

Pupil Premium Strategy Statement 2023-24



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	HIGH WYCOMBE C OF E PRIMARY
Number of pupils in school	2023-2024
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	SEPTEMBER 2023
Date on which it will be reviewed	JULY 2024
Statement authorised by	C HAWKINS
Pupil premium lead	R SMITH
Governor / Trustee lead	V MASON

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,105.00
Recovery Premium funding allocation this academic year (School Led Tutoring Grant)	£4860.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Inservice Children Grant	£0
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	£49,965

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision and our Christian values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, happy citizens.

Be strong and courageous

Our current school improvement plan has a strong focus on improving provision and outcomes for all disadvantaged pupils and also pupils with SEND: our Pupil Premium strategy is a core pillar of our SIP. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. High Wycombe C of E School is committed to 'Narrowing the Gap' for 'socially disadvantaged' pupils and the Pupil Premium funding forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

In recent years we have worked hard to improve and support the emotional regulation and resilience, ensuring pupils are 'ready to learn', across the whole school. This is of even greater importance since school closures during the recent pandemic. We have worked hard to improve attendance and narrow the gaps in attainment for disadvantaged pupils.

Our core aim for this 3-year cycle is to ensure that all children, especially those that are disadvantaged, are able to flourish and become independent, resilient and respectful learners. We will focus on improving language and vocabulary skills for all learners, allowing all children to engage and fully participate in classroom learning, our exciting school curriculum and opportunities beyond school. Our intention is for our disadvantaged pupils to make accelerated progress and achieve high attainment. Research has shown high-quality teaching, with a focus on interventions and support in areas in which disadvantaged children require the most support has the greatest impact on closing the disadvantage attainment gap and benefit all children in school; This will be the at the core of HWCE's strategy for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Ensuring enough time is given to allow for staff professional development. Ensuring consistency in the delivery of interventions, maths and literacy support. Time and budget constraints. Staff turnover and timetabling.</p> <p>The last three years have brought an extra challenge to all schools, with staff absences and turn-over impacting on our ability to deliver CPD sessions across the school, alongside the delivery of interventions.</p>
2	<p>Assessments and observations in recent years show that our disadvantaged children have had greater difficulty in reaching and maintaining a good level of competency in Maths, Phonics and English. This has been exacerbated by recent school closures, as gaps in attainment and progress have widened.</p> <p>2021/22: Reading - 38% of PP Children working ARE, compared to 69% of their Peers Writing - 21% of PP Children working ARE, compared to 57% of their Peers Maths - 24% of PP Children working ARE, compared to 61% of their Peers</p> <p>2022/23: Reading - 47% of PP Children working ARE, compared to 73% of their Peers Writing - 38% of PP Children working ARE, compared to 64% of their Peers Maths - 35% of PP Children working ARE, compared to 71% of their Peers</p>
3	<p>Assessments and observations in recent years show that our disadvantaged children have had greater difficulty in reaching and maintaining a good level of competency in language skills and vocabulary. This is becoming increasingly evident in new pupil intakes, but still affects all cohorts in the school.</p> <p>2021/22: Reading - 38% of PP Children working ARE, compared to 69% of their Peers Writing - 21% of PP Children working ARE, compared to 57% of their Peers</p> <p>2022/23: Reading - 47% of PP Children working ARE, compared to 73% of their Peers Writing - 38% of PP Children working ARE, compared to 64% of their Peers</p>
4	<p>Engaging the families facing the most challenges- particularly with COVID restrictions for the foreseeable future of this academic year.</p> <p>Our records show that pre-pandemic, our pupils had become more emotionally resilient, independent and able to regulate their behaviour. However, the recent school lockdown periods have had an adverse effect on many of our learners. We have also seen an impact on the emotional well-being and mental health of all pupils.</p>
5	<p>The impact of COVID-19 isolations/anxiety on attendance and thus on PP progress. Monitoring of disadvantaged children has shown that there are a greater proportion who are persistent absentees. Alongside this, further absences related to COVID-19 have caused children to have an increased number of days off school.</p> <p>2021/22 – Average attendance for PP children was 90.44%, compared to 93.99% of their Peers. With 12 PP children below 90% (34% off all PP children)</p> <p>2022/23 – Average attendance for PP children was 91.21%, compared to 94.91% of their Peers. With 8 PP children below 90% (22% off all PP children)</p>

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
Improved reading attainment and progress	80% of disadvantaged children to make expected progress or accelerated progress 80% of children to reach ARE
Improved writing attainment and progress	80% of disadvantaged children to make expected progress or accelerated progress 80% of children to reach ARE
Improved maths attainment and progress	80% of disadvantaged children to make expected progress or accelerated progress 80% of children to reach ARE
Phonics and Improved oral, language and vocabulary skills among disadvantaged pupils in EYFS and KS1	100% of disadvantaged children to pass the PSC by then end of KS1
To support the emotional, wellbeing, mental health and social skills of all pupils	Disadvantaged children actively engaging in lessons Average attendance for disadvantaged children to be inline with school average 94% Support offered to children through in-house or effective external agencies.

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: **£5895**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1- Staff training</p> <ol style="list-style-type: none"> 1. Ensure all relevant staff have the necessary phonics and EAL training 2. Carry out weekly LSA meetings (lead by appropriate personnel for each agenda) to ensure LSAs are able to support PP children effectively. 3. CPD sessions for staff 4. Team meetings 	<p>Educational Policy Institute Paper on CPD for staff:</p> <p>'Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day'. (Fletcher-Wood and Zuccollo, 2020)</p> <p>'Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive'. (Fletcher-Wood and Zuccollo, 2020)</p> <p>'High-quality teaching is the best lever available to schools for supporting pupil premium students' (Riordan, 2022)</p> <p>EEF Making the best use of teaching assistants</p>	<p>Challenge Number 1</p> <p>£ 45 x 42 weeks £1895 allocated</p>
<p>Priority 2:</p> <ol style="list-style-type: none"> 1. Teachers to be planning effectively for all groups in their class to support and challenge them all in English and Maths lessons. 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of best available evidence</p>	<p>Challenge Number 2 and 3</p>

<ol style="list-style-type: none"> 2. Maths and English training to improve teaching for all. 3. All learning styles thought of in the planning and delivery of lessons. 4. Monitoring and Evaluation of lessons, planning, activities, pupil voice, Learning Walks, Book Scrutinies 5. Interventions: English, Reading, Writing 6. Use of additional resources in class 7. Use of LSA in class 8. Data analysis 9. Metacognition Lessons 	<p>'Analysing the scores of nearly 11,000 14-year-olds in a word exercise, the researchers found that teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time' (Salmon, Bell et al, 2019).</p> <p>'Vocabulary underpins all subjects and we believe that in the current climate, all children deserve access to the language they need to be successful – both academically, but in their everyday lives' (OUP, 2020).</p>	<p>£1000 allocated for M&E and cover</p> <p>£1000 allocated for M&E and cover</p>
<p>Priority 3:</p> <ol style="list-style-type: none"> 1. A timetabled cycle of assessments and frequent discussions about the progress of disadvantaged pupils is built into the school calendar. 2. Assessment Provision Map. 3. SIP focus on Strengthening assessment including the use of standardised testing and our Core Team approach 4. Pupil Premium Profiles 5. SIP focus on improving language and communication skills 6. Continued use and development of Little Wandle Phonics Scheme 7. Interventions: oracy, language, pre-vocab and phonics 8. Language and Speech Link 9. Additional specialist support 	<p>'Diagnosing pupils' needs' is the first step to creating an effective Pupil Premium plan (EEF Guide to Pupil Premium, Aut 21). In order for us to understand individual needs fully we seek to expand our assessment tools to include standardised tests, Assessment for Learning (AfL) in the classroom.</p> <p>The EEF Attainment Gap Report, 2018 states that communication and language approaches have huge potential to prevent the attainment gap becoming entrenched.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils (EEF toolkit).</p>	<p>Challenge Number 2 and 3</p> <p>£1000 allocated for M&E and cover</p> <p>£1000 allocated for M&E and cover</p>
<p>Priority 4:</p> <ol style="list-style-type: none"> 1. Engaging families in school 2. Enrichment questionnaire 3. Enrichment activities 4. Additional support for families 5. Funding for trips and visits 6. Funding for resources 	<p>EEF Paper on Parental Engagement</p> <p>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'. (EEF, 2021)</p> <p>National Numeracy Strategy Paper on Parental Engagement</p>	<p>Challenge Number 4 and 5</p>

	<p>'Parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.</p> <p>Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school. Parents of certain ethnic and social groups are less likely to engage with the school. However, schools that offer bespoke forms of support to these parents (i.e. literacy classes, parenting skill support) are more likely to engage them in their children's learning'. (NNS, 2003)</p> <p>'Parental engagement has strong potential and it is therefore central to my proposal of a new set of guidewires for tackling the gap in attainment' (McCluskey, 2017).</p>	
<p>Priority 5:</p> <ol style="list-style-type: none"> 1. Engaging families in school 2. Pupil Premium Profiles 3. Additional attendance strategies based on a child-by-child approach – for example, phone calls, letters, MHST 4. Enrichment activities 5. Funding for trips and visits 6. Funding for resources 	<p>NCFE Paper of valuing enrichment</p> <p>'The findings of the Valuing Enrichment Project reveal that well-designed enrichment programmes can have significant positive impacts on learners, foster essential skills (such as team work and confidence), and contribute to the goal of societal levelling up'. (NCFE 2020)</p> <p>Strand concludes on the importance of tackling absenteeism of the importance of 'the social atmosphere at school and in the relationship within the classroom' (Strand, 2021)</p> <p>EEF Guidance on working with parents to support children</p>	<p>Challenge Number 4 and 5</p>

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

Budgeted cost: **£36,130**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1- Literacy	<p>Small group phonics and literacy interventions</p> <p>1:1/small Group Catch up/Booster</p> <p>PP children to be included in 'catch up' interventions where appropriate.</p> <p>EAL interventions for those children that need it (2 children in total across the school).</p>	<p>Priority 1- Literacy</p> <p>£15.30 per hour per intervention</p> <p>6-10 interventions per class per week</p> <p>£450-765 per week</p> <p>18,900-32,130</p>
Priority 2- Maths	<p>Establish small group interventions for disadvantaged falling behind age related expectations.</p> <p>1:1/small Group Catch up/Booster</p> <p>PP children to be included in 'catch up' interventions where appropriate.</p>	Priority 2- Maths
Priority 3- Attainment gap between pupil premium and Inservice children and non- pupil premium children to be decreasing. Gap to be less than 10% difference between PP children and the rest of the cohort.	<p>Children to be part of tailored interventions to improve attainment and progress.</p> <p>Interventions to address gaps in children's knowledge and support attainment.</p> <p>LSAs to be effectively supporting groups within class and leading interventions.</p> <p>Teachers to be planning effectively for all groups in their class to support and challenge them in Literacy and Maths.</p> <p>Teachers to differentiate work appropriately to support the needs of children.</p> <p>PP Lead to carry out learning walk and observe how PP children and being supported in each class – termly.</p>	<p>Priority 3- Attainment gap between pupil premium children and non- pupil premium children to be decreasing. Gap to be less than 10% difference between PP children and the rest of the cohort.</p> <p>£1000 allocated for M&E and cover</p>
Priority 4- 80% of PP children to make expected progress in reading, writing and maths.	<p>Intervention impact reports to show progress.</p> <p>Tailored class support, interventions and encourage parental engagement.</p>	Priority 4- 80% of PP children to make expected progress in reading, writing and maths.

	<p>Maths and Literacy training for all staff.</p> <p>PP Lead to carry out learning walk and observe how PP children and being supported in each class – termly.</p>	£1000 allocated for M&E and cover
Language Links intervention groups across the school based on need, delivered by a trained, lead LSA.	Language Link provides assessment of strengths and weaknesses in a pupils' language development. It offers a structured programme to work help develop areas of weakness. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.	£1000 allocated for M&E and cover
Individual mentoring for pupils with persistent absence. Personalised plans to improve attendance and parental engagement.	The EEF toolkit collates studies that have found more positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	£1000 allocated for M&E and cover

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

Budgeted cost: **£4000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1- Providing PP children with resources in school.	<p>Supporting PP children to access the wider opportunities of school life and boost self-esteem, inclusion and overall happiness in school.</p> <p>Uniform and educational resources subsidised for identified children. Trip Music lessons costs subsidised.</p>	<p>Priority 1- Providing PP children with resources in and out of school.</p> <p>£1000 allocated</p>
Priority 2- Providing PP children with opportunities out of school.	Supporting PP children to access the wider opportunities of school life and boost self-esteem, inclusion and overall happiness out of school.	<p>Priority 2- Providing PP children with opportunities in and out of school.</p> <p>£440 PGL</p>

	External clubs subsidised for identified children.	£2000 allocated for trips
Potential barrier- attitude to school and parental engagement	<p>Engage with parents to see to ensure maximum support with the child's education.</p> <p>Ensure 100% of PP parents are booked into parent's evening and follow-up with phone call if they do not attend.</p> <p>Encourage use of the school website and social media platforms so parents are well informed with what is happening in school.</p> <p>Ensure parents are using resources such as Accelerated Reader, Teams and reading newsletters to support their child's learning.</p> <p>Contact PP parents directly about relevant workshops available to support their child's learning.</p>	<p>Potential barrier- attitude to school and parental engagement</p> <p>£1000 allocated</p>

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.

Our aims with the Pupil Premium Strategy 2022-23 were to:

1. 80% of PP children to make expected progress in reading
2. 80% of PP children to make expected progress in writing
3. 80% of PP children to make expected progress in maths
4. Phonics and Improved oral, language and vocabulary skills among disadvantaged pupils in EYFS and KS1 100% of PP children to pass the Phonics Screening Check (PSC)
5. PP children to actively engage in lessons and attendance to be at school average of 93%

The academic year 2022-23 was the first full school year back which has not been disrupted by Covid-19 closures or high levels of absence. The effects of Covid and school closures have been well publicised, with disadvantaged children disproportionately affected. These effects will continue to have an impact over the next few academic years; however, the benefits of a “normal” school year on all pupils, but especially those who are disadvantaged, will also have a beneficial impact. Assessment and data will pinpoint and measure some of those effects, but others including the impacts to mental health and self-esteem and much harder to quantify.

Pupil Premium Profiles have been used across the year to aid intervention and support for disadvantaged pupils. Disadvantaged children have been identified, with interventions used to ‘close’ any gaps and aid progression across the year.

In Reception 75% of PP children have made expected progress in all the Early Learning Goals

1. 80% of PP children to make expected progress in reading: 73%

Year 1: 67% (2 of 3) children made expected progress, 0% making accelerated progress (5+ steps)

Year 2: 50% (2 of 4) children made expected progress, 0% making accelerated progress (5+ steps)

Year 3: 80% (5 of 5) children made expected progress, 40% (2 of 5) making accelerated progress (5+ steps)

Year 4: 57% (4 of 7) children made expected progress, 14% (1 of 7) making accelerated progress (5+ steps)

Year 5: 86% (6 of 7) children made expected progress, 29% (2 of 7) making accelerated progress (5+ steps)

Year 6: 100% (6 of 6) children made expected progress, 0% making accelerated progress (5+ steps)

Whole School: 73% (17 of 26) children made expected progress, 19% (5 of 26) making accelerated progress (5+ steps)

The number of children to make expected progress was less than our target. Those children in years 2 and 4 will be monitored and highlighted to class teachers for the next academic year. Year 2 were also highlighted as a class to monitor in 2021/22 when they were in Year 1. The impact of returning to school, quality first teaching and interventions have had a positive impact on disadvantaged children.

2. 80% of PP children to make expected progress in writing: 80%

Year 1: 67% (2 of 3) children made expected progress, 0% making accelerated progress (5+ steps)

Year 2: 50% (2 of 4) children made expected progress, 0% making accelerated progress (5+ steps)

Year 3: 100% (5 of 5) children made expected progress, 20% (1 of 5) making accelerated progress (5+ steps)

Year 4: 86% (6 of 7) children made expected progress, 0% making accelerated progress (5+ steps)

Year 5: 86% (6 of 7) children made expected progress, 0% making accelerated progress (5+ steps)
Year 6: 100% (6 of 6) children made expected progress, 0% making accelerated progress (5+ steps)
Whole School: 80% (17 of 26) children made expected progress, 15% (4 of 26) making accelerated progress (5+ steps)

The number of children to make expected progress met our target. The impact of returning to school, quality first teaching and interventions have had a positive impact on disadvantaged children. Those children in years 2 and 4 will be monitored and highlighted to class teachers for the next academic year. Maths will also be a focus for disadvantaged children next year. The impact of returning to school, quality first teaching and interventions have had a positive impact on disadvantaged children.

3. 80% of PP children to make expected progress in maths: 80%

Year 1: 67% (2 of 3) children made expected progress, 0% making accelerated progress (5+ steps)
Year 2: 100% (4 of 4) children made expected progress, 0% making accelerated progress (5+ steps)
Year 3: 100% (5 of 5) children made expected progress, 40% (2 of 5) making accelerated progress (5+ steps)
Year 4: 28% (2 of 7) children made expected progress, 14% (1 of 7) making accelerated progress (5+ steps)
Year 5: 72% (5 of 7) children made expected progress, 43% (3 of 7) making accelerated progress (5+ steps)
Year 6: 100% (6 of 6) children made expected progress, 0% making accelerated progress (5+ steps)
Whole School: 80% (21 of 26) children made expected progress, 23% (6 of 26) making accelerated progress (5+ steps)

The number of children to make expected progress met our target. The impact of returning to school, quality first teaching and interventions have had a positive impact on disadvantaged children. Those children in years 2 and 4 will be monitored and highlighted to class teachers for the next academic year. Maths will also be a focus for disadvantaged children next year. The impact of returning to school, quality first teaching and interventions have had a positive impact on disadvantaged children.

4. 50% of PP children to pass the PSC:

Across Year 1 and 2 50% (3/6) of children passed the PSC. Those children who have not passed the PSC will be a focus for the next academic year. A new Phonics Scheme, Little Wandle, is being implemented for the academic year 2022-23 in order to increase the percentage of children, especially disadvantaged children, passing the PSC.

5. PP children to actively engage in lessons:

A large focus for this year has been to improve engagement of disadvantaged pupils in lessons; this encompasses their learning, attendance, health and well-being and a focus on minimising the impact of Covid school closures. Although this is difficult to measure, we have seen an improvement in attendance from disadvantaged children allowing an increased engagement in lessons. Termly Brain Awareness sessions, PSHE, teacher support has been used to aid and improve the mental health of all our children at the school, not just those who are disadvantaged. Classroom and behaviour management strategies, alongside consistent safe environments, have been beneficial to all of our children. The return to a more "normal" school environment and day, especially towards the end of the academic year, has also fostered a secure sense of school life for all of our children.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To provide additional interventions and class support.
What was the impact of that spending on service pupil premium eligible pupils?	1 service pupil premium child made accelerated progress in writing and maths (6 steps) and expected progress in reading (3 steps)

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