

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	Wycliffe CE Primary
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	31.12.21
Date on which it will be reviewed	31.12.22
Statement authorised by	
Pupil premium lead	Chris Holdsworth
Governor / Trustee lead	Adam Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£91,470

Part A: Pupil premium strategy plan

Statement of intent

- At Wycliffe CE Primary School, we believe that every child has only one chance at a good education. We believe that every child should have access to high quality learning, a rich and varied curriculum and enriching opportunities.
- Children in receipt of Pupil Premium Funding face unique barriers to reaching their full potential and at Wycliffe we are determined to provide the support and guidance they need to help them overcome these barriers.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slower rates of progress made by disadvantaged children.
2	Low attendance and persistent absenteeism of disadvantaged children.
3	The social, emotional and mental health needs of a small number of disadvantaged children in affects their readiness to learn and make progress. Disadvantaged children are more likely than their peers to have identified SEMH needs.
4	Disadvantaged children are less likely to read at home compared to their non-disadvantage peers.

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
<p>Raise the attainment of disadvantaged children to close the gap between them and their non-disadvantaged peers.</p>	<p>Disadvantaged children will make a minimum of expected progress.</p> <p>The outcomes for disadvantaged children will increase to become closer in line with those of their non-disadvantaged peers.</p> <p>The number of disadvantaged children achieving greater depth will increase from the current baseline.</p>
<p>Disadvantaged children will meet national expectations for attendance.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged children (96%+)</p>
<p>Children and families with identified social, emotional and mental health needs are well supported by school staff so their needs are removed or alleviated.</p>	<p>Inclusion staff, Deputy/SENCO and Head teacher identify and support families and children and work to work to alleviate barriers to learning.</p> <p>Identified families are referred to Early Help for multi-agency support. Inclusion staff, Deputy/SENCO and Head teacher work</p> <p>Inclusion staff (including Head and Deputy/SENCO) provide mentoring and nurturing support to children on a regular basis, appropriate to need.</p> <p>Children will be calmer and enjoy improved readiness to learn, evidenced by a reduced number of suspensions and significant behavioural incidents.</p>
<p>Disadvantaged children will increase their engagement in Reading at home.</p>	<p>Disadvantaged children will increase the number of hours they read at home.</p> <p>Diagnostic reports from Accelerated Reader will demonstrate increased engagement.</p> <p>Internal monitoring will evidence increases in reading at home engagement through monitoring of reading records, pupil discussions and parental consultations.</p>

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key teaching staff to complete CPD related to SEMH such as Emotional Coaching, Children’s Mental Health First Aid and to work with Local Authority Specialist Teachers. This CPD will be shared via dedicated staff meeting time and peer support.</p> <p>SENCO and Inclusion Staff to provide coaching and support to teaching staff to enable them to become self and peer supporting, leading to sustainable improvements across the school</p>	<p>EEF Effective SEL: Effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p>	<p>3</p>
<p>English and Phonics Lead released to set up and maintain systems for Little Wandle (Phonics) and Accelerated Reader.</p> <p>Staff CPD in Little Wandle and Accelerated Reader to ensure that all staff have sufficient detailed knowledge to deliver and assess children’s progress with the systems.</p>	<p>EEF Reading Comprehension: The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1, 4</p>

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

Budgeted cost: £ 41,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of PIXL therapy groups delivered by support assistants to identified groups</p>	<p>EEF Small group intervention: Small group intervention has an average impact of four months' additional progress over the course of a year. Diagnostic assessment can be used to assess the best way to target support. EEF states that small group support should be considered as part of a school's pupil premium strategy.</p> <p>EEF Making the best use of teaching assistants: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1</p>
<p>Staff use Accelerated Reader's diagnostic reports to improve choice of reading books for targeted individuals.</p> <p>Identified children receive targeted support and interventions such as daily reading using Little Wandle's high quality texts to improve phonological knowledge.</p>	<p>EEF Reading Comprehension: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1, 4</p>

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion staff monitoring and challenging absence</p> <p>Raising the awareness of children's attendance compared to their peers through regular updates</p> <p>Engaging hard-to-reach parents through individual invitations to school and learning discussions</p> <p>Supporting families through Early Help and other external services</p>	<p>EEF Parental Engagement:</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>2</p>
<p>Development of whole school systems to support the SEMH needs of all children including disadvantaged and non-disadvantaged</p> <p>Reinforce SEL skills through whole-school ethos, activities and Collective Worship</p> <p>Establish school-wide norms, expectations and routines that support children's social and emotional development, such as Wycliffe Walking.</p> <p>Actively engage with parents to reinforce skills in the home environment.</p>	<p>EEF SEL Education:</p> <p>Effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p>	<p>3</p>

Total budgeted cost: £ 98,760

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 2020 to 2021 academic year.

Target PP children to achieve ARE in all core subjects through the use of PiXL. This includes targeting higher attaining pupils (GDS) and pupils working at EXS.

PiXL resources were implemented and therapy groups for identified children were run across the school. This led to better identification of needs and forensic support. While PiXL therapy groups were implemented successfully, immediate improvements in attainment were not realised, although the majority 83% of PP children made expected or better than expected progress.

Reading progress will improve across school. Accelerated Reader to be rolled out across school from Spring 1 to promote reading in and out of school. PPM children will be targeted and monitored.

The implementation of Accelerated Reader was severely delayed by the COVID pandemic. The reintroduction of bubbles and reduction in sharing of resources meant that implementation of the system was not wholly possible. While technical systems were put in place, the physical deployment of resources could not begin until restrictions were relaxed in Summer term. Accelerated Reader remains a priority for the 2021-22 academic year and its impact will be assessed in Summer 2022.

Target class staff to ensure that barriers such as emotional and social barriers are minimised for vulnerable pupils.

Inclusion and pastoral staff received training in supporting the mental health of children. Identified children received nurturing support and SEL to help them develop self-regulation and reflective skills. A number of children who had previously been at risk of suspension, demonstrated improved regulation and readiness to learn. The COVID pandemic and subsequent lockdowns affected a number of disadvantaged children in varied and unique ways. Staff supported children through anxieties linked to the COVID pandemic and connected emotional difficulties such as the loss of family members. SEL continues to be a priority for the 2021-22 academic year.

To improve attendance of identified pupils.

The average attendance of disadvantaged pupils was in line with the attendance of their non-disadvantaged peers. PP 91.19% and Non-PP 91.29%. 15 families were identified and supported to improve / maintain good attendance of their children through discussions with inclusion staff and support with transition to school. School used the weekly newsletter and Facebook account to promote attendance expectations with families. Weekly attendance was shared within the school and good attendance was celebrated with the children.

Increased take up of pupil premium funding for eligible parents will ensure funding can be directed at children accordingly and hence attainment/progress will develop in line with non PP children through correct use of funding.

The school promoted the uptake of Pupil Premium in a number of ways. The School Business Manager contacted families and supported them through the application process. School promoted uptake through the weekly newsletter and Facebook page. The number of pupils in receipt of Pupil Premium increased by 24% between Autumn and Summer 2021.