



Pupil premium strategy statement 23-24

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. School overview

Detail	Data
School name	Wistaston Church Lane Academy
Number of pupils in school	429 (December 2023)
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 to 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Cathy Elsley
Pupil Premium Lead	Steph Watson
Local Advisory Board Lead	Audrey Skidmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,705
Recovery premium funding allocation this academic year	£0
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	£54,705

Part A: Pupil premium strategy plan

Statement of intent

Our goal is to foster the development of knowledge, skills, and academic achievement not only in our Pupil Premium children but all students, ensuring they unlock their full potential in every aspect of life. Our holistic approach empowers each child to access tailored programmes and support from our dedicated staff and external agencies, facilitating their progress. Through ongoing staff training, we invest in a seamless experience that prioritises well-being, enabling targeted interventions for optimal achievement.

Our range of intervention and support programmes caters to individual areas of development for all children. Emphasising transferable knowledge and skills, we aim to guide students through their school journey, preparing them for future education, training, and life challenges. Recognising the significance of well-being, we equip our pupils with strategies, perseverance, and resilience to navigate life's hurdles.

Our comprehensive strategy combines proven intervention programs, staff training for high-quality teaching and support, and access to a knowledge and vocabulary-rich environment, fostering a stimulating learning environment for all students.

Challenges

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

Challenge number	Detail of challenge
1	Pupils achievements in writing
2	Regulation of behaviour
3	Pupil mental health and well-being
4	Pupil retention of information, knowledge and strategies
5	Pupil Attendance

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
Pupils access all learning and are able to self-regulate	<ul style="list-style-type: none"> • Pupils can focus in each lesson • Pupils have and apply strategies to help themselves to calm and manage their emotions Pupils access support systems and staff to support their mental health and well-being including developing resilience and perseverance.
Pupils retain knowledge and prior knowledge is applied to new learning to advance learning and achievement.	<ul style="list-style-type: none"> • Staff receive CPD on metacognition and cognitive load theory. They apply strategies and techniques to support pupils' retention and application of transferrable knowledge. • Pupils retain knowledge from prior learning. Prior knowledge is applied successfully to enable greater understanding of new concept and learning. • Pupils make at least 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 2025 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/educationevidence/teaching-learning-toolkit

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma-Informed Practice Diploma training</i>	tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Developing-and-leading-traumainformed-practice.pdf	2,3,5
<i>CPD, research and training in cognitive load theory and retrieval techniques.</i>	Pupils' retention of knowledge is improved and can be applied to their learning enabling them to engage, achieve and progress across the curriculum. Knowledge is transferable and progressively builds throughout units of work and recall links between subjects and year groups to enable greater understanding, enjoyment and achievement. EEF gives an impact score of +7	1,4
<i>Additional teaching assistant to support learning in Y5</i>	EEF says that reduced class sizes gives an impact score of +2: our intention is to increase adult:child ratio	1,2,4
<i>CPD in mental health awareness</i>	mentallyhealthyschools.org.uk/getting-started/primary/ www.eif.org.uk/blog/three-reasons-why-schools-shouldoffer-mental-health-interventions	2,3,5
<i>Purchasing of Jigsaw to promote mindfulness approach to PHSE</i>	The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.	2,3,5
<i>Speech and language CPD and interventions including Elklan</i>	https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches Can help pupils to make 6 months progress	1

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

Budgeted cost: £20,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling – use of Swans Counselling Service – Talking Therapy</i>	www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/about-talking-therapies/	2, 4
<i>Accelerated reader programme</i>	Programme is widely used with EEF recommendation. Assessment data shows progress in pupil ZPD scores. Investment initially last year and engagement and progress very positive. Pupils are accessing more texts and reading more words with the pupil progress measured half termly and celebrated through millionaire readers and certificates. Further investment in texts and staff time for CPD and supporting pupils through reading interventions and comprehension development. EEF gives an impact score of +6	1,4
Phonics intervention programme CPD for staff to deliver phonics programme. Regular assessments to identify areas of need and track progress	Phonic skills are key component to reading and writing. Fidelity to phonics programmes and the clear progressive structure ensures pupils develop and apply phonic knowledge to support reading, writing and spelling. Additional targeted phonics sessions for pupils following assessments to focus teaching and learning. EEF gives an impact score of +5	1,4
<i>Reading Planet Rocket Phonics Next Steps for Y2</i>	Structured approach to reading and writing in Y2	3
TAs to complete targeted intervention to promote writing development Group and individual targeted sessions	Pupils develop composition, grammar and writing skills and attain expected standard and an increase in greater depth achievement EEF gives an impact score of +4 (EEF gives an impact score of +5 for 1 to 1 tuition)	1,4

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

Budgeted cost: £13,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Jigsaw to improve self-awareness, resilience and independence as part of PSHE</i>	The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.	2,3,5
<i>Enabling all children to experience curriculum enrichment through educational visits, residential and visitors to school</i>	www.evolveadvice.co.uk/hqol	2,3,5
<i>Enabling all children to participate in active after school clubs</i>	EEF gives an impact score of +1	2,3,5
<i>ELSA training and supervision</i>	www.elsanetwork.org/elsa-network/otherresearch/	2,3,5

Total budgeted cost: £54,705

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 2022-2023 academic year.

Percentage of all Pupil Premium children achieving the expected standard+ by the end of Year Six

Reading: 71% Writing: 86% Maths: 71%

Percentage of all Pupil Premium children achieving the greater depth standard by the end of Year Six

Reading: 43% Writing: 0% Maths: 0%

Number of Pupil Premium children in each year group achieving the expected standard+ by the end of 22/23

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<i>No. of children</i>	2	4	8	6	7	9	7
Reading	0	1	4	4	3	6	5
Writing	0	1	0	3	2	6	6
Maths	0	2	4	4	4	6	5

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?	Enrichment – enabling child to attend visits and residentials ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Children felt happier in school and enjoyed opportunities to enrich their school experience

Further Information

By the end of 2022/2023 we had seven service children.

The introduction of two reading schemes: Rocket Phonics and Accelerated Reader benefited all children.