

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wantage CE Primary
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andy Browne, Headteacher
Pupil premium lead	Evy Boehm, Deputy Headteacher
Governor / Trustee lead	Sue Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,675
Recovery premium funding allocation this academic year	£12,325



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	£136,000

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 and that they will not only learn but be inspired, flourish and enjoy their time at Wantage CE Primary School.

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, and be successful.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are under the TAF (Team around the family) process; there may be complex family needs that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, and enable them to have an outstanding education.

Excellent quality-first 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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	There are gaps in attainment and progress between PP and non-PP children, particularly at GLD, KS1 in Writing and Maths, and KS2 in Reading, Writing and Maths.
2	Some of our PP children have SEND; 34% of SEND children are PP
3	Poor learning behaviours of some PP children have a detrimental effect on their academic progress and that of their peers
4	Attendance rates for pupils eligible for PP are below non-PP children: This reduces their school hours and causes them to fall behind (October '23 PP 92.73%; Non-PP – 96.94%)
5	Some parents/carers of PP children are not working effectively with school to overcome barriers in their children's learning
6	Expectations of children from staff (PP and non-PP) could be higher
7	Our assessments and observations indicated that the education and wellbeing of many of our disadvantage pupils has still been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

Intended outcomes

Intended outcome	Success criteria
To continue to improve performance of PP children in reading, writing and maths closing the gap between their progress/attainment and that of other pupils in school and nationally.	<ul style="list-style-type: none"> The attainment gap between PP and non-PP children continues to close but we need to show improvement in the percentage of disadvantaged children, particularly at GLD, KS1 Writing and Maths and KS2 Reading, Writing and Maths.
To make sure that all PP children with SEND are supported effectively	<ul style="list-style-type: none"> Children with additional needs are supported effectively through the school's SEND practice, with the recognition of and support of any additional factors that PP children face.

<p>To continue to improve the behaviour of some of the PP children</p>	<ul style="list-style-type: none"> • Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident from pupil interviews and reports from class teachers • ELSA assessment and support where necessary including nurture groups • Focus pupils will have improved attendance, happier experience in • school and demonstrate faster progress • Continue to use the Pivotal approach and nurture groups where necessary • Improvements evident in targeted children – happier, less disruptive, and more secure at school. • Classmates will benefit from this with • calmer atmosphere and fewer distractions
<p>To continue to improve and increase expectations of all PP and non-PP children by all staff</p>	<ul style="list-style-type: none"> • Quality first teaching will be evident across school • Resilience and motivation of all pupils, using the Learning Powers, will improve • Teachers will continue to have a “ask first, mark first” attitude to all PP children • Every adult working in the class will know their PP children and be able to describe the needs of their children
<p>To continue to improve the attendance rates of PP children</p>	<ul style="list-style-type: none"> • Overall attendance will continue to improve so that PP attendance is in line with non-PP pupils, improving from last year’s percentage of 91.93% and in line with the school’s target of 97%
<p>To continue to improve PP parental engagement in supporting learning and improving children’s welfare and well-being</p>	<ul style="list-style-type: none"> • Attendance by PP parents/carers at school meetings and events continues • Focus families will continue to feel more confident to engage with school • PP parents will continue to support their children at home eg hearing children read, engaging with their homework and supporting with home learning when necessary

- Focus families will continue to demonstrate greater attendance and faster rates of progress
- Continue to improve links with all families with regular informal contact, coffee mornings etc.
- Increase attendance of PP families; continue with family links

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: £10,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Powers, Rosenshein's 10 principles	Research based-approaches, that explicitly aim to provide feedback to learners, have very high effects on learning, especially low-achieving pupils.	1,6,7

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

Budgeted cost: £58,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one Tuition for Year 6 children; potentially Y5 children after SATs .	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,7

SEND support for PP children, including a potential "Nest" unit	Some of pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by designated adults solely for PP support.	2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and improve the emotional health of some PP children to	Emotional health and well-being issues present a significant barrier to learning for some pupils. Significant cuts to local	3
Improve learning behaviours – recruit and train new ELSA	authority universal services makes it harder to access support for pupils and families.	
Continue to improve attendance rates of PP children	When children attend school regularly without constant breaks (COVID aside), they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.	4
Continue to improve levels of PP parental engagement and confidence in supporting their children's learning	Evidence cited by the EEF demonstrates that raising levels of parental engagement is challenging. It can have a positive impact if accompanied by strategies to improve parents own skills, such as improving levels of literacy. Evidence shows that the earlier parents can be involved the longer the lasting impact.	5
Continue to enable disadvantaged children to have equal access to visits, experiences, after school clubs etc.	Sports and arts participation has been shown to improve the attainment of children by the EEF. Children have higher self-esteem and confidence when participating in clubs (especially sports teams).	2,3,4,5

Total budgeted cost: £136,000

Part B: Review of outcomes in the previous academic year (July'23)

Summary of PP Strategy 2022-2023 (July 2023)

1. Teaching

Our Learning Powers continue to have impact on pupils' attitudes to learning. The VAT Behaviour review in Term 3 re-emphasised how pupils were confident learners, aware of the many opportunities available to them. In classes pupils showed very good skills at working with others in groups and in pairs, showing respect and collaboration. Also noted was the strong positive feel in school where the school values were being demonstrated with the majority of pupils. Behaviours for Learning (as mentioned in the last Ofsted Report) are also commented about in the Review where the approach is well established and seen to compliment the school vision of "Learning for Life". There is much evidence also in the report of independence and good behaviour for learning across the school. When the VAT team spoke to pupils, including PP pupils, pupils commented on how proud they were of what they achieve, and that learning is better in school because of the Learning Powers. Pupils were complimentary of how their teachers help them to progress in learning.

The VAT review in Term 5 on the impact of chosen pedagogical approaches (Rosenshine) and climate for learning, showed how Rosenshine principles have continued to develop teaching and learning across the school. The review showed how adults were really tuned into the key learning, checking frequently for understanding and that modelling effectively demonstrated both the skill needed and thought process required in lessons. It also showed how the needs of ALL pupils were met by flexible grouping and adaptive scaffolding in response to live assessment during lessons. When talking to pupils (including PP pupils), pupils described how the strategies supported them to learn and made them more independent. They were able to articulate what good learners do!

Headline figures for 2022-2023

GLD 2022-2023 (2021-22)

ALL pupils	PP	Non-PP
54% (65%)	33% (43%)	62% (68%)

KS1 Data Headlines 2022-2023 (2021-22)

Phonics Screening

Year Group	ALL	PP	Non PP
Year 1	82% (69%)	50% (71%)	89% (68%)
Year 2	97%	93%	98%

KS1-Expected or above ALL

Reading	Writing	Maths
70% (68%)	63% (62%)	70% (63%)

PP

Reading	Writing	Maths
72% (60%)	61% (67%)	67% (67%)

Non-PP

Reading	Writing	Maths
69% (71%)	64% (60%)	72% (62%)

KS1-GD ALL

Reading	Writing	Maths
11% (15%)	2% (10%)	4% (8%)

KS1-GD PP

Reading	Writing	Maths
22% (7%)	6% (7%)	11% (0%)

KS1-GD Non PP

Reading	Writing	Maths
5% (18%)	2% (11%)	5% (11%)

KS2-Expected or above ALL

Reading	Writing	Maths
80%	80%	77%

PP

Reading	Writing	Maths
63%	69%	56%

Non-PP

Reading	Writing	Maths
86%	84%	84%

KS2-GD ALL

Reading	Writing	Maths
38%	15%	22%

GD PP

Reading	Writing	Maths
25%	6%	0%

GD Non PP

Reading	Writing	Maths
43%	18%	30%

2.Targeted academic support

The Nest continuing to be a huge strength of our school. Each visit continues to be recorded. This year 32 (107 total PP) of PP pupils have visited the Nest (NB this data is number of pupils as opposed to total visits as there are some PP pupils who have been several times)

Mrs Fiona Tankard was employed from October until May to do tutoring for Year 6 pupils in preparation for SATs, in particular Maths. Out of 18 receiving tutoring, 10 pupils were PP. Out of these 10 Year 6 PP pupils, 6 attended a Maths club twice a week. These pupils now have more confidence and resilience when trying to solve problems as they are more comfortable with the strategies. A TA had (and continues) to do extra reading with 7 PP pupils in Year 6.

Year 4 have been trialling “Zones of Regulation”, which all staff will be attending the formal training for on July 12th. Year 4 have 13 PP pupils.

3.Wider Strategies

Our most recent attendance figures show a small improvement of PP from 90.1% at the end of the academic year 2022, to currently at 91.6%. A recent attendance audit acknowledged the same process of making sure that PP pupils were in full time education as their non-PP peers.

Our ELSA, Clare Young, has worked with 13 pupils this year; 9 were PP. She also has a waiting list of 22 pupils, 9 of whom are PP.

The Pastoral team started the year with Family Links training. Unfortunately, this had to stop due in insufficient numbers. The Pastoral team are devising a new system to help parents with, in particular, parenting issues which will begin in September 2023.

Katie Handford, our Arts Co-ordinator has continued to lead a very successful and well attended Art Club, approximately a quarter of the 27 pupils are PP; Katie will take a PP mixed aged range of pupils to the KAs Summer Art Exhibition. The pupils who attended the Art Club will be receiving an “award” from Trinity College London. The award encourages pupils to involve themselves in different art forms and gain a qualification; the school will pay for the award for the PP pupils.

A teaching assistant, Emma Joyes, started a Year 1 book club only for PP pupils in September 2022. Out of the 11 PP pupils in Year 1, only 2 didn't attend. The book club was so successful that 35 more Year 1 pupils attended over the course of the year. Mrs Chalmers also ran a very successful KS2 Chess club, 25% of whom were PP pupils.

Mrs Brew has been very involved with sporting events this year, whereby things were “catching up” to how they were pre-COVID. There have been numerous sporting clubs after school too.

The following shows how many PP pupils participated in sports clubs:

Dance 41 (7 PP), Rugby 11 (1PP), KS1 Cross Country 32 (7PP), Netball 11 (2 PP), KS2 Cross Country 11 (3 PP), Multi Sports KS1 29 (7PP) and Multi Sports KS2 16 (3PP).

In out of school sporting events, of which there were 19, approximately 25 percent of those pupils were PP.

If there is any cost implication to a PP pupil wanting to do a club, learn to play a musical instrument etc. school will either pay the full (or part) fees. This includes residential. The pastoral team has further access to funding from a variety of resources, that can help with clubs and other things PP families may need eg clothing, food banks etc.