

Pupil premium strategy statement

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	Wycliffe CE Primary
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	20.41% (69 children)
Academic year/years that our current pupil premium strategy plan covers	21-24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Denise Baxter and Local Governing Body
Pupil premium lead	Chris Holdsworth
Governor / Trustee lead	Jason Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
Recovery premium funding allocation this academic year	£10,150
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	£109,090

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.
- We believe that all pupils leaving Wycliffe should have the same opportunities, experiences and aspirations as their peers.

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. <i>Evidence: Disadvantaged children over the course of KS2 make slower progress than their non-disadvantaged peers.</i>
2	Low attendance and persistent absenteeism of disadvantaged children. <i>Evidence: Disadvantaged children have lower rates of attendance than their non-disadvantaged peers.</i>
3	The Communication and Interaction / Social, Emotional and Mental Health needs of a small number of disadvantaged children in affects their readiness to learn and make progress. <i>Evidence: There has been a growing number of referrals to CAMHS for Autism / ADHD assessment in the past two years. SEND Register: 29/32 children are on the SEND register with either C&I or SEMH recorded as primary need.</i>
4	Disadvantaged children are less likely to read at home compared to their non-disadvantage peers. <i>Evidence: Disadvantaged children have lower rates of progress and attainment in Reading than their non-disadvantaged peers.</i>

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>Achieve above national average outcomes in Y1 (Summer '24) Phonics Screening Check</p> <p>Achieve above national average outcomes in Y2 (Summer '24) Phonics Screening Check</p> <p>Achieve above national average attainment in Reading and Writing and Maths in Y6 (Summer '24)</p>
<p>To improve the attendance of disadvantaged children.</p>	<p>Disadvantaged pupils will exceed the national average for disadvantaged children and are in line with their non-disadvantaged peers%.</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>Children will be calmer and enjoy improved readiness to learn, evidenced by a reduced number of suspensions and significant behavioural incidents.</p> <p>Identified families are referred to Early Help for multi-agency support. Inclusion staff, safeguarding staff, Deputy/SENCO and Head teacher work together to support families.</p> <p>Appropriate health referrals are made to CAMHS / SALT.</p>
<p>Disadvantaged children will increase their engagement in Reading at home.</p>	<p>Diagnostic reports from Accelerated Reader will demonstrate increased engagement for disadvantaged children.</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: £ 40,000

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>Development of Nurture Provision to offer proactive, reflective and restorative work.</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>EEF Accelerated Reader: EEF Found that effective use of Accelerated Reader led to at least +3 months progress</p>	<p>1, 4</p>

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

Budgeted cost: £ 34,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of small 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: £ 35,000

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: 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.</p> <p>Actively engage with parents to reinforce skills in the home environment.</p>	<p>EEF SEL Education: 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: £ 109,090

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.

Raise the attainment of disadvantaged children to close the gap between them and their non-disadvantaged peers.

Achieve above national average outcomes in Y1 (Summer '23) Phonics Screening Check

PP Outcomes 2023 75% pass (National '22 75%)

Achieve above national average outcomes in Y2 (Summer '23) Phonics Screening Check

PP Outcomes 2023 89% pass (National '22 87%)

Achieve above national average progress scores in Reading, Writing and Maths in Y6 (Summer '23)

11/60 (18%) were identified as PP

KS2 Reading 55% National 72% - Below national

KS2 Writing 64% National 71% - Below national

KS2 Maths 36% National 69% - Below national

KS2 RWM 27% National 59% - Below national

Disadvantaged children will meet national averages for PP attendance.

The pastoral team held a number of challenge meetings and offered Early Help support when a child's attendance dropped below school expectations. This led to an improvement in the majority of families offered challenge and support. School supported a small number of families that moved away from the school to secure new school placement. School's average attendance for children with PP was 92.5% which was 0.9% higher the National Average for PP and a 2% increase on Wycliffe PP attendance in 21-22 which was 90.5%.

Children and families with identified social, emotional and mental health needs are well supported by school staff so their needs are removed or alleviated.

A number of referrals to Early Help, CAMHS and other health services were made which led to improved long term outcomes for families. School supported a number of children as school routines returned to normal following the end of COVID restrictions. 4 children within school were successfully accepted for EHCA requests. Suspensions showed a decline in 22-23.

	Suspensions	Days	Children
21-22	22	27	8
22-23	17	23.5	7

Disadvantaged children will increase their engagement in Reading at home.

Reading journals have been monitored by class staff to ensure that children and parents are reading at home and recording this in their reading journals. Accelerated Reader competitions are run regularly and children are praised and rewarded when they engage with the system. Engagement for both PP and Non-PP children increased by approximately 33% between 21-22 and 22-23.

Addition information for Trust Pupil Funding Committee

This section should explain how the three finding streams should be allocated:

- School Led Tutoring Grant – allocated to the National Funding Programme (ring fenced)
- Sports

Detail	Amount	Rationale
School -Led Tutoring Grant (NTP)	£4523	Used to fund 60% of NTP
Sports Premium	£19,350	
Total budget for this academic year (BDAT Focus)	£19,350	NTP Funding unused this academic year.

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.

Strategy for spending School Led Tutoring

Teaching Strategy Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>NTP Funding unused 23-24</i>			

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>NTP Funding unused 23-24</i>			

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

Budgeted cost: £0



Bradford Diocesan
Academies Trust

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>NTP Funding unused 23-24</i>			

Total budgeted cost: £0

Externally provided programmes

Programme	Provider
Little Wandle	Wandle Learning Trust
Accelerated Reader	Renaissance Learning
Times Table Rock Stars	Maths Circle

Strategy for spending Sports Premium

Teaching Strategy Budgeted cost: £ 10,062

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>Use of Kanga to support the delivery of high quality lessons and CPD for staff</i>	EEF Physical Activity: There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	1, 3	Pupils have further opportunities to develop skills and improve fitness. Pupils' confidence improved when participating in physical activity.

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

Budgeted cost: £3,483

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
All staff will be aware of PESSPA, the training opportunities and website. Quality resources invested in to improve teaching and raise the profile of PE in school and enhance positive participation/enjoyment in PE.	<p>EEF Physical Activity: The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p>	1,3	Staff will have increased confidence, knowledge and skills in teaching PE. PE provision across the school will show improvement.

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

Budgeted cost: £ 5,805

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Develop lunch clubs to be inclusive, consistent, and regarded as fun by all pupils – offering activities that are not included in the curriculum.	EEF Physical Activity: There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	2, 3	Improved behaviour at lunchtimes. Contribution to improving attendance.

Total budgeted cost: £19,350