



## Pupil Premium Strategy 2022/23

The Pupil Premium (PP) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers. For example, last year the school received £31,550 to support the provision of 25 children (12% of the school pupil population) and their families who are eligible. We currently have 211 children on role, 27 of which qualify for Pupil Premium but as we receive the grant money in increments throughout the year we project on the previous year's figure for the coming period.

Wingrave Church of England School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities: educational experiences such as trips, music lessons and participation in before/after school clubs.
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings
- Parental support with homework tasks and skills, like spelling, reading and times-tables
- Social perceptions and ensuring all children feel accepted and part of our school community.

### **Rationale for Expenditure based on 2021/2022**

We continue to address the profile of Pupil Premium provision in the school to tackle perceptions and therefore identify eligible families sooner; therefore aiming to have an impact on these children as learners sooner. Hours of support have been allocated through coordination with our SENDCO into order to bridge specific gaps in the children's learning as a result of the barriers noted above. This includes 'Catch-Up' interventions for core subjects, and social/mental health interventions with games and specific resources. The biggest impact we have is supporting families financially to engage in trips, events and clubs they could otherwise not attend; in some cases we have funded uniform and resources to reduce social barriers.

### **Key Expenditure for 2021/22 - £31,550**

<b>Area of Spend</b>	<b>Focus</b>	<b>Allocation</b>
Additional TA support in class/interventions	English and Maths	19000
Training and Resources	English and Maths	2000
Extra-curricular provision	Personal and social	3000
Trips and Events	Personal and social	3500
Additional resources/uniform	Personal and social	1500

Counselling, PSHE-related resources and external agencies	Personal and social	2500
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Area of Spend	Intended Outcomes & Strategies	Actions
<p>Additional TA support in class/interventions</p> <p>Training and Resources</p>	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning.</li> <li>• Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>• Careful tracking of reading journals – ensure regular reading takes place in school and at home</li> <li>• Priority reading with TAs and other adults if pupils are unable to read at home</li> <li>• Tracking of pupils who are also on SEN register teaching tailored to needs of pupils in specific domains</li> <li>• Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>• Teacher and SENCO review – careful planning of interventions to be completed each term/phase</li> <li>• TAs provide evidence of outcomes and plan for next steps</li> <li>• SENCO observe interventions and provide feedback regarding strategies, next steps, resources</li> <li>• Clear communication between teachers and TAs – expectations within lessons</li> <li>• TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</li> <li>• Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary.</li> </ul>
Extra-curricular provision	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• HT to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</li> </ul>
Trips and Events	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips, events and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential trips</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• HT to liaise with parents regarding specific requests for funding</li> <li>• Teachers made aware of funding</li> </ul>
Additional resources/uniform	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as iPads and laptops to complete games/tasks that consolidate learning a range of learning styles can be catered for</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils asked for ideas about how to spend funding – School Council</li> <li>• Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables, speech and language)</li> </ul>
Counselling, PSHE-related resources and external agencies	<ul style="list-style-type: none"> <li>• Supporting private counselling and support for families due to the nature of waiting times via social care.</li> <li>• Building upon our PSHE provision to strengthen and develop pupils confidence and well-being to address post-pandemic fallout</li> <li>• Supporting families with diagnosis and support for specific needs where professional agency involvement is urgent but impacted by waiting times</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of link with local Art Therapist</li> <li>• Buying additional Educational Psychologist time for both pupil sessions and staff training.</li> <li>• Continuing to signpost local support and agencies, funding private engagement is appropriate.</li> </ul>

To monitor progress on attainment, new measures are included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Wingrave Church of England School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at least once a term with the SLT.

At each review, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. We continue to work the Church and local charities for source funding for families who do not meet the Pupil Premium threshold but still require support.

Pupil Premium Funding and the impact of this is a regular item on the governors' curriculum, community and pupil committees.

Designated staff member in charge: Mr M Tomson, Headteacher

Nominated governor: Pupil Premium Governor TBC

Chair of Governors: Rev Howard Robson

**To be reviewed Autumn 2023**