

Pupil Premium Strategy Statement 2022-23



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	2022-2023
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	SEPTEMBER 2022
Date on which it will be reviewed	JULY 2023
Statement authorised by	C HAWKINS
Pupil premium lead	R SMITH
Governor / Trustee lead	R MOORHOUSE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,705.00
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	£320.00
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	£46,025.00

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, 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' between vulnerable pupils and the pupil premium 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 Literacy. This has been exacerbated by recent school closures, as gaps in attainment and progress have widened.</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>
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.</p> <p>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>

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
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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	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 Support offered to children through in-house or effective external agencies.
Improved oral, language and vocabulary skills among disadvantaged pupils in EYFS and KS1	Language Link and Speech Link 80% of disadvantaged children to reach average standardised score. Additional monitoring and support
All pupils equipped with a good phonic knowledge and skills.	Y1 phonics screening test All pupils to pass phonic screening by end of KS1

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
Priority 1- LSA training	<p>Ensure all relevant staff have the necessary phonics and EAL training</p> <p>Carry out weekly LSA meetings (lead by appropriate personnel for each agenda) to ensure LSAs are able to support PP children effectively.</p>	<p>Priority 1- LSA training</p> <p>£ 45 x 42 weeks £1895 allocated</p>
Priority 2- Active learning, hooks and engaging texts used as stimulus for writing.	<p>Teachers to be planning effectively for all groups in their class to support and challenge them all in Literacy and Maths lessons.</p> <p>Maths and Literacy training to improve teaching for all.</p> <p>All learning styles thought of in the planning and delivery of lessons.</p>	<p>Priority 2- Active learning, hooks and engaging texts used as stimulus for writing.</p> <p>£1000 allocated for M&E and cover</p>
SIP focus on strengthening assessment including the use of standardised testing, PIXL and our Core Team approach	<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 and PIXL diagnostics. A timetabled cycle of assessments and frequent discussions about the progress of disadvantaged pupils is built into the school calendar.</p>	<p>£1000 allocated for M&E and cover</p>
SIP focus on improving language and communication skills	<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>£1000 allocated for M&E and cover</p>

Launch of the synthetic phonics programme 'Little Wandle' including new materials and a training package for SLT and all practitioners.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils (EEF toolkit).	
SIP focus on developing the teaching of Maths	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	£1000 allocated for M&E and cover

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	Small group phonics and literacy interventions 1:1/small Group Catch up/Booster PP children to be included in 'catch up' interventions where appropriate. EAL interventions for those children that need it (2 children in total across the school).	Priority 1- Literacy £15.30 per hour per intervention 6-10 interventions per class per week £450-765 per week 18,900-32,130
Priority 2- Maths	Establish small group interventions for disadvantaged falling behind age related expectations. 1:1/small Group Catch up/Booster PP children to be included in 'catch up' interventions where appropriate.	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.	Children to be part of tailored interventions to improve attainment and progress. Interventions to address gaps in children's knowledge and support attainment.	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>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>£1000 allocated for M&E and cover</p>
<p>Priority 4- 80% of PP children to make expected progress in reading, writing and maths.</p>	<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>£1000 allocated for M&E and cover</p>
<p>Language Links intervention groups across the school based on need, delivered by a trained, lead LSA.</p>	<p>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>	<p>£1000 allocated for M&E and cover</p>
<p>Individual mentoring for pupils with persistent absence. Personalised plans to improve attendance and parental engagement.</p>	<p>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.</p>	<p>£1000 allocated for M&E and cover</p>

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.	<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>External clubs subsidised for identified children.</p>	<p>Priority 2- Providing PP children with opportunities in and out of school.</p> <p>£440 PGL</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>£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 2021 to 2022 academic year.

Our aims with the Pupil Premium Strategy 2021-22 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. 50% of PP children to pass the Phonics Screening Check(PSC)
5. PP children to actively engage in lessons

The academic year 2021-22 was the first full school year back after the recent Covid disrupted years of 19-20 and 20-21. 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 100% of PP children have made expected progress in all the Early Learning Goals

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

Year 1: 67% (2 of 3) children made expected progress, 67% (2 of 3) making accelerated progress (4+ steps)

Year 2: 100% (3 of 3) children made expected progress, 67% (2 of 3) making accelerated progress (4+ steps)

Year 3: 100% (6 of 6) children made expected progress, 67% (4 of 6) making accelerated progress (4+ steps)

Year 4: 84% (5 of 6) children made expected progress, 50% (3 of 6) making accelerated progress (4+ steps)

Year 5: 100% (6 of 6) children made expected progress, 67% (4 of 6) making accelerated progress (4+ steps)

Year 6: 100% (3 of 3) children made expected progress, 100% (3 of 3) making accelerated progress (4+ steps)

Whole School: 92% (25 of 27) children made expected progress, 37% (18 of 27) making accelerated progress (4+ steps)

The number of children to make expected progress exceeded our target. Those children in years 1 and 4 will be monitored and highlighted to class teachers for the next academic year. 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:

Year 1: 67% (2 of 3) children made expected progress, 67% (2 of 3) making accelerated progress (4+ steps)

Year 2: 100% (3 of 3) children made expected progress, 67% (2 of 3) making accelerated progress (4+ steps)

Year 3: 100% (6 of 6) children made expected progress, 67% (4 of 6) making accelerated progress (4+ steps)
Year 4: 33% (2 of 6) children made expected progress, 0% (0 of 6) making accelerated progress (4+ steps)
Year 5: 100% (6 of 6) children made expected progress, 67% (4 of 6) making accelerated progress (4+ steps)
Year 6: 100% (3 of 3) children made expected progress, 100% (3 of 3) making accelerated progress (4+ steps)
Whole School: 81% (22 of 27) children made expected progress, 55% (15 of 27) making accelerated progress (4+ steps)

The number of children to make expected progress exceeded our target, however the percentage was lower in writing than with reading. This could be for a wide number of reasons, but it seems most likely that during Covid school closures, children were still able to read and access books but had less of an opportunity to write. Work was often completed online, using a word processor. Stamina and ability to write made less progress.

Those children in years 1 and 4 will be monitored and highlighted to class teachers for the next academic year. Writing 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:

Year 1: 100% (3 of 3) children made expected progress, 33% (1 of 3) making accelerated progress (4+ steps)
Year 2: 67% (2 of 3) children made expected progress, 0% (0 of 3) making accelerated progress (4+ steps)
Year 3: 100% (6 of 6) children made expected progress, 83% (5 of 6) making accelerated progress (4+ steps)
Year 4: 67% (4 of 6) children made expected progress, 33% (2 of 6) making accelerated progress (4+ steps)
Year 5: 100% (6 of 6) children made expected progress, 83% (5 of 6) making accelerated progress (4+ steps)
Year 6: 100% (3 of 3) children made expected progress, 100% (3 of 3) making accelerated progress (4+ steps)
Whole School: 88% (24 of 27) children made expected progress, 59% (16 of 27) making accelerated progress (4+ steps)

The number of children to make expected progress exceeded our target, however the percentage was lower than with reading. This could be for a wide number of reasons, but it seems most likely that during Covid school closures, children were still able to read and access books but had less of an opportunity to have the full support of a teacher when introducing and teaching more challenging maths skills and topics.

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)