#  http://wychwood-pri.oxon.sch.uk/wp-content/uploads/2013/02/school_logo_plus_name_CMYK.jpg

# Pupil Premium Strategy Statement

# This statement details our school’s use of pupil premium 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

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| **Detail**  | **Data**  |
| School name  | Wychwood CE Primary School  |
| Number of pupils in school (not including nursery)  | 300 |
| Proportion (%) of pupil premium eligible pupils  |  8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**  | September 2023 – July 2026  |
| Date this statement was published  | October 2023 |
| Date on which it will be reviewed  | July 2024  |
| Statement authorised by  | Joseph Rubba |
| Pupil premium lead  | Joseph Rubba |
| Governor lead  | Danielle Wilden |

## Funding overview

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| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | £36,665 |
| Recovery premium funding allocation this academic year  | £3,153 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| **Total budget for this academic year**  | £39, 818 |

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils at Wychwood CE Primary School, especially those who are disadvantaged, will make expected (or better) progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted intervention. We aim for all disadvantaged children, particularly those with SEND needs, to have access to a wide range of interventions.

We will provide quality first teaching in every class, for all children. We will provide additional learning support in each year group focusing on overcoming gaps in learning. All of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. We will provide support to parents on how to support their children at home with their home learning, particularly reading.

We will aim for disadvantaged pupils to increase their attendance at school enabling them to experience the full learning experience at Wychwood. We will ensure that all pupils, including those who are disadvantaged, have access to a wide range of enrichment experiences both in and out of school, which will have a positive impact on their academic achievement and well-being and develop cultural capital.

## Challenges

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

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| **Challenge number**  | **Detail of challenge**  |
| 1  | Narrowing the attainment gap across reading, writing and maths. Reducing the impact of the Covid closure of school on the academic progress and achievement of disadvantaged pupils  |
| 2  | Impact of low on entry starting points in Reception. Entry points tend to be lower for disadvantaged pupils when compared to their peers  |
| 3  | Many disadvantaged children also have SEND needs. |
| 4  | Some disadvantaged children have a lack of independent learning skills and have a low resilience or learning skills to solve problems independently both in and outside school. Many PP children do not have the rich and varied experiences of non PP children. |
| 5  | Attendance of some disadvantaged children is below Government expectations. With support from our Attendance Lead these parents need support to ensure that their child’s attendance improves and reaches 96%  |
| 6  | Life experiences of some disadvantaged children are limited compared to their peers. Therefore their experiences and the vocabulary linked to this is lower than their 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.

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| **Intended outcome**  | **Success criteria**  |
| Pupil Premium children will make good or better progress in reading, writing and maths Disadvantaged children have ‘caught up’ following the disruption to their education from covid-19  | Children have made progress and achievement in line with their targets and in line with their peers Disadvantaged children are achieving in line with their peers in RWM  |
| Disadvantaged children are supported to make accelerated progress in their learning skills in Reception and Y1 to ensure that they achieve in line with their peers  | Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing and maths  |
| High quality provision is provided for disadvantaged children who also have SEND needs  | Children are well supported by high quality teaching and targeted academic support to ensure that they achieve in line with their peers in RWM despite SEND.  |
| PP attendance to be no lower than the attendance for non-PP children. For attendance to be ‘good’ compared to national attendance (96%)  | Attendance of identified disadvantaged PP pupils increases and the gap in attendance between PP and non-PP narrows. Over time there is a minimal difference between attendance of PP and non-PP children.  |
| For PP children to enjoy the wide range of enrichment activities on offer at Wychwood | PP children will be actively encouraged to join after school clubs. Discounts in line with our charging policy will apply to PP children attending residential visits to support those families. All children will attend day visits.  |
| For disadvantaged pupils to experience the full curriculum and further expand their cultural capital  | For quality first teaching to ensure that disadvantaged children are able to access lessons and that their past experiences do not impede them when compared to their peers. Teachers will carefully consider experiences for disadvantaged pupils.  |

## 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: £ 7,200

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Teacher and TA twice weekly meetings in EYFS to monitor entry/baseline of children and plan the interventions which will support those children in catching up with their non-PP peers  | Careful consideration of entry data and ensuring that all staff are aware of the ‘target’ children for the academic year By ensuring that all staff have a good knowledge of who these ‘target’ children are will mean that they can concentrate on supporting them during continuous provision and small group activities. Teachers to carefully consider how to support children whose life experiences are limited compared to their peers.  | 2 / 6  |
| With 7 new staff members in the school, and the need to accelerate early reading for all pupils including PP pupils, we have planned an updated training day with Read, Write Inc. and ongoing training through the next 3 years.  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 1/2 |

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

Budgeted cost: £ *21,245*

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Children to be carefully chosen for targeted intervention in and outside the classroom or tutoring during the school day. | Small group or 1:1 support allows the teacher to provide the support to the targeted children Small group support and tutoring has led to personalised curriculum being provided to children to close the gaps in their learning and to support them in making better progress. Specific support during English reading, writing and maths lessons for pupils by adults who know their next steps well EEG guide to pupil premium – teaching is the top priority Sutton Trust – quality first teaching has direct impact on student outcomes  | 1/4  |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF   | 1/2 |
| Wellcomm Speech and Language support programme for EYFS and KS1 | Focus on supporting children entering into Reception and continuing into KS1 with poor speech and language skills. | 1/2 |

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

Budgeted cost: £ *11,254*

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Weekly phone calls to parents whose child's attendance is falling below 96%  | Regular reminders to parents of the importance of good attendance will ensure that PP children are in school. Support to be offered to parents of PP children whose attendance is poor from attendance lead and possible referral to OCC  | 5  |
| Emotional Literacy Support Assistant (ELSA) training.  | Research has shown the benefits of increase Emotional Literacy in pupils on their engagement, aspirations and academic achievement. Research report briefing update (elsanetwork.org)  | 1/3/5/6 |
| High quality school visits to be planned to enhance the curriculum, including residential visits for pupils in Y4 and Y6  | Children who attend these visits will have an enhanced knowledge and understanding of the world and they will experience activities which provide them with opportunities outside their life Some families are unable to make the voluntary contribution, so some PP funding will be used to provide for these pupils Ofsted research demonstrates the importance of improving cultural capital, particularly for disadvantaged pupils. | 4/6 |
| Support with after school clubs and wrap around care. | We want to encourage wider participation for various after school clubs to support with pupils’ self esteem.Children who attend wrap around care have more opportunities to socialise and also take part in supported learning led by TAsEEF guidance shows that sports participation increases educational engagement and attainment. | 4/5/6 |

**Total budgeted cost: £** *39,690*

# 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 2022 to 2023 academic year

**Summary of how our PPG allocation was spent over the previous academic year:**

* Whole school phonics training with R.W.I. In addition leadership time for in the moment coaching. Review meetings for all KS1 and Reception staff after school
* Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching.
* In school tutor for Year 5 and Year 6 pupils.
* Subsidising or paying for educational trips and other school activities to prioritise the social needs of pupils to support the formation of interpersonal relationships.
* Ongoing training for a TA to work as an Emotional Literacy Support Assistant; funding for the Teaching Assistant to provide one-to-one/small group nurture provision to support pupils’ social and emotional development for two afternoons a week.

**What difference did the PPG funding make to eligible and other pupils?**

* Aspirational targets were set for all pupils including those for whom Pupil Premium funding is received. With investment in additional support across school PP pupils, and others, benefited from interventions to address any gaps in learning following the periods of lockdown.
* Phonics outcomes improved dramatically from 70% in 2022 passing the Year 1 Screener to 89% in 2023.
* Additional Nurture provision allowed any vulnerable pupils to access this support to enable them to handle any mental health issues and to build confidence and self-esteem.

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| 2022-2023 | Reading  | Writing | Maths |
| Reception2 Pupil Premium children in cohort, both with SEND | Neither are working at the expected standard. | Neither are working at the expected standard. | Neither are working at the expected standard. |
| Year 14 Pupil Premium children in cohort, 3 with SEND | One of four is working at the expected standard | One of four is working at the expected standard | One of four is working at the expected standard |
| Year 23 Pupil Premium child in cohort ,1 with SEND | One of three is working at the expected standard | One of three is working at the expected standard | One of three is working at the expected standard |
| Year 32 Pupil Premium children in cohort, 1 with SEND | Both are working at the expected standard. | One of two is working at the expected standard. | One of two is working at the expected standard. |
| Year 42 Pupil Premium children in cohort. | Both are working at the expected standard. | Both not working at the expected standard.  | Both are working at the expected standard. |
| Year 57 Pupil Premium children in cohort, 4 with SEND | Five of seven working at the expected level. Three of seven working at greater depth. | Four of seven working at the expected level.  | Four of seven working at the expected level. Three of seven working at greater depth.  |
| Year 61 Pupil Premium children in cohort. | Working at the expected standard. | Working at the expected standard. | Working at the expected standard. |

No new programmes were purchased in the last academic year. Programmes listed below are programmes which we continue to offer.

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| **Programme**  | **Provider**  |
| RWI  | OUP  |
| White Rose Maths  | White Rose Maths  |
| Violins and cello first access music | Oxfordshire Music Service |
| PSHE | SCARF |
| P.E. | Complete P.E.  |