

# Wanborough Primary School

## Pupil Premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Wanborough Primary</b>
Number of pupils in school	<b>208</b>
Proportion (%) of pupil premium eligible pupils	<b>5.8%</b>
Academic year that our current pupil premium strategy plan covers	<b>2023/24</b>
Date this statement was published	<b>December 31<sup>st</sup> 2023</b>
Date on which it will be reviewed	<b>July 1<sup>st</sup> 2024</b>
Statement authorised by	<b>Andrew Drury</b>
Pupil premium lead	<b>Andrew Drury</b>
Governor / lead	<b>Carl Porter</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£11,640.00</b>
Recovery premium funding allocation this academic year	<b>£2,000.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b>	<b>£13,640.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**In April 2023 the school was allocated £11,640.00 to support eligible children.**

**We will use the majority of the funding to support disadvantaged children to provide further pastoral support, funding for trips, funding for wrap around care and further support for children to participate in extra-curricular activities and enrichment opportunities with their peers. Phonics/reading interventions will also be concentrated upon with staff training to further enhance our pedagogy in this fundamental aspect of a child's access to education.**

**The majority of our eligible pupils are meeting age related expectations (ARE) in and making at least expected progress, therefore targeted support is used to ensure all pupils can meet ARE and to maximise the potential of the more-able disadvantaged.**

**Our teaching staff have the capacity to use existing pedagogy and skills to deliver these outcomes, with support from the SENDCo, Maths and English leads and outside tutoring agencies where appropriate.**

**With the Recovery Premium funding provided for 2023/24 we aim to target children who are still behind ARE and those children who are meeting ARE expectations but are behind their predicted end of KS2 targets due to the pandemic and its challenges for teaching and learning.**

**Impact will be measured and reviewed through termly pupil progress meetings, where pupil conferencing, book and planning scrutinies, learning observations and pupil data will be analysed and discussed. Children's attainment data will be reviewed in Phonics, Reading, Writing and Maths with Reading and Spelling Ages also monitored. Progress in confidence and other areas which are difficult to measure but nonetheless evidence of achievements are recorded and reviewed in these termly meetings. Wellbeing checks are held termly as are patterns of attendance and lateness to ensure a holistic approach to supporting every child.**

## Challenges

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

Challenge number	Detail of challenge
1	<b>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</b>
2	<b>Internal and external assessments indicate that Reading, Writing and Maths attainment among a proportion of disadvantaged pupils is below that of non-disadvantaged pupils.</b>
3	<b>Wellbeing of disadvantaged children is a concern with more need for support from external agencies post the pandemic and the cost of living crisis.</b>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of 2023/24**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Improved Reading attainment among disadvantaged pupils.</b>	<b>KS2 Reading outcomes in 2023/24 to show that all disadvantaged pupils met the expected standard. In other classes progress to meeting age related expectations has accelerated if not already achieved. Phonics results are at the expected standard.</b>
<b>Improved Writing attainment among disadvantaged pupils.</b>	<b>KS2 Reading outcomes in 2023/24 to show that all disadvantaged pupils met the expected standard. In other classes progress to meeting age related expectations has accelerated if not already achieved.</b>
<b>Improved Maths attainment among disadvantaged pupils.</b>	<b>KS2 Maths outcomes in 2023/24 to show that all disadvantaged pupils met the expected standard. In other classes progress to meeting age</b>

	<b>related expectations has accelerated if not already achieved.</b>
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b>	<b>Pastoral support strategies demonstrate a positive impact if required. Children attend opportunities before, during and after school which ensure that they and their families are able to maximise social, educational and enrichment activities.</b>
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	<b>Attendance is above 96% for all disadvantaged children.</b>

## 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: **£1,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff have sufficient training to deliver the phonics scheme effectively ensuring disadvantaged children meet the expected standard.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Staff aware and undertake CPD to offer children through the PSHE curriculum, SEND, FSW and other services support where necessary.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	3

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

Budgeted cost: **£2,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2

	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
<b>Small group tuition</b>	<b>And in small groups:</b> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	<b>1, 2</b>

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

Budgeted cost: **£10,640.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Support for residential, school trips and extra-curricular activities.</b>	<b>Children unable to take part in extra curricular experiences miss out on the positive social and academic experiences they provide.</b>	<b>3</b>
<b>Support for wrap around care – free breakfast club attendance,</b>	<b>Children in school early and having a good start to the day, are likely to achieve well academically and develop social relationships too.</b>	<b>3</b>
<b>Support for emotional wellbeing of disadvantaged pupils through buying into The Blue Kite Academy Trust Lighthouse support team.</b>	<b>It is well known that children will not be effective learners unless all their needs are met, and that increasing numbers of children are requiring further pastoral support beyond the classroom.</b>	<b>3</b>

**Total budgeted cost: £ 13,640.00**

## 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.

In April 2022 the school was allocated £3,257.00 and used this money to give children eligible for Pupil Premium support through targeted interventions from Teaching Assistants and Class teachers.

During the academic year 2022/23 the Pupil Premium assisted children to achieve with targeted interventions in Reading, Writing and Maths. These were at the direction of the class teacher who reports on impact of interventions in termly pupil progress meetings. The majority of pupils eligible for Pupil Premium funding met at least Age-Related Expectations in all areas. Some children were deemed eligible for Pupil Premium funding at different parts of the academic year, but have been included in the data below.

Area	% achieving at least ARE in KS 1 2 children	% achieving at least ARE in KS 2 9 children	Overall % achieving ARE
Reading	50	78	73
Writing	50	56	55
Maths	50	67	64

Individual's progress in non-academic terms were also supported as often the confidence gained through extra support is the foundation for future learning. The Pupil Premium lead met with children termly and liaised with the SENDCo, Family Support Worker, Attendance Lead, Class Teachers, Teaching Assistants and School office team to support where required.

The school ensured meal vouchers were again available to all eligible families.

## Externally provided programmes

Programme	Provider
None purchased	Not applicable

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<b>During the academic year 2022/23 the Service Pupil Premium assisted children to achieve with targeted interventions in Phonics, Reading, Writing and Maths. Class teachers were able to access support from our Family Support Worker, TAMHs and ELSA team if required.</b>
What was the impact of that spending on service pupil premium eligible pupils?	<b>Almost all eligible pupils achieved at least ARE in all areas.</b>



## Further information (optional)

As part of our support the Pupil Premium lead informally meets with individual children on a termly basis to ascertain the children's views and well-being. This is part of the termly review where other sources of information are analysed to give a holistic picture of a child's social and academic progress.

Pupil progress meetings use the information collected to discuss each pupil to ensure every class teacher is able to plan for the term ahead, prioritising any support or further interventions that may be required. Current strategies are evaluated with impact of these at the centre of the pupil premium / catch up discussions.

Many of our support strategies for wellbeing and attendance are funded through other parts of the school budget. This includes our internal ELSA support and LA SEMH team.