

## 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	Withycombe Raleigh C of E Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E Jones
Pupil premium lead	E Jones
Governor / Trustee lead	S Humphries

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,670
Recovery premium funding allocation this academic year	£ 11,395
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	£ 135,065

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils make good progress and achieve well across all areas of the curriculum. Our school vision is 'Growing happy, caring hearts and minds'. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. We have considered the challenges faced by vulnerable pupils including those who have a social worker. The purpose of our Pupil Premium Strategy is to inspire pupils and empower them with knowledge that will stay with them for the rest of their lives.

At WRPS we want our children to gain knowledge, develop links to, and review their prior learning in order to improve their understanding of the curriculum. High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged children require the most support.

Children will have opportunities to develop the skills that they use, including enriching experiences and real-life application. We endeavour to provide all children with well-chosen opportunities to create: excitement, creativity, critical thinking, make decisions and gain distinctive knowledge about the world.

Opportunities are planned to develop children's spiritual, moral, social and cultural development, including through our school GRACE values.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our Attendance data over the past 3 years indicates that attendance among disadvantaged pupils has been on average 3% lower than non-disadvantaged pupils. (93.7% compared to 96.6%)</p> <p>38% of those children 'persistently absent' were disadvantaged pupils. This equates to 28% of disadvantaged pupils compared to 11% of non-disadvantaged pupils</p>
2	Assessments, observations and discussions indicate underdeveloped Language and Communication skills among disadvantaged pupils

3	<p>Our observations and data indicates that the Parental Engagement of disadvantaged pupils is lower than that of parents of non-disadvantaged pupils.</p> <p>17% of disadvantaged children’s parents did not attend Parents’ Evening in October 2021.</p> <p>38% of children did not regularly read or complete learning at home.</p>																								
4	<p>Our assessments, observations and discussions with children and families have identified Emotional Well Being and Mental Health issues due to lack on enrichment and social opportunities during lockdowns.</p> <p>Teacher referrals for emotional well-being support increased during the pandemic. 30 pupils (23 of whom are disadvantaged) currently accessing support with social and emotional needs</p>																								
5	<p>Internal and external data (2019) indicates a gap in attainment in Maths among disadvantaged pupils compared to attainment of non-disadvantaged pupils.</p> <p>(2019 Data: In KS2 88 %of children achieving ARE in Maths compared to 79% of disadvantaged pupils; KS1 79% of children achieving ARE in Maths compared to 56% of disadvantaged pupils)</p> <p>EYFS data 2019</p> <p><b>EYFS Profile Summary - FSM [6 children]</b></p> <table border="1" data-bbox="379 958 1252 1126"> <thead> <tr> <th>Area of Learning and Development</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td><b>Numbers</b></td> <td>66.7 % [4]</td> <td>16.7 % [1]</td> <td>16.7 % [1]</td> </tr> <tr> <td><b>Shape, space and measure</b></td> <td>50.0 % [3]</td> <td>50.0 % [3]</td> <td></td> </tr> </tbody> </table> <p><b>EYFS Profile Summary - NOT FSM [81 children]</b></p> <table border="1" data-bbox="379 1238 1252 1473"> <thead> <tr> <th>Area of Learning and Development</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td><b>Numbers</b></td> <td>16.0 % [13]</td> <td>61.7 % [50]</td> <td>22.2 % [18]</td> </tr> <tr> <td><b>Shape, space and measure</b></td> <td>13.6 % [11]</td> <td>66.7 % [54]</td> <td>19.8 % [16]</td> </tr> </tbody> </table>	Area of Learning and Development	Emerging	Expected	Exceeding	<b>Numbers</b>	66.7 % [4]	16.7 % [1]	16.7 % [1]	<b>Shape, space and measure</b>	50.0 % [3]	50.0 % [3]		Area of Learning and Development	Emerging	Expected	Exceeding	<b>Numbers</b>	16.0 % [13]	61.7 % [50]	22.2 % [18]	<b>Shape, space and measure</b>	13.6 % [11]	66.7 % [54]	19.8 % [16]
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6	<p>Assessments, observations, discussions and data suggest disadvantaged pupils have greater difficulties with phonics and reading than their peers.</p> <p>(2019 Data: In KS2 83% %of children achieving ARE in Reading compared to 71% of disadvantaged pupils; KS1 80% of children achieving ARE in Reading compared to 44% of disadvantaged pupils)</p> <p>EYFS Data 2019</p> <p><b>EYFS Profile Summary - FSM [6 children]</b></p> <table border="1" data-bbox="379 1792 1252 1960"> <thead> <tr> <th>Area of Learning and Development</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>66.7 % [4]</td> <td>16.7 % [1]</td> <td>16.7 % [1]</td> </tr> <tr> <td><b>Writing</b></td> <td>66.7 % [4]</td> <td>16.7 % [1]</td> <td>16.7 % [1]</td> </tr> </tbody> </table>	Area of Learning and Development	Emerging	Expected	Exceeding	<b>Reading</b>	66.7 % [4]	16.7 % [1]	16.7 % [1]	<b>Writing</b>	66.7 % [4]	16.7 % [1]	16.7 % [1]												
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## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Improved attendance for children eligible for PPG</i>	Sustained high attendance evidenced by: The overall absence rate for all pupils being no less than 95% The percentage of all pupils who are persistently absent being below 8%
Improved language and communication skills for children eligible for PPG	Assessments and observations indicate significantly improved oral language among disadvantaged pupils
Improved Parental Engagement for parents of children eligible for PPG	Observations and data indicates an improvement in parental engagement with 90%+ of parents attending Parents evening and 80%+ of children regularly engaging with Home Learning and reading at home.
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by: Data from pupil survey, parent survey and teacher observations. A reduction in reports in bullying evidenced by number of KIVA reports
To close the gap in attainment in Maths for children eligible for PPG	KS2 Maths outcomes show that more than 75% of disadvantaged pupils met the expected standard
Improved reading attainment among disadvantaged pupils.	KS2 Reading outcomes show that more than 50% of disadvantaged pupils met the expected standard

## 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: £ 45,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum</p> <p><i>Staff Training- Supporting Children in Class with Maths (Spring 2022)</i></p> <p>Introduction of White Rose Planning Framework to ensure consistent approach to teaching Maths across the school.</p>	<p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	5
<p><i>TA Support within Class along with Maths intervention time</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	5

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
15 weeks Tutoring for Writing	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2 6
Nuffield Early Language Intervention Year 1 and EYFS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a>	2 6
One to One support with reading-KS2	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	6
One to One support with Language and Communication-KS/EYFS Following Speech Link and Language Link	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	<a href="https://psycnet.apa.org/record/2018-44224-005">https://psycnet.apa.org/record/2018-44224-005</a>	1, 4
Emotional Well Being Support for children 2 Designated Emotional Well Being TAs employed	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1.4

<i>Courses/Support for parents Delivered by our 2 Emotional Well Being TAs</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1.4, 3
<i>12 Things to do Project (EYFS) Use of Tapestry</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 4, 3
<i>Uniform Vouchers</i>		3,4

**Total budgeted cost: £ 135,065**

## 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.

#### Withycombe Raleigh Church of England Primary School Pupil Premium

##### Key Information Strategy Statement

### How much do we get each year?

It changes each year; for the 2019/2020 financial year it was £103,600 and for the 2020/21 financial year it was £105,144

### What do we do with it?

- Extra support by teaching assistants
- Providing life skills activities and real life experiences to develop language skills
- Subsidies for trips
- Subsidies for extra curricular clubs
- KS1 Pupil Premium group-12 Things to do
- These pupils will be first in line for interventions if needed, e.g. Nessy which helps with dyslexia, also HighFive for dysgraphia, FUNFIT for dyspraxia, Nuffield Early Language Intervention, yoga if needed, as well as English and Maths interventions.
- Specialist emotional wellbeing support and expertise through our in-house team, also counselling and play therapy, including staff training to maximise the effectiveness of this
- Regular meetings to quality assure what we are providing
- Provide services to parents e.g. Solihull, Timid2Tiger, Friday workshops to provide information and helpful advice
- Support with school uniforms.
- Play Therapy

### Why do we use the funding this way?

Baseline Assessments at EYFS and throughout children's time in school indicate that children described as disadvantaged had barriers to their learning with the main barriers for children at Withycombe Raleigh C of E Primary School being:

1. Parental engagement with school
2. Language skills
3. Limited opportunities and experiences outside of school

Our strategy was formulated using the guidance from the Education Endowment Foundation:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## What outcomes do we want?

- To improve children's wellbeing and self-esteem
- To help them have educational and enrichment opportunities they may otherwise not have
- To close any gap between them and peers academically or emotionally
- To improve communication and language skills

## How do we measure this impact?

### Data

- Emotional measures:
- BOXALL, THRIVE, ELSA, SDQ scores, also results of emotional wellbeing interventions.
- Surveys

### IMPACT

#### EYFS '12 Things to do' Group

Attendance improved from 92% at start of project to 93.4% at end of project.

#### Ratings for characteristics of effective learning (1, poor to 5, strong):

Playing and exploring (engagement):

**2.6** mean average at start and **3.6** at the end

Active learning (motivation):

**2.1** mean average at start and **3.3** at the end

Creating and thinking critically (problem solving):

**1.9** mean average at start and **3.6** at the end

#### Ratings for parental engagement and communication at the end of the project (1, limited to 5, regular):

**2.8** mean average at start and **3.6** at the end

## 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

## Further information (optional)

*We were able to secure a grant of £230 from the Devon Music Education Hub through their Kick Start! Funding project.*

*This grant which we have supplemented using PPG funding, making it free, has been used to deliver instrumental tuition to a group of 10 KS2 pupils. Children have benefited from 10 weeks of music lessons using a clarinet with a specialist music teacher. Children have each been loaned a clarinet for the period of the tuition free of charge so they are able to practise at home and have also been given access to Charanga, an online music education platform to enable them to further develop their skills and practice. This has also further engaged the parents of these children as they have insight into the effects and positive influence that learning an instrument can have on their child(ren).*