

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

Main text and blue text - 2022/23 initial strategy

Red text - 2023/24 updates

Green text 2024-25 updates

School overview

Detail	Data
School name	Widmer End Community Combined School
Number of pupils in school	2022/23: 200 2023/24: 225 2024/25: 208
Proportion (%) of pupil premium eligible pupils	2022/23: 8.5% 2023/24: 14% 2024/25: 11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Vicki Marshall
Pupil premium lead	Louise Ross-Wood
Governor / Trustee lead	Laura Air

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,913
Recovery premium funding allocation this academic year	£4,205
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	£41,847.25

Part A: Pupil premium strategy plan

Statement of intent

At Widmer End Community Combined School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning. Our ultimate objectives are to:

- Reduce learning challenges created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified learning challenges we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils. Class teachers will identify through the class pupil premium plan, specific intervention and support for individual pupils which will focus on our 5 key areas and be reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults to maintain their wellbeing. Children will have equal opportunities in terms of extra-curricular opportunities and by raising the cultural capital of the school.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' progress achievement compared to non-disadvantaged peers.
2	Pupils' ability to access activities that enhance their curriculum/ wider school life experience.
3	Pupils' physical, emotional and social wellbeing impacted by partial school closures which has created further gaps in knowledge.
4	Additional SEN needs - this is a further barrier to learning
5	Pupil attendance - that this is in line with their peers

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
For all children to make good progress, particularly in writing, enabling them to achieve better attainment outcomes in line with their peers.	<ul style="list-style-type: none">• Pupil progress is closely monitored through formative teacher assessment, summative assessments and the school's progress tracking system.• Swift intervention is delivered to ensure the gap continues to close.
For all children to have access to extra-curricular activities or activities that require additional funding in order to attend.	<ul style="list-style-type: none">• Pupils with PP attend all residential and school trips. If a child is not attending, a full understanding is reached (so that financial circumstances are not an identified barrier).• A greater percentage of pupils with PP are attending a variety of extra curricular clubs both within and outside of the school setting.

For all children to have a personal sense of good all round mental health and well being.	<ul style="list-style-type: none"> • Children have access to opportunities to discuss their well being through appropriate support and interventions (E.g. Nurture, Elsa or have an identified emotions coach/key adult for check-ins). • Pupils have a Boxall profile completed at the start of the academic year. A cycle of assess, plan, do, review is implemented with Boxall profiles completed again at the end of the year to demonstrate progress. • A whole school wellbeing survey is taken twice a year and outcomes assessed and addressed.
All SEN needs to be accounted for, understood and supported with relevant adult support, resources and interventions in place.	<ul style="list-style-type: none"> • children in receipt of Pupil Premium with identified SEN needs have SEN Support Plans/EHCPs in place which are reviewed 3 times per year. • Relevant interventions and support are in place with success measured by evident pupil progress/adult observation.
All pupils have attendance in line with their peers.	<ul style="list-style-type: none"> • All children have over 95% attendance over the year. The exception: specific authorised absences that have been documented. • There is a half-termly assessment of attendance(data drop from Arbor). Regular parental communications are delivered, recorded and acted upon where necessary.

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: **£9150**

Activity (cost)	Evidence that supports this approach	Challenge number(s) addressed
Staff Training to include: QFT, Skills Builder Leadership, Oracy, Maths Mastery, OAP, ASD, Supporting Dyslexia, PACE, Precision Monitoring, Chiltern Area Partnership.	Evidence from the EEF shows that Quality First Teaching with a strong focus on children in receipt of Pupil Premium is the most effective single measure for improving children in receipt of Pupil Premium's outcomes	1,3,4
Read Write Inc training & development days. Read Write Inc Literacy Programme training.	The EEF reports that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. RWI Literacy Scheme to be trialled from Spring term 24/25 in KS1 - a programme rooted in phonics.	1,3, 4
Make better use of assessment so we can identify issues early. Pixl assessment purchased - training provided/cascaded with regular staff training on how to add and interpret assessment data, and to use systems to ensure regular reviews of pupil progress.	High quality tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,3,4
Staff mentoring and coaching of ECT teachers and SCITT teachers - professional support for early career teachers.	Positively supporting teacher professional development and confidence, and in turn, the attainment and wider development of pupils.	1,3,4

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

Budgeted cost: **£20627**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The regular practice of learning walks, observations, subject monitoring, book looks, observation and feedback cycles to develop teachers' ability to provide high quality teaching.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD .	1,3,4
Specific, targeted interventions (group or 1:1) timetabled across the week (including invitation to early morning interventions) with trained TAs; Egs: precision monitoring, fast track tutoring, Time to Talk, Nessy programme, Pixl Therapies, Speech and Language link, Maths & English booster groups.	Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind in small groups. See EEF evidence findings around small group intervention .	1,3,4,5
PPG Maths Club with resources - Designed to provide an opportunity to develop confidence in Maths. Baseline and Exit data to be used to inform impact. Homework club available for all children to access - run by teachers	Evidence from the Sutton Trust shows that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on student learning.	1,2,3,4
AIM High Writing and Maths Workshops - in line with the school development plan, these workshops will stretch and challenge those invited to attend - also recognising	In line with our school development plan and our inclusion policy to provide challenge for those working towards or at greater depth.	1,2,3,5

that being disadvantaged does not mean low attainment.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Seeking parental engagement of pupils and families to support and maintain good attendance. To include a robust behaviour policy, clear communication, supporting emotional school based avoidance, signposting families for wider support. Seeking and responding to pupil views / pupil voice.</p> <p>Weekly check-ins with children in receipt of Pupil Premium (by LSAs) to support wellbeing and boost attendance.</p>	<p>Guidance and an EEF toolkit to help diagnose some of the underlying causes of persistent absence.</p> <p>Attendance at school is related to performance with higher attendance rates associated with higher attainment (Taylor, 2012)</p> <p>https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3267</p>	1,2,3,5
Breakfast club provision to support attendance and early arrival - a provision in school - offered with funding available to support.	<p>Case by case basis.</p> <p>Evidence is of breakfast clubs supporting behaviour, wellbeing and attendance.</p>	3,5
Financial support trips/visits and extra-curricular activities eg Clubsport, Create Club, Rocksteady. All children in receipt of the PP grant can receive a free PP funded club per half term.	<p>Having wider life experiences impacts on the ability to be creative and place the broad curriculum they are studying in a real-life context. Attendance on trips, visits and engagement with other experiences bonds the whole class through shared experiences.</p> <p>https://www.tandfonline.com/doi/full/10.1080/10645570802355562</p>	2,3,5
Financial support with uniform and equipment to access schooling, Laptop allocation to specific pupils.	<p>Case by case basis.</p> <p>Supportive of educational access and wellbeing.</p>	1,2,3,4,5
Emotional learning support provided - external or by pastoral lead eg ELSA/ Nurture sessions/ My Future Self/ Team of life/ Young carers	<p>The DfE reports that more successful schools have strong social and emotional support strategies to help pupils in need of additional support.</p> <p>Evidence from the EEF guidance suggests children from disadvantaged backgrounds and other vulnerable groups, have weaker</p>	1,2,3,4,5

	Social Emotional Learning skills at all ages than their better-off classmates.	
Provision of Forest Schools - training and resources. Offered to all pupils in Years 1, 3, 5 - additional training arrangements in place to qualify one further Forest School leader.	<p>A study by the Forest School Association showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate.</p> <p>EEF evidence states outdoor adventure learning enhances social, emotional learning. , whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.</p>	1,2,3,4,5

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.

2021/2022 PP strategy outcomes

Achievement

KS1 children in receipt of Pupil Premium achieved well in line with their peers for reading but a gap remains in Maths and Writing.

KS2 children in receipt of Pupil Premium achieved well in Maths compared to their peers but a gap remains in Reading and Writing

Progress

KS2 children in receipt of Pupil Premium made better than expected progress in Maths (score of 5.50) but did not make as much progress as their peers in Reading and Writing. However, results were in line with national figures for this group of children.

Some children in receipt of Pupil Premium have been able to participate in extra-curricular clubs of their choice.

Some children in receipt of Pupil Premium have been able to participate in school trips and visits

Attendance for 01/09/2021 - 01/09/2022

Pupil premium: 25 Students - 85.57%

Non-pupil premium -236 Students - 93.15%

2022/23 PP strategy outcomes

Achievement

KS1 children in receipt of Pupil Premium achieved broadly in line with peers in Reading and Maths and better in Writing.

KS2 there is a gap between children in receipt of Pupil Premium and their peers in Reading, Writing and Maths

Progress

KS2 children in receipt of Pupil Premium have not made as much progress as their peers over KS2, the largest difference in progress scores are in Reading and Maths.

A new phonics scheme (Read Write Inc) has been implemented and assessments show higher percentages passing the phonics check predicted year-on-year.

Monitoring of Quality First Teaching shows that teachers are prioritising children in receipt of Pupil Premium when marking and provision maps have direct referencing to lesson input as opposed to just intervention time. Termly assessment data also used to target gaps in knowledge and interventions for children in receipt of Pupil Premium

100% of children in receipt of Pupil Premium have been able to participate in extra-curricular clubs of their choice this year.

100% of children in receipt of Pupil Premium have been able to participate in school trips and visits this year where offered.

Attendance for - 01/09/22 - 01/09/23

Pupil premium: 32 Students - 90.3%

Non pupil premium: 215 Students - 95.52%

Attendance figures for children in receipt of Pupil Premium are higher than last year - this is due to the positive impact from support with breakfast club, the tightening of procedures in terms of analysing and supporting attendance with the designated attendance officer and the increased support from the pastoral lead for key individual children.

2023/24 PP strategy outcomes

Achievement

KS1 - 4/9 pupils in receipt of the Pupil Premium grant achieved the expected standard or above in reading, writing and maths, though a higher percentage of non-eligible PP pupils met the expected standard.

KS2 - A higher percentage of pupils in receipt of the PP grant achieved the expected standard or above in reading. In maths and writing, the non eligible peers achieved better, though the gap was not wide.

Progress

KS1 - In reading, there was an increase of 11.1% of KS1 pupils in receipt of the PP grant achieving EXS or above. This was progress higher than non-eligible PP pupils in KS1. In Writing and Maths, non-eligible PP pupils made greater progress than those in receipt of the PP grant.

KS2 - In reading, PP eligible pupils made greater progress than non-eligible peers. In Maths, the progress gap was narrow, though in writing, wider.

Evidence from learning walks and subject monitoring indicates more effective use of TAs to support scaffolding, repeated instruction, modelling, and further rehearsal of taught skills.

In line with our marking policy, which staff have had regular review of, live marking has had a positive impact on summative assessment; quick identification of misconceptions and further opportunity to embed understanding.

Training in and the regular review of Ordinarily Available Provision, supports delivery of High Quality First teaching.

Regular assessment and pupil progress meetings has supported understanding of pupils where progress is a concern, and where targeted intervention is used to bridge attainment gaps, or to signpost to the SENDCo where possible barriers to learning progress are raised.

The continued focus on reading, regular staff training, consistent approaches to checking for understanding, development of reading fluency and comprehension tasks, also appears to be supporting attainment and progress.

100% of children in receipt of Pupil Premium have been able to participate in extra-curricular clubs of their choice this year.

100% of children in receipt of Pupil Premium have been able to participate in school trips and visits this year where offered.

Attendance - 01/09/23 - 01/09/24

Pupil premium: 93.06%

Non pupil premium: 95.96%

Attendance figures for children in receipt of Pupil Premium are higher than last year - this is due to the further tightening of procedures in terms of analysing and supporting attendance with the designated attendance officer and the increased support from the pastoral lead and SENDCo for key individual children and through working with families. Our wide variety of internal and external clubs supports positive wellbeing, and with all PP eligible pupils receiving a funded club space per half term, we are able to ensure 100% of pupils are attending an extra-curricular club.