



## Pupil premium strategy statement 2023 -2024

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	Wootton Wawen
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	17% (16 children)
Academic year/years that our current pupil premium strategy plan covers <b>(3year plans are recommended)</b>	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Morris
Pupil premium lead	J Jones
Governor / Trustee lead	Kathryn Ellicott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31250
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33860



## Part A: Pupil premium strategy plan

### Statement of intent

At Wootton Wawen Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress
- To support our children's health and well-being to enable them to flourish.

We will ensure quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require most support, as research has proven that this has the greatest impact on closing the disadvantaged gap whilst at the same time benefiting all pupils.

We will provide pastoral support for pupils, identified by school as vulnerable or in need to enable them to be successful learners.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupil premium funding will be allocated following a needs analysis which will identify priority groups and individuals. To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage 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	The attainment gap across Reading, Writing and Maths.
2	Social, emotional and mental health needs.
3	Families no longer able to access enrichment experiences due to financial constraints.
4	Lower parental engagement with reading
5	Limited core mathematical understanding

### 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 make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non-PP.
Increase opportunities for reading and maths at home and school.	Improved basic numeracy skills. Accelerated progress in phonics and reading.
Pupils access early targeted interventions to prevent gaps developing.	Gap between PP and non-PP does not widen.
Pupils demonstrate greater resilience. Pupil surveys show that pupils feel safe and valued. Pupils aware of how to access support.	Thrive raises self-esteem and develops skills of resilience, independence and perseverance in targeted children.
Pupils access a range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Improved social skills, independence, perseverance and teamwork are observed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil surveys and Thrive data shows high levels of wellbeing.

### 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: £7,850

Cost of AR subscription and admin costs £1650. TA support for RWInc £4,850.

Mathematics Leader release time 3 days x £225 = £675. PP meeting 3 days x £225 = £675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is a priority on SIP and PM target for all teachers. Developed through regular CPD and mentoring. Teachers to check-in 3x per lesson with PP.</p>	<p>Several reports cite evidence that first quality teaching has a positive impact on outcomes for all children and the strategies. Sutton Trust report EEF Effective feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,2,4,5
<p>Training for whole staff to support writing development. Additional TA support to enable smaller RWInc groups.</p>	<p>Whole school approach and strategies to develop writing transcription and fluency to develop stamina. Pupil confidence developed through consistent approach.</p>	1, 4
<p>Accelerated Reader ensures regular assessment of reading and highly personalised next steps.  Additional 1 to1 reading, phonics and</p>	<p>This supports reading at home and has improved parent and pupil engagement with home reading. Close monitoring allows early intervention. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective</p>	1, 4



<p>vocabulary sessions with a trained TA</p> <p>Phonic and reading workshops delivered to support parents in how to support their child with reading at home.</p>	<p>approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p><a href="#">/early-years-toolkit/communication-and-language-approaches</a></p>	
<p>Enhancement of maths teaching and curriculum planning.</p> <p>Mop up for maths</p> <p>TA support for KS 1 maths lessons</p> <p>Maths subject leader is part of the Maths Mastery group working with other mixed aged classes.</p> <p>TA CPD is ongoing for Maths and English interventions.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Revisit/reactivate concepts if pupils not confident in lesson, immediately after lesson and in early morning.</p> <p>Time to release the mathematics lead to work alongside teachers, so that they have sufficient mathematical and teaching content knowledge to deliver particularly the Maths Mastery strategies effectively.</p> <p>SENCo and Mathematics Lead are working with TAs to upskill them.</p>	<p>1,5</p>
<p>Regular assessment points and 1 to 1 pupil</p>	<p>Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed.</p>	<p>1,5</p>



<p>progress meetings between teacher and Head of School ensures interventions are put in place.</p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7442

1 to1 session and group support with TA2 £6500. Cost of subscriptions £942.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils and smaller groups.</p>	<p>Targeted phonics interventions have a strong evidence base indicating a positive impact on pupils, particularly from a disadvantaged background.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4</p>
<p>Purchase web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• TT Rock Stars</li> <li>• Spelling Shed</li> <li>• SATs Companion</li> </ul>	<p>Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps.  <a href="#">education-evidence/parental-engagement</a>                      Evidence that technology approaches are beneficial for writing and maths practice and engage pupils at home and in school.  <a href="#">education-evidence/digital</a></p>	<p>1,4, 5</p>
<p>Subscribe to STS to support specialist assessments and action planning.</p>	<p>Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.                      High quality small group interventions  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

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

Budgeted cost: £15,878

H.W Emotional Coaching (£750) and FE 5 x pm (£11,350). Thrive cost (£1,778). Thrive CPD (£500). Enrichment activities £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Coaching sessions delivered to support pupils with anxiety and stress.	Improve self -management of emotions and interaction with others. Has a positive impact on attitude to learning and social relationships which supports progress and attainment. <a href="#">Social and Emotional Learning.</a>	1,2 & 3
Use of TA/Thrive Practitioner: <ul style="list-style-type: none"> <li>• Behaviour support</li> <li>• Restorative approaches</li> <li>• Nurture sessions</li> <li>• Mental Health</li> <li>• Social and emotional skills development'</li> <li>• Wellbeing</li> </ul>	With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.  The staff have the tools and training to support children's social and emotional development which results in fewer disruptions in class and improved academic results. <a href="#">Social and Emotional Learning.</a>  <a href="#">education/3-wider-strategies</a>	1,2 & 3
New Head of School to prioritise PP attendance through rigorous monitoring and relationship building	<a href="#">Parental Engagement</a>	All areas
Cultural capital experiences enrich in the curriculum.  Reduction in cost of trips for PP.  Peripatetic instrumental lessons.	Learning is contextualised in concrete experiences and language rich environments.  OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	3



Sports clubs promoted to PP who are encouraged to attend.	EEF – sports participation increases educational engagement and attainment. <a href="#">education-evidence/physical-activity</a>	
Residential trip cost is greatly reduced for PP.	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. <a href="#">education/outdoor-adventure-learning</a>	

**Total budgeted cost: £31,170**

**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.

<b><u>Quality of teaching</u></b>		
<b><i>Impact</i></b>		
For Years 1- 6	<b>Attainment</b>	<b>Expected or better progress from Autumn 2022 to Summer 2023</b>





18 pupils (7 pupils PP & SEND)	PP ARE ( ) GD	Not PP ARE ( ) GD	PP	Not PP
<b>Reading</b>	<b>73% (17%)</b> 65% (12%)	<b>84% (26%)</b> 80% (31%)	<b>89%</b> 88% (29%)	<b>94%</b> 98% (19%)
<b>Writing</b>	<b>67% (11%)</b> 41% (0%)	<b>71% (12%)</b> 62% (14%)	<b>100%</b> 94% (18%)	<b>92%</b> 94% (17%)
<b>Maths</b>	<b>55% (22%)</b> 41% (17%)	<b>75% (30%)</b> 74% (27%)	<b>100%</b> 100%	<b>97%</b> 92% (23%)
<b>RWM</b>	<b>50%</b> 35%	<b>67%</b> 59% (10%)		

**Comments**

- 39% of PP also have SEN needs.
- PP pupils are prioritised at pupil progress meetings.
- INSIGHT data indicates the attainment gap between PP pupils and non-PP children is closing.
- All PP pupils made expected or better progress in Writing and Maths.
- PP children made better progress in Writing and Maths.

**Targeted Support**

**Comments**

- 100% PP children (1) met the expected standard in Phonics Screening (40/40).
- 100% PP children (3) met the expected standard in Multiplication check (25/25)

**Wider strategies**

**Impact**

- Attendance for 2022- 23 PP was 94.4% and whole-school overall was 95.1%
- 50% of PP children attendance was above the school target of 96%
- 44% of PP children accessed Thrive sessions to support well-being
- Improved confidence, mental health and well-being as evidenced through a variety of measures including attendance and Thrive data.
- Pupils' lives enriched, and confidence developed during residential visits