Pupil premium strategy statement

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 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	5.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2222/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lynn Pennington
Pupil premium lead	Lynn Pennington
Governor lead	Sally Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14 840
Recovery premium funding allocation this academic year	£1 500
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.*	£5 139
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*	£21 479

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. It is our intention to provide support and skills to develop resilience and encourage good mental health. 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, engage and flourish at school.

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 and spelling 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 has improved. However, 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 with spelling a significant barrier for some.
5	Limited experience of enrichment activities outside of school, including access to clubs, visits, musical tuition and other cultural opportunities.
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 is above 95% .
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: £7,000

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. Introduce new spelling scheme in Y3, 4 and 5 which complements progress in Monster Phonics teaching. 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 phonics teaching for all pupils and widening the selection of matching books, including non-fiction.	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. Introduce Mastering Number Fluency Programme into Y3, 4 and 5. Monitor and review implementation.	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	2,4

	with fluency in calculation and a confidence and flexibility in number: Number Fluency Programme	
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 including a new scheme for lower KS2 spelling. General TA role to enable focussed support by trained staff (e.g. 1:1 or small group comprehension sessions)	EEF indicates the value of well targeted and frequent and regular 1-1 and small group interventions	1,2, 3, 4, 5, 6
Extend ELSA provision to facilitate additional 1:1 sessions with pupils who would benefit from sup-	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	1, 2

port with mental health and well-being difficulties, including self-esteem, anxiety and self regulation.	(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/	

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

Budgeted cost: £2479

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 well-being 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. Training and release time for staff to develop and implement procedures. Music lessons/residential and school trips/school uniform financial support.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Progression in instrumental music making for learners from disadvantaged communities report – develops many personal attributes including confidence and resilience.	1,2,3,4,5,6

Total budgeted cost: £21 479

Part B: Review of the previous academic year 2022-2023

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, 100% of pupil premium children (2 out of 2) achieved expected attainment in reading. Although two children did not achieve age related expectations in writing, both made accelerated progress.
- ✓ In Y6, although two pupil premium children did not achieve age related expectations, both made accelerated progress in maths, science and in GPS.

Whole school data

- ✓ 33% of pupil premium children in Reception (1 out of 3) achieved 'Good Level of Development' and they continue to receive additional support and interventions.
- ✓ 90% of Y1 pupils (18 out of 20 pupils) achieved national expectations in the Y1 phonics screening. There were no pupil premium children in this cohort.
- ✓ No pupil premium children in the Year 2 cohort took the phonics screening.
- ✓ 67% (2 out of 3) of pupil premium children achieved national expectations at the end of KS1 in reading, maths and science but did not achieve national expectations in 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 Year 4, 1 pupil premium child demonstrated secure knowledge in the multiplication check.
- ✓ In KS2 (Y3-5), 67% of pupil premium children (2/3 pupils) are on track or above in reading. Two children are working at greater depth in reading.
- ✓ In KS2 (Y3-5), 67% of pupil premium children (2/3 pupils) are on track or above in writing. Two children are working at greater depth in writing.
- ✓ In KS2 (Y3-5), 67% of pupil premium children (2/3 pupils) are on track or above in maths. Two children are working at greater depth in maths.
- ✓ In KS2 (Y3-5), 100% of pupil premium children (3/3 pupils) are on track in Science.

Additional Information

- ✓ Continued subscription of the assessment tool (Phonics Tracker) has enabled instant assessment of phonics, high frequency word recognition and children's understanding of phonemes, blending and segmenting. This accurate and 'live' assessment information has improved the precision of interventions.
- ✓ Further investment into the Monster Phonics scheme has been successful in helping to successfully embed and enriched this phonics programme. Match funding secured through the English Hub. Two key stage sets of newly released non-fiction texts purchased, extended the range of texts.
- ✓ New intervention comics purchased to motivate readers who are working below age related expectations.
- ✓ Fluency in Reading intervention programme led by English Hub – successful intervention and improved assessment.
- ✓ Educational opportunities funded including ELSA support provided.

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