



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	Wistaston Church Lane Academy
Number of pupils in school	417 (November 2021)
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	James Bancroft
Pupil premium lead	James Bancroft
Governor / Trustee lead	Audrey Skidmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£4205
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	£36,485

Part A: Pupil premium strategy plan

Statement of intent

At Wistaston Church Lane Academy we will challenge, excite and encourage a love of life and learning in every child. We believe that happy children learn, and that if we can get the conditions for learning right, children will thrive and meet our high expectations. All children will make progress.

The school is committed to ensuring that 'disadvantaged' pupils have their wellbeing needs met within a caring environment so that they can flourish academically.

The school will ensure that all children receive high quality first teaching that meets the needs of all pupils.

We will target our funding at strategies that:

- Address learning gaps due to coronavirus lockdowns, with a particular focus on Writing
- Support the rebuilding of friendships, social engagement and communication
- Create a culture of mental wellbeing
- Provide pastoral support for pupils who need individual support

Challenges

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

Challenge number	Detail of challenge
1	Children have lost out on social opportunities during the pandemic and have had reduced opportunities to experience extra-curricular activity. Reduced communication opportunities have affected some of our younger learners.
2	Children's resilience and wellbeing has been impacted and children feel less confident in certain situations
3	At the end of the previous academic year 45% of our PP children are working below expected levels in Reading and Writing
4	Children have reduced independence since the pandemic
5	Many of our Pupil Premium eligible children have additional needs
6	Some extreme behaviours being displayed by a small minority of children which is affecting other children in the class

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>All PP children will make expected progress between Key Stages</i>	<ul style="list-style-type: none"> • In-year data shows a year on year increase for children reaching the expected level • End of Key Stage data improves each year with 2024 showing that all PP children make expected progress between Key Stages
Children will have increased resilience, self-awareness and independence which will be reflected in their approach to learning	<ul style="list-style-type: none"> • Children will describe their self-awareness and resilience as improved • More children will be on-track to make expected progress due to improved resilience and greater independence
All children will have the chance to experience extra-curricular activities, including clubs, visits and residential	<ul style="list-style-type: none"> • By 2024 all children leaving school will have had the chance to participate in clubs, visits and residential and a curriculum enriched in experience
All SEND children and their parents will describe their needs as being met and making progress at an appropriate level	<ul style="list-style-type: none"> • Children with SEND will make progress from their starting points • Pupil and parents' surveys are positive

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.

EEF impact scores can be found at educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attachment and Behaviour Training</i>	EEF gives an impact score of +4 learning.nspcc.org.uk/child-health-development/attachment-early-years	4, 6
<i>Additional apprentice to support learning in Y3</i>	EEF says that reduced class sizes gives an impact score of +2: our intention is to increase adult:child ratio	3, 5

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

Budgeted cost: £18305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme – with a focus on writing in Y2 and Y3</i>	EEF gives an impact score of +4	3, 5
<i>School-led Tutoring – with a focus on writing in Y3 and Y4</i>	EEF gives an impact score of +4	3, 5
<i>Counselling – use of Creative Action Team, and additional Counsellor</i>	www.bapt.info/play-therapy/info-parents/	5, 6
<i>Use of Reading Eggs to support lowest 10% of children and those who haven't passed Phonics Screener by end of Y2</i>	readingeggs.co.uk/about/research	3
<i>Additional Phonics teaching time with teacher</i>	EEF gives an impact score of +5	3

<i>Reading Doctor – Reading Recovery support</i>	thereadingdoctors.co.uk/schools/	3
<i>Beanstalk – Reading Support</i>		3

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

Budgeted cost: £11880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of My Happy Mind to improve self-awareness, resilience and independence</i>	myhappymind.org/about/	1, 2, 4, 5
<i>Enabling all children to experience curriculum enrichment through educational visits, residential and visitors to school</i>	www.evolveadvice.co.uk/hqol	1, 2, 4
<i>Enabling all children to participate in active after school clubs</i>	EEF gives an impact score of +1	1, 4
<i>Purchase of iPad for specific PP children</i>		5
<i>ELSA training and supervision</i>	www.elsanetwork.org/elsa-network/other-research/	2, 4, 5

Total budgeted cost: £36,485

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.

Percentage of all Pupil Premium children achieving the expected standard+ in their year group by the end of 20/21

Reading: 47% Writing: 50% Maths: 60%

Percentage of all Pupil Premium children making expected progress at the end of 20/21

Reading: 93% Writing: 100% Maths: 97%

Percentage of Pupil Premium children in each year group achieving the expected standard+ by the end of 20/21

	R	1	2	3	4	5	6
No. of children	3	4	7	6	4	6	7
Reading	33%	0%	43%	50%	50%	83%	86%
Writing	33%	25%	43%	50%	50%	83%	57%
Maths	33%	75%	43%	67%	50%	83%	86%

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

None

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On emotional support coaching
What was the impact of that spending on service pupil premium eligible pupils?	Child remained on track for GDS

Further Information

The number of children eligible for Service Premium increased dramatically at the start of 2021/22.

The introduction of two reading schemes: Rocket Phonics and Accelerated Reader will benefit all children, including those who are eligible for Pupil Premium

Further information (optional)