

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	332
Proportion (%) of pupil premium eligible pupils	20.78% (69 children)
Academic year/years that our current pupil premium strategy plan covers	24-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£99,029
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,029

## 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 an increasing 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: 32/35 children are on the SEND register with either C&amp;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
Raise the attainment of disadvantaged children to close the gap between them and their non-disadvantaged peers.	<p>Achieve above national average outcomes in Y1 (Summer '25) Phonics Screening Check</p> <p>Achieve above national average outcomes in Y2 (Summer '25) Phonics Screening Check</p> <p>Achieve above national average attainment in Reading and Writing and Maths in Y6 (Summer '25)</p>
To improve the attendance of disadvantaged children.	Disadvantaged pupils will exceed the national average for disadvantaged children and are in line with their non-disadvantaged peers%.
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>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>
Disadvantaged children will increase their engagement in Reading at home.	Internal monitoring will evidence increases in reading at home engagement through monitoring of reading records, pupil discussions and parental consultations.

**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 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: £ 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:</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>Use of keyworker approach for children with multiple vulnerabilities.</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:</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: £ 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 '24) Phonics Screening Check*

PP Outcomes 2024 78% pass (National '24 68%)

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

PP Outcomes 2023 83% pass (National '22 82%)

*Achieve above national average progress scores in Reading, Writing and Maths in Y6 (Summer '24)*

KS2 Reading 73% (National 72%) - Above national

KS2 Writing 66% (National 58%) - Above national

KS2 Maths 68% (National 59%) - Above national

KS2 RWM 52% (National 45%) - Above 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's average attendance for children with PP was 93.3% which was 0.7% higher the National Average for PP and a 0.8% increase on Wycliffe PP attendance in 22-23 which was 92.5%.

#### **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 worked with the LA to increase involvement of the Education Emotional Wellbeing Team to support children, especially in Year 6, leading to successful transitions. The school's nurture room was recognised by external agencies as established and effective in meeting the needs of children.

The number of suspensions in 23-24 increased. There were no permanent exclusions in 23-24.

	<b>Suspensions</b>	<b>Days</b>	<b>Children</b>
21-22	22	27	8
22-23	17	23.5	7
23-24	28	41.5	8

#### **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 children increased from 82.9 points in 22-23 to 414.9 points in 23-24.



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## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Little Wandle	Wandle Learning Trust
Accelerated Reader	Renaissance Learning
Times Table Rock Stars	Maths Circle
Widgit Online	Widgit Software
Spellingframe	Spellingframe.co.uk