

WESTCOTT CofE PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2023-24

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
School name	Westcott Church of England School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	13/12/2023
Date on which it will be reviewed	13/12/2024
Statement authorised by	Interim Leadership Team
Pupil premium lead	Interim Leadership Team
Governor / Trustee lead	Kirsty Eales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,625
Recovery premium funding allocation this academic year	£2,000
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	£17,625

Part A: Pupil premium strategy plan

Statement of intent

At Westcott C of E School, we want to provide equality of opportunity for all pupils and strive to ensure that disadvantage does not limit horizons: we want all pupils to fulfil their potential. As a school, we want all members of staff to understand how disadvantages and challenges can affect our pupils. This includes vulnerable pupils who have a social worker and young carers. Through the use of evidence-based strategies we aim to reduce the impact of these challenges. Research indicates that high quality teaching has the most impact on closing the disadvantage attainment gap, and we aim to focus on continually developing the skills of our staff to raise attainment for every child: disadvantaged and non-disadvantaged pupils. Activities to support the continued education recovery for pupils who have been most affected by the coronavirus pandemic include targeted support through the school-led tutoring programme, and an increase in the provision of wellbeing support. All pupils in our school are individuals with their own strengths and challenges. Understanding these needs through diagnostic assessments, discussions and collaboration with professionals and carers enables us to target the right support to our pupils at the earliest opportunity. Through the implementation of a whole school approach, all staff are responsible for the outcomes of our disadvantaged pupils and we work together to raise standards for all. This report outlines how we intend to use our pupil premium funding to address the challenges we have identified for our pupils and reviews the impact of our spending of the pupil premium grant last year.

Challenges

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

Challenge number	Detail of challenge
1	Segmenting and blending skills in Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years
2	77.8% of PP children have additional educational needs, 22.2% with an EHCP. Additional time and resources are provided for the children.
3	66.7% of PP children receive no additional support from home. This reduces the pupils' opportunities to consolidate their learning.
4	44.4% of PP children did not engage with remote learning during lockdown.
5	Some of our disadvantaged pupils have social and emotional needs which impact on learning through low self-esteem, reduced attendance, poor concentration and the ability to deal with the demands of the school day.

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
Improve segmenting and blending words for reading and writing skills for pupils eligible for PP in Year 1.	Pupils eligible for PP in EYs and KS1 classes make progress by the end of the year so that all pupils eligible for PP meet age related expectations, unless there is an specific SEN need.
Additional support/resources provided to support children with SEN and PP needs both in school and at home	Pupils eligible for PP in EYs, KS1 and KS2 classes make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age-related expectations.
Additional opportunities for PP children to access support in school, before school (breakfast club, after school – clubs) and during school additional reading sessions.	Pupils eligible for PP identified as requiring additional support inside and outside school hours make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age-related expectations.
Additional opportunities for PP children to access support in school, before school intervention groups, catch up groups and during school additional reading sessions to catch up curriculum missed. Additional technology and physical support for families should remote learning need to take place.	Pupils eligible for PP identified as requiring additional support inside and outside school hours make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age-related expectations. Chromebooks with learning resources available for use at home. Dedicated face to face sessions where work can be shared.

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: £ 6410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of 2 PT LSA staff for to run catch up interventions in KS1 and KS2</i>	Children working in small groups on specific English and Maths skills pre-learning will help with the children bridging the gaps that have been missed	2,3,5
<i>Increase hours of LSAs to provided catch up intervention in KS2 and oversee support to other staff</i>	In one-on-one HLTAs and student interactions, students are able to learn faster than in large groups where there are more distractions, Benefit from regular intervention support.	1,2,3
<i>Staff training and purchasing of phonic resources to target the teaching of and development of blending and segmenting words for reading and writing in EYs and KS1. Training and implementing Guided reading activities that support PP children with</i>	Children are able to identify phonemes and are able to blend them for reading, the find the application of this in their writing more challenging. Remembering spelling rules, when to use the correct version of a phoneme (ch or tch). We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Read Write Inc.	1,2,3

<i>High SEN Needs make accelerated progress.</i>	Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One – one sessions with class teacher school, while LSAs oversee activities</i>	High quality teaching first thing helps the teacher to target individuals for additional help and support In one-on-one teacher and student interactions, students are able to learn faster, master more material, remember their work and truly love learning	1,2,3,4,5

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

Budgeted cost: £ 3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school sessions, Staffing time for regular 1 and 2 hour sessions.</i>	Children are stimulated by the outdoors and typically experience, over time, an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	2,5
<i>Social interventions, including Lego therapy, and game time, time to talk.</i>	LEGO® in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO® it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.	2,3,5
<i>Attendance at Wrap around care</i>	This helps with improved attendance to school and ensures that the children attending before school receive a breakfast before the day starts. After school care provides stimulation or the children as well as keeping them active. This promotes social skills, team work has a positive impact on behaviour.	3,5
<i>Educational visits</i>	Children benefit from attending school visit, trips. This takes a financial worry of parents feeling they want to contribute to the trip. Knowing the cost has been met.	3,5

Total budgeted cost: £ 15000

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 - 23 academic year.

Intended outcome	Impact / Outcome of Strategy 2022-23
Improve segmenting and blending words for reading and writing skills for pupils eligible for PP in Year 1.	<p>Outcome partially achieved; current gap is 8% No PP children took the phonics screening check in Y1.</p> <p>100% children passed phonics screening check in y2, compared to 89% non-disadvantaged pupils (See table below).</p> <p>67% of PP met the expected standard in Reading at the end of KS1 (compared to 78% for non-disadvantaged pupils)</p>
Additional support/resources provided to support children with SEN and PP needs both in school and at home	<p>A range of resources and activities were made available to PP children and their families. These include:</p> <ul style="list-style-type: none"> • School uniform • Lunch boxes • Targeted adult support during school (1to1) • Sensory and manipulative resources to meet additional needs (e.g. in response to OT advice) • Most of our disadvantaged pupils are reading regularly with an adult at home and are completing homework. • A small number have parents who are not able to support at home. Staff are aware of each family's circumstance, and LSAs will read and support these children to complete their reading and homework during the school day if necessary.
Additional opportunities for PP children to access support in school, before school (breakfast club, after school – clubs) and during school additional reading sessions.	<p>50% of PP children attend breakfast club on a regular basis. The impact is improved attendance and a positive transition into school at the start of each day.</p> <p>100% of PP children enjoyed additional reading sessions with teachers and LSA's during the school day</p>
<p>Additional opportunities for PP children to access support in school, before school intervention groups, catch up groups and during school additional reading sessions to catch up curriculum missed.</p> <p>Additional technology and physical support for families should remote learning need to take place.</p>	See table below for impact on pupil outcomes 2022-23

CAUTION: Data analysis is restrictive when analysing small pupil numbers.

Y2 PHONICS (3chn.)	SCHOOL %	BUCKS %
PP	100	72
NPP	89	92

KS1	READING%		WRITING%		MATHS%	
(3chn.)	SCHOOL	BUCKS	SCHOOL	BUCKS	SCHOOL	BUCKS
PP	67	49	0	40	100	52
NPP	78	75	44	66	78	77

KS2	READING%		WRITING%		MATHS%	
(2chn.)	SCHOOL	BUCKS	SCHOOL	BUCKS	SCHOOL	BUCKS
PP	50	57	0	47	50	50
NPP	86	80	50	75	71	78

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
Catch up curriculum (additional aspect to existing curriculum)	Hamilton Trust
10-minute English/Maths	CGP
Interactive online learning resources	Mathletics Reading Eggs Read Write Inc.
Read Write Inc phonics	Ruth Miskin