

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	HIGH WYCOMBE C OF E PRIMARY
Number of pupils in school	2021-2022
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	SEPTEMBER 2021
Date on which it will be reviewed	JULY 2022
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	£30,935.00
Recovery Premium funding allocation this academic year (School Led Tutoring Grant)	£2,835.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Inservice Children Grant	£310.00
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	£34,080.00

Part A: Pupil premium strategy plan

Statement of intent

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

Challenges

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

Challenge number	Detail of challenge
1	Ensuring enough time is given to allow for staff professional development.
2	Staffing- ensuring consistency in the delivery of interventions, maths and literacy support.
3	Engaging the families facing the most challenges- particularly with COVID restrictions for the foreseeable future of this academic year.
4	Time and budget constraints. Staff turnover and timetabling.
5	The impact of COVID-19 isolations/anxiety on attendance and thus on PP progress.

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
Progress in Reading	80% of PP children to make expected progress
Progress in Writing	80% of PP children to make expected progress
Progress in Maths	80% of PP children to make expected progress
Phonics	50% of PP children to pass the PSC
Social skills	PP children actively engaging in lessons

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: **£50**

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>	Priority 1- LSA training
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>	Priority 2- Active learning, hooks and engaging texts used as stimulus for writing.

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

Budgeted cost: **£30,030.00**

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>School Led Tutoring (SLT)</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>	Priority 1- Literacy
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>School Led Tutoring (SLT)</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	<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>	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

<p>between PP children and the rest of the cohort.</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>children and the rest of the cohort.</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>

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 and out of school.	Uniform and educational resources subsidised for identified children. Trip costs subsidised.	Priority 1- Providing PP children with resources in and out of school.
Priority 2- Providing PP children with opportunities in and out of 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>Music lessons, trips and external clubs subsidised for identified children.</p>	Priority 2- Providing PP children with opportunities in and out of school.
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>	Potential barrier- attitude to school and parental engagement

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.

Unfortunately these two were difficult to do because of the second school closure. Our remote offer was much stronger in 2021 and we did everything we could to get families online and engaging. However some families were not able to support learning at home so some skills gaps definitely widened. Our new plan reflects this lost learning but also the impact that school closures have had on the emotional wellbeing of some pupils.

1. Progress in Reading

77% of PP children made expected or accelerated progress Autumn 2020 to Summer 2021. Periods of school closure in the spring term need to be taken into account.

2. Progress in Writing

81% of PP children made expected or accelerated progress Autumn 2020 to Summer 2021. Periods of school closure in the spring term need to be taken into account.

3. Progress in Maths

88% of PP children made expected or accelerated progress Autumn 2020 to Summer 2021. Periods of school closure in the spring term need to be taken into account.

4. Phonics

Phonics interventions have taken place where necessary. Phonics screening check did not take place due to COVID 19.

5. Social skills

Any vulnerable children identified were phoned weekly during COVID 19 school closure and invited back to school if possible. Any children that could not return to school due to personal circumstances were given social skills over teams with an LSA and the children in school. Active learning

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?	
What was the impact of that spending on service pupil premium eligible pupils?	