellent progress across all areas of the curriculum. This grant is used to provide emotional support for our children through interventions and staffing in place to help children. We consider the pastoral needs of all children to ensure they have the secure foundation to succeed academically (Maslow's Hierarchy of Need).

Our actions are intended to remove barriers to learning and participation so that we

- raise and sustain good progress and attainment
- improve knowledge and cultural capital through a broad and balanced curriculum
- enable participation so that our pupils can fully participate and engage in school life.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment including vulnerable pupils, will be sustained and improved alongside progress for their disadvantaged peers.

Provision will be made through

- High-quality teaching, which is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Facilitating pupils' access to a high-quality reading curriculum, supported by well-structured and systematic synthetic phonics and reading teaching programmes
- Support and intervention within the school through small group or 1-1 programmes
- Facilitating pupils' access to the curriculum and wider opportunities.

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 – some disadvantaged pupils have persistent absence compared to non –disadvantaged, with some having punctuality difficulties. Any absence or lateness will negatively impact on pupil progress.
2	Weakness in learning behaviours such lack of independence, resilience, concentration in some children. The well- being, mental health and self esteem of some disadvantaged and vulnerable pupils has been affected through the pandemic.

3	The attainment gap in Reading between disadvantaged/ vulnerable pupils compared to non-disadvantaged. Some of our disadvantaged and vulnerable pupils are less likely to read at home or have access to books and resources for reading and are less motivated readers, find it difficult to choose a book that interests them or is of an appropriate level. Some pupils have gaps in their learning and less developed early reading skills, such as phonic knowledge and comprehension skills.
4	Assessments indicate that some disadvantaged pupils generally performed below non-disadvantage pupils in English and Maths.
5	Limited experience of enrichment activities outside of school, including access to clubs, visits, musical tuition and other cultural opportunities. This has been compounded aby a lack of enrichment opportunities during periods of school closure and COVID-19 restrictions.
6	Observations and discussions with families highlight financial barriers, e.g. for school uniform etc.

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
1.To have good attendance for all pupils including disadvantaged pupils	Sustained high attendance Persistent absence for disadvantaged pupils is diminished over the next 3 years. Absence for disadvantaged/ vulnerable and non-disadvantaged pupils with persistent absence is above 90% NB – Absence due to Covid required self-isolation will not be included in the figures.
2.To improve learning behaviours to pre-pandemic levels through high quality teaching	High Quality Teaching secures the development of metacognitive skills and a Growth Mindset. In learning, disadvantaged pupils are demonstrating independence, resilience and perseverance. Pupils are striving to achieve and exceed goals set for them. Disadvantaged pupils are achieving well, at least in line with peers.
3.To enable pupils to improve reading attainment	All non -SEND pupils achieve the nationally expected standard in the Y1/Y2 phonics test. Disadvantaged pupils attain as well as non-disadvantaged in reading, with attainment at expected or above equal to that of non-disadvantaged. Disadvantaged pupils with SEND make good progress in reading.
4. To ensure all staff are able to identify gaps in learning and barriers to progress for disadvantaged pupils within their classes and target interventions and support appropriately	Diagnostic assessment and Interventions enable disadvantaged pupils make strong progress in learning. (Reading, writing/spelling and maths) They achieve targets set in reading, writing and maths to close any gaps.

5. Improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged	Sustained high levels of wellbeing, resilience and self esteem, demonstrated by: Emotional Literacy Support feedback Pupil profile feedback through 1:1 graphic facilitation where appropriate Participation in enrichment activities, leadership roles, sporting events etc., school trips.
6. No disadvantaged pupil feels different to their peers due to lack of uniform or lack of opportunities at school	School uniform and school trips are funded where necessary.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Teaching and Support staff are trained in the development of early reading and phonics. Extend staff training in YARC assessment of reading and implementation of Herts for Learning reading fluency and comprehension small group intervention strategy.	Education Endowment Foundation EEF Preparing for Literacy Guidance EEF Improving Literacy Guidance KS1 *'the importance of getting in early with a high quality and well-rounded grounding in early literacy, language and communication'* Many of these strategies can be applied to pupils with gaps in learning and to support pupils who are not achieving in reading.	3,4
Embed and extend resource provision of DfE validated Systematic Synthetic Phonics programme (Monster Phonics) to secure stronger phonics teaching for all pupils, with matching books	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3,4
TA staff develop knowledge of high-quality support in reading, writing and maths is developed through a programme of CPD sessions across the year. Put recommendations into practice.	EEF report – Making the best use of Teaching Assistants *'Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.'*	2,3,4

Continue to embed 'Mastering Number Fluency Programme' across Rec, Y1 and Y2. Consider how this might benefit children in lower KS2 to improve fluency in Maths. Action plan and implement.	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Securing firm foundations in the development of good number sense will enable children to leave KS1 with fluency in calculation and a confidence and flexibility in number: Number Fluency Programme	2,4
Ensuring whole school curriculum is wide and engaging covering all DfE requirements. Teachers to continue to develop subject leadership knowledge and skills. Release time for subject leaders	'Teaching a broad and balanced curriculum for education recovery' DfE https://impact.chartered.college/article/primary-curriculum-developing-subject-leadership-expertise/	2, 3, 4

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

Budgeted cost: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Staff training Further investment into newly DfE accredited phonics scheme.	EEF Phonics Toolkit Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	3
1-1 Reading Support Daily reading for KS2 pupils for disadvantaged pupils achieving below expectations. Extend provision of Herts for Learning reading fluency intervention programme including CPD for teaching assistants/English Lead time	Regular, frequent and consistent reading practise and support. EEF Toolkit identifies continuing professional development as vital to ensure high quality teaching and learning.	3
Implement appropriate and evidenced Intervention programmes based on identified needs of individuals. Purchase of resources and staff training.	EEF indicates the value of well targeted and frequent and regular 1-1 and small group interventions	1,2, 3, 4, 5, 6

General TA role to enable focussed support by trained staff (e.g. 1:1 or small group comprehension sessions)		
Extend ELSA provision to facilitate additional 1:1 sessions with pupils who would benefit from support with mental health and wellbeing difficulties, including self-esteem, anxiety and self regulation.	The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention which aims to support children's social, emotional and mental health (SEMH). Thematic analysis identifies five key themes: increased understanding of supporting children's needs; child centred practice; training delivery; whole school approach and challenges. https://www.elsanetwork.org/elsa-network/other-research/ https://www.elsanetwork.org/elsa-network/evaluation-reports/	1, 2

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

Budgeted cost: £3661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for participation and inclusion to develop well -being and positive mental health pastoral support. Implement the 5 ways to well – being programme across the school, incorporating regular curricular activity (staff training/GHLL resources) Engage with GHLL Lead Teacher to support development of wellbeing and mental health in school, including staff training/scheme review and potential purchase of new whole school resource for RSE/PHSE. Continue to fund Forest School provision throughout school.	EEF Social and Emotional Learning toolkit New Economics Foundation 5 ways to well being: the evidence. '*A review of the most up-to-date evidence suggests that building the following five actions into our day-to-day lives is important for well-being'* Mentally Healthy Schools research and resources Anna Freud Schools In Mind Building children and young people's resilience in schools (PHE) Impacts of Long Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing	1, 2, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5,6

Training and release time for staff to develop and implement procedures. Music lessons/residential and school trips/school uniform financial support.	Progression in instrumental music making for learners from disadvantaged communities report – develops many personal attributes including confidence and resilience.	

Total budgeted cost: £20 661

Part B: Review of the previous academic year 2021-2022

Outcomes for disadvantaged pupils

Children have received quality first teaching and successful intervention in order to narrow the gaps.

End of KS2 data:

- ✓ In Y6, 66% of pupil premium children (2 out of 3) achieved expected attainment in reading and 33% in writing (1 out of 3). Although two children did not achieve age related expectations, both made accelerated progress in writing.
- ✓ In Y6, 33% of pupil premium children achieved age related expectations in maths, science and GPS (1 out of 3). Although two children did not achieve age related expectations, both made accelerated progress in these three subjects.
- ✓

Whole school data

- ✓ There were no pupil premium children in Reception.
- ✓ 100% of pupil premium children (2 out of 2 pupils) achieved national expectations in the Y1 phonics screening.
- ✓ 100% of pupil premium children (1 out of 1 pupils) passed the phonic test in Y2.
- ✓ 100% pupil premium children in KS1 achieved national expectations in maths but did not achieve national expectations in reading or writing although they did make good progress. They continue to receive additional support.
- ✓ In KS1, 33% of pupil premium children (1 out of 3) are on track or above in reading and writing. One child is working at greater depth in reading.
- ✓ In KS1, 66% of pupil premium children (2 out of 3) are on track in maths.
- ✓ In KS2 (Y3-5), 75% of pupil premium children (3/4 pupils) are on track or above in reading. Two children are working at greater depth in reading.
- ✓ In KS2 (Y3-5), 75% of pupil premium children (3/4 pupils) are on track or above in writing. Two children are working at greater depth in writing.
- ✓ In KS2 (Y3-5), 50% of pupil premium children (2/4 pupils) are on track or above in maths. Two children are working at greater depth in maths.

Additional Information

- ✓ Purchase of new online assessment tool (Phonics Tracker) – implemented spring term has enabled instant assessment of phonics, high frequency word recognition and children's understanding of phonemes, blending and segmenting. This precision has improved the precision of interventions
- ✓ Further investment into the newly introduced Monster Phonics scheme has been successful in helping to successfully embed this phonics programme. Match funding secured through the English Hub. Monster Phonics received DfE accreditation during 21/22.
- ✓ Opportunity to join Fluency in Reading intervention programme led by English Hub – trialled by subject leader during summer term. Successful intervention.
- ✓ Residential trip and other educational opportunities funded for children eligible for pupil premium
- ✓ A number of children (PP and non-PP) accessed ELSA support during the academic year.

Externally provided programmes

Programme	Provider
Star Assessment (Maths and Reading)	Renaissance Learning
Phonics Tracker	Phonics Tracker Ltd
York Assessment of Reading for Comprehension (YARC)	GL Education
Maths Mastery	GlowMaths Hub Support
ELSA training	GCC Educational Psychologist
Mastering Number Programme	NCETM/GlowMaths
Monster Phonics Programme	Monster Phonics Ltd