

Pupil premium strategy statement update for 2024-2025

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	Wootton Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023 July 2024
Statement authorised by	Jane Wilford
Pupil premium lead	Emily Paterson
Governor / Trustee lead	Maria Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	22-23 £33,800 23-24 £40,985 24-25 £37,240 (+£1,600 LAC)
Recovery premium funding allocation this academic year	22-23 £4,140 23-24 £3,625 24-25 £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	22-23 33,800 23-24 £40,985 24-25 £38,840

Part A: Pupil premium strategy plan

Statement of intent

Aims

Our aim is to ensure that no child is disadvantaged as a result of their socio-economic context. We work hard to support those families who are vulnerable and may require extra support to break down barriers that could affect the pupils learning and progress. Our staff are committed to developing their own skills, knowledge and understanding so that the pupils access high quality teaching which is inclusive to all. Additional, tailored support is offered across the curriculum through specialised teaching and teaching assistant support. This intervention is regularly assessed to ensure the impact is positive and does not disrupt any other part of the child's learning. Our ultimate objectives are to:

- Narrow the gap in outcomes so that children in receipt of funding will meet ARE wherever possible.
- Remove barriers to learning created by poverty, family circumstances and background.
- Develop greater resilience and skills to look after their social and emotional wellbeing.
- Develop language development for children, growing in confidence to communicate effectively.
- Narrow the gap in attendance so that children in receipt of funding meet the LA attendance expectation.
- Give children higher access to extra-curricular events, visits and opportunities
- Provide children with access to teaching and learning tailored to meet their individual need
- Ensure that ALL children are able to read fluently and with good understanding to enable them to access the full curriculum.

Context

We have a small number of children who are in receipt of funding however many of children have challenging backgrounds and require support and access to a range of interventions.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure all staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of strengths and weaknesses across the school
- We will use research to support us in determining the strategies that will be most effective
- Provide all staff with high quality CPD to ensure that all children can access effective quality teaching
- Improve assessment through in-school and external moderation
- Improve attendance and punctuality offering support where required.
- Provide earlier intervention (KS1 and EYFS) such as: Phonics and speech and language tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Extend learning out of school hours, targeting funding to ensure interventions can take place.
- Look at the individual needs of each child and identifying their barriers to learning
- Work with other agencies to bring in additional expertise
- Target funding to ensure that all children have access to school visits, residential, first hand learning experiences etc.
- Provide appropriate nurture support to support children with their social and emotional development.

Key Principles

We will endeavour to ensure that teaching is effective to meet the needs of all children through the rigorous analysis of formative and summative data. Through the use of individual pupil premium plans, specific interventions and support will be in place and reviewed at least once a term. For children identified in need of further emotional support, children will have access to high quality emotional support from appropriately trained staff.

Challenges

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

Challenge number	Detail of challenge
1	Children enter the Reception class with language and listening skills well below their development age creating a barrier to engage with early phonic work, later impacting early reading and fluency.
2	Children's writing and language breadth is limited as a result of limited exposure to the wider world.
3	42% of children in receipt of funding meet ARE but none reach GDS by the end of KS2 due to gaps in prior knowledge.
4	Children are unable to self-regulate and manage their emotions in an age appropriate way.
5	Attendance is not in line with national and persistent absence and lateness is of concern.

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
Reduce the gap in attainment between non PP and children in receipt of PP, to be in line with National outcomes by the end of KS2.	Data from the end of KS2 shows an upward trend of PP pupils achieving ARE and an increase at GDS.
Increase attendance for children in receipt of funding to meet school attendance expectation (+96.5%) with persistent absence and lateness reduced.	Attendance data indicates that the gap to national closes year on year.
Implement early language groups (bucket) in Reception to lead to greater number of children meeting GLD by the end of EYFS.	Monitoring and data supports accuracy in data with outcomes in line with national and above by the end of the third year.
Implement Little Wandle phonic scheme leading to an increase in the number of children passing the Phonic Assessment at the end of Year 1.	Three increase in pass rate with children achieving above national outcomes by the third year of implementation.
Reading and writing interventions implemented throughout the school so that all children, without other barriers, are confident and competent readers and writers.	In house tracking and formal assessments demonstrate increase in outcomes.
Children are able to self-regulate and manage their emotions appropriately enabling greater access to the full curriculum.	ELSA monitoring and support shows fewer children require support and zones of regulation used effectively across the school.
Achievement and engagement within the wider curriculum is in line with all children and cultural capital is developed and sustained.	Data and monitoring shows that children in receipt of funding perform broadly in line with others. Golden Ticket sessions and pupil conferencing shows that children have a greater understanding of the world around them.

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: £7,000 **23-24 £7,500 £2,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD	Decline in phonic assessment outcomes. Writing in particular remains the lowest strand at the end of KS1 and KS2.	1, 2, 3
Attachment and trauma CPD	ELSA referrals and CPOMs data show that disadvantaged children are demonstrating negative behaviour and poor emotional wellbeing creating a barrier to learning and inability to sustain good learning behaviours.	4
English journey CPD (reading and writing)	Writing in particular remains the lowest strand at the end of KS1 and KS2.	1, 2, 3

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

Budgeted cost: £18,572 **23-24 £19,850 £21,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led tuition during and after school	42% of PP children achieved the expected standard in reading, writing and maths.	1, 2, 3
Colourful semantics	42% of PP children achieved the expected standard in writing.	1, 2, 3
Nessy	42% of PP children achieved the expected standard in writing.	1, 2, 3
Fluency reading interventions	42% of PP children achieved the expected standard in reading.	1, 2, 3
Phonological awareness program	42% of PP children achieved the expected standard in writing.	1, 2, 3
Onset and rhyme	42% of PP children achieved the expected standard in reading.	1, 2, 3
Pre & post-teach sessions	42% of PP children achieved the expected standard in reading, writing and maths.	1, 2, 3

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

Budgeted cost: £12,368 **23-24 £13,635** £14,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support (SLA with LA inclusion team)	Attendance of PP children is below national. Persistent absence and lateness is higher for children in receipt of PP funding	5
Subsidised visits	Many of the children do not have access to activities which promote cultural capital.	2
ELSA	Many of the children are unable to regulate their behaviour and emotions impacting on their learning.	4

Total budgeted cost: £37,940 23-24 £40,985 24-25 £38,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes for disadvantaged pupils

2022-2023 (25 children at the end of the year) EYFS outcomes – 66.7% met GLD Phonics outcomes – 100% met threshold KS1 outcomes – 60% met ARE across all areas KS2 outcomes – 100% children met ARE across all areas PPG Outcomes across whole School Reading: 60% Writing: 48% Maths: 52% Combined: 48% 1:1 tuition impact with Year 6 pupils. 2023-2024 (29 children at the end of the year) EYFS outcomes – 33.3% met GLD Phonics outcomes – 100% met threshold KS2 outcomes – reading: 75%, writing: 25%, maths: 100% = 25% children combined PPG Outcomes across whole School Reading: 62% Writing: 45% Maths: 62% Combined: 45% 1:1 maths tuition impact = 100% Year 6 pupils achieved ARE in maths

Externally provided programmes

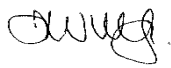
Programme	Provider
Times tables Rockstars	Maths Circle
Spelling Shed	Education Shed Ltd

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support Small group work & extension tasks
What was the impact of that spending on service pupil premium eligible pupils?	One child met ARE across all areas, working toward GDS in reading and writing. One child able to access learning independently.

Further information

Sports Premium funding is used to offer free clubs to children in receipt of PPG (see Sports Premium funding overview).

Signed off by	
Head Teacher:	
Date:	28/09/22, updates 25/09/23, updates 06/08/2024
Subject Leader:	<i>EPaterson</i>
Date:	28/09/22, updates 25/09/23, updates 06/08/2024
Governor:	<i>M. L. Herbert</i>
Date:	28/09/22, updates 25/09/23, updates 06/08/2024