

Pupil Premium Strategy Statement 2024-25



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	
1	18.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	SEPTEMBER 2024
Date on which it will be reviewed	JULY 2025
Statement authorised by	C HAWKINS
Pupil premium lead	R SMITH
Governor / Trustee lead	V EVORA SILVA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280.00
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	£53,280.00

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, creating a loving, inclusive school community with a Christian ethos that enables all to be independent, confident, resilient learners, respectful within the school and the wider world, encouraging all to flourish.

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, can 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	Removing barriers to learning for Disadvantaged Children in the classroom. Changing staff outlook on PP children, ensuring staff have a good understanding of the challenges disadvantaged children face growing up, how socioeconomic disadvantage impacts on learning and removal of a shared language of 'low attainers'.
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.</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> <p>2023/24 Reading - 51% of PP Children working ARE, compared to 77% of their Peers Writing - 41% of PP Children working ARE, compared to 65% of their Peers Maths - 48% of PP Children working ARE, compared to 76% 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> <p>2023/24 Reading - 51% of PP Children working ARE, compared to 77% of their Peers Writing - 41% of PP Children working ARE, compared to 65% of their Peers</p>
4	Ensuring disadvantaged children have access to equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

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 73% of children to reach ARE (In line with National)
Improved writing attainment and progress	80% of disadvantaged children to make expected progress or accelerated progress 71% of children to reach ARE (In line with National)
Improved maths attainment and progress	80% of disadvantaged children to make expected progress or accelerated progress 73% of children to reach ARE (In line with National)
Phonics and Improved oral, language and vocabulary skills among disadvantaged pupils in EYFS and KS1	80% 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 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: **£9000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Teaching</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. 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 <ul style="list-style-type: none"> • Metacognition • Adaptive Teaching 	<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>‘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>Challenge Number 1, 2 and 3</p> <p>£1000 allocated for M&E and cover</p> <p>£1000 allocated for M&E and cover</p>
<p>Priority 2: Assessment</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 	<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>Challenge Number 2 and 3</p> <p>£1000 allocated for M&E and cover</p>

<ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Additional specialist support 	<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>£1000 allocated for M&E and cover</p>
<p>Priority 3: Equality of Opportunity</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 <ul style="list-style-type: none"> • Funding for resources • Recording and monitoring equal opportunities for all disadvantaged children 	<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 social 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> <p>£5000 allocated to fund trips and cultural capital</p>
<p>Priority 5: Supporting the emotional, wellbeing, mental health and social skills of all pupils</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>EEF ‘Improving Social and Emotional Learning in Primary Schools’</p> <p>‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement’ (EEF, 2021)</p>	<p>Challenge Number 4 and 5</p>

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

Budgeted cost: **£3800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1- English	<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>Challenge 1, 2 and 4</p> <p>£19.33 per hour per intervention</p> <p>6-10 interventions per class per week</p> <p>£115.98-£193.30 per week</p> <p>£4639.20 - £7732 for 40 weeks</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>	<p>Challenge 3</p> <p>£19.33 per hour per intervention</p> <p>6-10 interventions per class per week</p> <p>£115.98-£193.30 per week</p> <p>£4639.20 - £7732 for 40 weeks</p>
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>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>£2000 allocated for M&E and cover</p> <p>£5000 allocated for LSA support</p>

	PP Lead to carry out learning walk and observe how PP children and being supported in each class – termly.	
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> <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>	<p>Priority 4- 80% of PP children to make expected progress in reading, writing and maths.</p> <p>£2000 allocated for M&E and cover £5000 allocated for LSA support</p>
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.	<p>£19.33 per hour per intervention 6-10 interventions per class per week £115.98-£193.30 per week £4639.20 - £7732 for 40 weeks</p>
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: **£6280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1- Providing PP children with resources in school.	Supporting PP children to access the wider opportunities of school life and	Priority 1- Providing PP children with resources in and out of school.

	<p>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>	£2000 allocated
Priority 2- Providing PP children with opportunities out of school.	<p>Supporting PP children to access the wider opportunities of school life and boost self-esteem, inclusion and overall happiness out of school.</p> <p>Monitoring PP children's access to trips, visitors, experiences, sports teams etc.</p> <p>External clubs subsidised for identified children.</p>	<p>Priority 2- Providing PP children with opportunities in and out of school.</p> <p>£2000 allocated for trips</p>
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>£2000 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 2023 to 2024 academic year.

Our aims with the Pupil Premium Strategy 2023-24 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 2023-24 was the second 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 66.6% (2/3) of PP children have made expected progress in all the Early Learning Goals

- **Target: 80% of PP children to make expected progress in reading:**
- **78% of PP children made expected progress in 2023/24**

This was an increase from 73% for 2022/23

Year 1: 80% (4 of 5) children made expected progress, 20% (1) making accelerated progress (4+ steps)
Year 2: 100% (3 of 3) children made expected progress, 0% making accelerated progress (5+ steps)
Year 3: 100% (7 of 7) children made expected progress, 29% (2) making accelerated progress (5+ steps)
Year 4: 67% (4 of 6) children made expected progress, 17% (1) making accelerated progress (5+ steps)
Year 5: 88% (7 of 8) children made expected progress, 38% (3) making accelerated progress (5+ steps)
Year 6: 86% (6 of 7) children made expected progress, 57% (4) making accelerated progress (5+ steps)
Whole School: 78% (28 of 36) children made expected progress, 30% (11 of 36) making accelerated progress (5+ steps)

The number of children to make expected progress was less than our target, however this was an increase from the previous academic year. Those children in year 4 will be monitored and highlighted to class teachers for the next academic year. There has been a positive impact of quality first teaching and interventions on disadvantaged children.

- **Target: 80% of PP children to make expected progress in writing:**
- **75% of PP children made expected progress in 2023/24**

This was a decrease from 80% for 2022/23

Year 1: 60% (3 of 5) children made expected progress, 20% (1) making accelerated progress (4+ steps)
Year 2: 100% (3 of 3) children made expected progress, 33% (1) making accelerated progress (5+ steps)
Year 3: 71% (5 of 7) children made expected progress, 0% (0) making accelerated progress (5+ steps)

Year 4: 84% (5 of 6) children made expected progress, 17% (1) making accelerated progress (5+ steps)
 Year 5: 63% (5 of 8) children made expected progress, 38% (3) making accelerated progress (5+ steps)
 Year 6: 86% (6 of 7) children made expected progress, 57% (4) making accelerated progress (5+ steps)
 Whole School: 75% (27 of 36) children made expected progress, 22% (8 of 36) making accelerated progress (5+ steps)

The number of children to make expected progress below our target and a decrease from the previous academic year. Those children in years 1 and 5 will be monitored and highlighted to class teachers for the next academic year. Writing continues to be a focus on the School's Improvement Plan.

- **Target: 80% of PP children to make expected progress in maths:**
- **81% of PP children made expected progress in 2023/24**

This was an increase from 80% in 2022/23

Year 1: 80% (4 of 5) children made expected progress, 0% (0) making accelerated progress (4+ steps)
 Year 2: 100% (3 of 3) children made expected progress, 33% (1) making accelerated progress (5+ steps)
 Year 3: 85% (6 of 7) children made expected progress, 14% (1) making accelerated progress (5+ steps)
 Year 4: 84% (5 of 6) children made expected progress, 50% (3) making accelerated progress (5+ steps)
 Year 5: 63% (5 of 8) children made expected progress, 25% (2) making accelerated progress (5+ steps)
 Year 6: 86% (6 of 7) children made expected progress, 57% (4) making accelerated progress (5+ steps)
 Whole School: 81% (29 of 36) children made expected progress, 23% (6 of 36) making accelerated progress (5+ steps)

The number of children to make expected progress met our target and an increase from the previous academic year. Those children in year 5 will be monitored and highlighted to class teachers for the next academic year. There has been a positive impact of quality first teaching and interventions on disadvantaged children.

1. 50% of PP children to pass the PSC:

Across Year 1 and 2 55% (5/9) 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, was implemented for the academic year 2022-23 in order to increase the percentage of children, especially disadvantaged children, passing the PSC.

2. 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. Although this is difficult to measure, we have seen an improvement in attendance from disadvantaged children allowing an increased engagement in lessons. Metacognition activities, PSHE, use of a Mental Health Support Team (MHST), Peer Mentors and 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.

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
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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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