

Pupil premium strategy statement – Whitchurch Infant and Nursery Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	256 (including Nursery)
Proportion (%) of pupil premium eligible pupils	51.20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	1 2024 -2027
Date this statement was published	1/10/2024
Date on which it will be reviewed	1/10/2025
Statement authorised by	SACamacho
Pupil premium lead	S.Sparkes
Governor / Trustee lead	R. Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53 280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53 280

Part A: Pupil premium strategy plan

Statement of intent

"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards."

As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.

The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is at the heart of our approach, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged.

The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."

Main Aims

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum overviews that build on previous learning and development, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify pupils with the greatest need within each year group, therefore understanding disadvantage in context.
- For KS1 pupils, who are all entitled to receive Universal Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding and make this clear to parents and carers of pupils in EYFS and KS1 especially where they mistakenly believe that eligibility for EYPP will carry forward.
- We will take into account guidance detailed in the DfE publications, and ensure that teaching a broad and balanced curriculum for education is in place and effective.
- Most of our work through the Pupil Premium funding will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths and also accessing curriculum enhancements. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- Our main focus will be ensuring pupils catch up with their reading, with our priority being the successful teaching of phonics using Monster Phonics. This will begin in Nursery and build on learning and development skills up to Year Two. Monster Phonics guided reading will also be introduced to support pupils. As reading is so important for accessing the rest of the curriculum, ensuring pupils keep up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. We will allocate funding to support reception pupils to access ELSEC and other oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self-regulation and strategies to support those pupils displaying challenging, oppositional behaviours.

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, intervention impact reports, pupil progress meetings, diagnostic assessment and financial systems).

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils Communication and Language skills and development</i>
2	Pupils phonetic understanding and ability to transfer to reading and writing
3	Attendance and Punctuality
4	Pupils whose first language is not English struggle to communicate
5	Access to Extra Curricula activities for pupils

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
<i>Pupils' ability to communication and develop language acquisition skills is developed and improve</i>	<p>Pupils in Nursery, Reception and Little Explorers develop acquisition of language, verbal / Makaton / PECs in order to communicate with others. Progress measure of time.</p> <p>Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS1. (Unless specific identification SEN Communication & Language needs are identified).</p> <p>Disadvantaged pupils will achieve the expected standard in the communication and language early learning goals in line with national average. (Unless specific identification SEN Communication & Language needs are identified).</p>
Pupils have a secure phonetic understanding and the ability to transfer this to reading and writing by the time they leave Reception which is then embedded and developed securely in year one and two	<p>Nursery and Reception have secure knowledge of sounds and letters and are beginning to transfer this in to written form. KS1 transfer into writing is improved and pupil pass rates on Phonics increases.</p> <p>Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their phonics is in line with age expectations at the end of KS1.</p>
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to that of non-disadvantaged pupils	<p>The Academy will adhere to the guidance, 'Working together to improve school attendance, DfE 2022'.</p> <p>Attendance structures are rigorously implemented and monitored in line with the Attendance Policy</p>

	Whole School Attendance will improve so that it is >96%. There will be a focus on persistent absence of disadvantaged pupils so that it is less than the proportion of enrolments nationally who are persistently absent.
Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English.	Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS1. (Unless specific identification SEN Communication & Language needs are identified).
All pupils have equal access to clubs and trips to ensure further cultural capital development	Disadvantaged pupils will have the access to clubs and trips in order to develop cultural capital and experiences beyond the classroom.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,586 (TA hours 2days a week 1:1 working, TA group work CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupils' ability to communication and develop language acquisition skills is developed and improve</i></p> <p>CPD, recruitment - teacher, assessment schemes</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language</p> <p>https://my.chartered.college/early-childhood-hub/six-principles-of-language-development-and-how-to-support-them-in-early-childhood-settings/</p>	1
<p>Pupils have a secure phonetic understanding and ability to transfer to reading and writing by the time they leave Reception which is then embedded and developed securely in year one and two.</p>	<p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_frame_work_.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf</p>	2

CPD, recruitment - teacher, assessment schemes	https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<p>Pupils whose first language is not English are support quickly with the ability to develop and acquire language skills in English.</p> <p>CPD, recruitment - teacher, assessment schemes</p>	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/	4

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

Budgeted cost: £16,524 (1:1 additional support for pupils, resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupils' ability to communication and develop language acquisition skills is developed and improve</i></p> <p>1:1 work Group work</p>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://my.chartered.college/early-childhood-hub/six-principles-of-language-development-and-how-to-support-them-in-early-childhood-settings/	1
<p>Pupils have a secure phonetic understanding and ability to transfer reading and writing by the time they leave Reception which is then embedded and developed securely in year one and two.</p> <p>1:1 work Group work</p>	https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

<p>Pupils whose first language is not English are support quickly with the ability to develop and acquire language skills in English.</p> <p>1:1 work Group work</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,782 (Part of Sports Coach Hours to increase opportunities for external events for disadvantage pupils, offset of Residential trips and Trips, Attendance lead teacher, parent meetings and events)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to that of non-disadvantaged pupils</p> <p>Family Support Worker Attendance Lead</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	3
<p>All pupils have equal access to clubs and trips to ensure further cultural capital development.</p> <p>1:1 work Group work</p>	<p>https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	5

Total budgeted cost: £ 54 890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

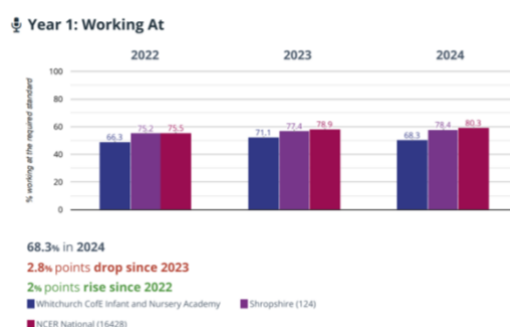
The Academy has reviewed the performance of our disadvantaged pupils' performance during the 2023/2024 academic year using internal key stage 1 performance data, phonics screening check results, Early Years Foundation Stage Profile outcomes and our own internal assessments.

We compared these outcomes to those for disadvantaged pupils nationally and other pupils (non-disadvantaged) at the Academy and nationally.

Throughout the academic year 2023-2024, the Academy has continued to grow and develop with the new leadership team.

The impact of school closures for Covid can still be seen on attainment, behaviour and wellbeing continues to be seen in the readiness of pupils to learn and their ability to socialise with others.

The Summer 2024 outcomes for phonics shows a slight decline in data due to the increase in EAL pupils entering the year group with no English language and the reduction in adults in the school making the phonics programme difficult to run – the phonics was changed to Monster Phonics during the start of the summer term; its impact is yet to be seen.



Year Two retake pupils have begun to show an increase in outcomes.



GLD has also continued to rise with the 2024 results being 70%



Whilst the Academy can demonstrate some progress over the last three years, on average, pupils are not yet performing as well as pre-pandemic cohorts.

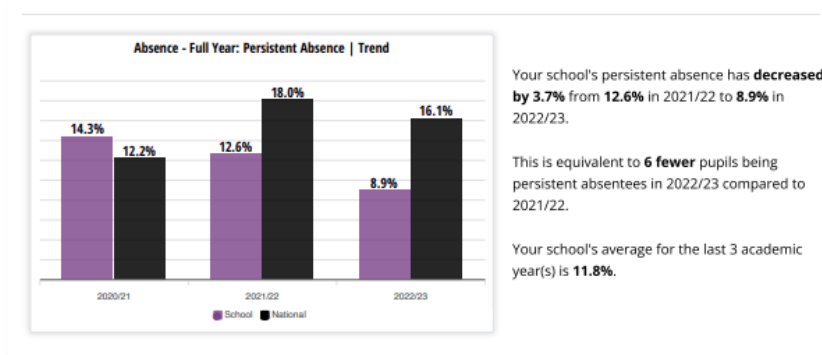
Leaders and staff have continued to work tirelessly across the year to settle pupils into routines and help them catch up academically. For some pupils, this has been successful. However, some pupils are still behind both academically and in terms of wider development, which is impacting on attainment and outcomes.

The majority of disadvantaged pupils across key stage one demonstrated high levels of motivation and perseverance, REST scores indicate that most children were developing improved resilience, however, further support is needed to develop emotional wellbeing through both a universal and targeted PSHE approach.

Observations across the Academy and particularly throughout year two demonstrated that there was disrupted learning as a consequence of other children struggling to manage their emotions and self-regulate, frequently displaying defiant and challenging behaviours. Whilst staff considered that there was potentially an underlying SEND in respect of these pupils, support in respect of advice and guidance has been limited. The local area SEND provision has been a real challenge with key personnel leaving the service and the most recent inspection raising significant concerns about the effectiveness of the local area.

Behaviour was prioritised across the whole school ambition. A review of approaches to inclusive behaviour management to develop a culture of restorative practice through engagement with the DfE Behaviour Hub programme was successful. There will be a focus on embedding social norms and systems, together with a review of the Behaviour policy and consequences.

Attendance



The Academies focus on Attendance and absence is beginning to have impact although disadvantaged pupils are still at the core of the PA absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ELSEC	Early Language Support for Every Child (ELSEC) DfE and Shropshire
Monster Phonics	
Reading AI	Lexplore
EAL Tracker	Bell Foundation
BPVS	GL Assessment
NTS	Hodder Education
Pathways (Read, Write, Progress)	The Literacy Company
Talk Boost	Ican
Mastering Number	National Centre for Excellence in the Teaching of Mathematics

