

Pupil premium strategy statement for Welshampton Church of England Primary School 2023/2024

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	Welshampton CE Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2022 - 2025
Date this statement was published	14.10.23
Date on which it will be reviewed	14.10.24
Statement authorised by	Ben Crompton
Pupil premium lead	Ben Crompton
Governor / Trustee lead	Linda Danton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4364
Recovery premium funding allocation this academic year	£ 2000
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	£ 6364

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs require additional support when faced with more challenging tasks and less-structured parts of the school day.
2	Attendance. Lower attendance means that some pupils need to be supported with additional input to address their gaps in knowledge. This has impacted more significantly on disadvantaged pupil's progress and attainment.
3	Lack of enrichment opportunities are sometimes limited due to financial capability of parents / carers – this has impacted on attendance of breakfast clubs and after-school clubs.
4	To inspire active engagement and high aspirations for all pupils, including the most disadvantaged.

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
To enable all pupils to be confident in school to allow progress in line with other pupils.	<ul style="list-style-type: none">- Academic attainment and progress to be in line with class average- Development of resilience and coping strategies when faced with less-structured times of the day.- Pupils to wear correct uniform to enhance self-esteem and confidence.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	<ul style="list-style-type: none">- Sustain high attendance rate for all pupils and improve the overall attendance for those disadvantaged pupils to come in line with their peers.
For all pupils to have equal opportunity and access to enrichment activities.	<ul style="list-style-type: none">- Disadvantaged pupils will attend and access enrichment and extra-curricular activities.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing profile of wellbeing and PSHCE within the curriculum. Individual / small group work	Newly appointed subject area lead to review and implement changes and policies reflecting the needs of the school and its pupils. Mental Health Lead training.	1
Support Approaches for Emotional Regulation – Staff Training	Staff trained to support emotional wellbeing of children to enhance self-esteem, confidence and therefore engagement leading to enhanced academic progress and attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 2

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Areas of need identified and interventions to be put in place by additional TA Support to overcome barriers.	EEF – Making best use of Teaching Assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant Training, Mental Health Lead and Pastoral Lead Training	Evidence base includes: <ul style="list-style-type: none"> - staff and student self-efficacy beliefs - emotional literacy development - emotional wellbeing - academic progress - parental engagement More info: https://www.elsanetwork.org/elsa-network/evaluation-reports/	1,2,3
To improve and sustain improved wellbeing for all pupils in our school including the access to wider opportunities for our most disadvantaged pupils.	A wide range of extra-curricular / enrichment opportunities are available for all pupils, with the most disadvantaged pupils being supported in accessing these opportunities, for example, after-school club, breakfast club, sports club provision and music lesson opportunities.	1, 2, 3
Financial support for uniform and other school requirements.	Enhancement of self-esteem, confidence and school connection.	1,2

Total budgeted cost: £ 6500

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.

“To enable all pupils to be confident in school to allow progress in line with other pupils.” Pupils are making progress in line with their peers.

“To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.” Attendance is improving for some pupils but not all. Newly appointed Pastoral Lead will focus on attendance.

“For all pupils to have equal opportunity and access to enrichment activities.” Pupils have access to all opportunities available to peers.