

Pupil Premium Strategy Statement

Wroxton CE Primary School 2023-2026

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	March 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Victoria Woods
Pupil premium lead	Sara Bailey
Governor / Trustee lead	Jane Maharry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,320
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 13,320

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Wroxton CE Primary School is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve as highly as possible across all subjects.

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.

We aim where possible to do this through quality first teaching. 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.

Our approach will be responsive to common challenges, as well as personalised individual needs.

To ensure the strategies we adopt are effective our expectation at Wroxton Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers, writers, mathematicians and lifelong learners. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to 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.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at a given time.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged children
2	Poor self-esteem for some pupils eligible for PP means that they lack learning resilience and independence
3	Pupils and their families have social & emotional difficulties, including medical and mental health issues
4	Few opportunities for enrichment opportunities outside of school due to low family incomes

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
To diminish the gap between the disadvantaged and non-disadvantaged in Reading, Writing and maths across the school, particularly addressing gaps in understanding.	The vast majority of children make expected or better progress in Reading, Writing and maths.
Develop staff subject knowledge and pedagogy in early reading across the school so maximum progress is made by all pupils in our school, particularly our disadvantaged children.	The outcomes in Phonics will be in line or better than national average.
Provide funded extra-curricular opportunities for PP children to ensure access.	All children will participate in visits and additional enrichment activities.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>SENCo and Head teacher will identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Wrap Around Care and encouraged in positive play and collaboration (OPAL, PE Interventions)</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged</p>

	<p>families feel supported and additional barriers alleviated where possible. Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>Regular support of families/ parents/carers and children identified for ELSA support.</p> <p>Appropriate referrals and intervention have taken place for identified pupils and families.</p>
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching Developing high-quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of the children</p> <p>Quality First Teaching will be taking place across the school, this will be moderated by senior leaders of the school. Progress of disadvantaged pupils is in line with or may exceed national</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>

<p>expectations for pupils with SEND</p> <p>Data will be analysed and progress monitored by leaders. Where progress is not in line with expectations, interventions will be targeted, and impact evaluated</p>		
<p>Purchase Diagnostic tests</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Purchasing diagnostic tests is a strategic approach to identify the specific learning needs of students, allowing teachers to target interventions more effectively.</p> <p>According to the Education Endowment Foundation (EEF), diagnostic assessments play a critical role in informing teaching practice by providing clear insights into where students are struggling and what areas need further development. These assessments can be especially beneficial when used alongside feedback, as they guide teachers in providing specific, actionable guidance to pupils</p> <p>GOV.UK</p> <p>In their Feedback guidance report, the EEF highlights that using diagnostic tools allows teachers to tailor their feedback more precisely, which is one of the most effective strategies for improving learning outcomes. When diagnostic assessments are combined with timely and focused feedback, students are better able to understand their strengths and areas for improvement, leading to greater progress.</p>	

<p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p>	<p>Allocating funds for reading, writing, and maths initiatives, as well as investing in high-quality texts and resources for Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2), is an essential strategy for raising educational standards across the school. The Education Endowment Foundation (EEF) emphasises that investing in high-quality teaching and targeted resources can have a significant impact on student learning outcomes.</p> <p>Evidence from the EEF's <i>Maximising Learning</i> shows that individualised instruction, where teaching is tailored to the specific needs of each student, is highly effective, particularly for disadvantaged pupils. Providing access to high-quality texts and resources supports the development of reading and writing skills, ensuring that students can engage meaningfully with the curriculum. The EEF's <i>Teaching and Learning Toolkit</i> suggests that when teaching is informed by ongoing assessment and personalised to meet the learning needs of students, it results in stronger learning outcomes in subjects like reading, writing, and maths</p> <p>GOV.UK</p> <p>Furthermore, ensuring that funds are allocated for appropriate subscriptions and resources enhances the depth and breadth of the curriculum, offering opportunities for both teachers and students to benefit from evidence-based tools and materials. This enables the creation of a rich, responsive learning environment that adapts to student needs, fostering success across all key stages.</p> <p>https://educationendowmentfoundati on.org.uk/education-</p>	<p>1</p>
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	evidence/teaching-learning-toolkit/individualised-instruction	
<p>Consistent implementation RWI DfE validated Systematic Synthetic Phonics programme and reading, and other English CPD to develop staff confidence and knowledge in teaching reading.</p>	<p>Phonics Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Consistently implementing a validated systematic synthetic phonics program, such as Read Write Inc. (RWI), along with ongoing professional development (CPD) for staff, is crucial for improving reading outcomes. The Department for Education (DfE) has endorsed RWI for its proven effectiveness in teaching phonics and supporting early reading development. Research from the Education Endowment Foundation (EEF) confirms that systematic phonics instruction is one of the most effective methods for improving early literacy skills. The EEF's <i>Teaching and Learning Toolkit</i> highlights that phonics is particularly beneficial for disadvantaged students, helping them to decode words and build strong reading foundations.</p> <p>Investing in CPD focused on phonics, as well as other English-related professional development, enables teachers to feel more confident and knowledgeable in their delivery. This boosts the quality of instruction, ensuring consistency and fidelity in how phonics is taught across the school. By equipping staff with the latest research and teaching strategies, schools can ensure that all children, particularly those in the</p>	<p>2,3</p>

	early stages of learning to read, have the best possible start.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3

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

All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through WOWs, educational visits for each year group who will plan enriching experiences and activities.	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Improved well-being and self-esteem and engagement in learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1,3,4
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<p>Funding for Educational Psychologist, release time for SENCo to support families with high need SEN and disadvantaged children.</p>	<p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable children to be highlighted and supported through OPAL positive play sessions.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3</p>
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Total budgeted cost: £ 13,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-2024

After a year of implementing these strategies, we've seen noticeable improvements across several key areas:

Improving Early Reading Skills
Our focus on staff training for early reading has been successful. Teachers are now more confident in delivering phonics lessons, which is reflected in our improved phonics screening results. Disadvantaged pupils, in particular, have made strong progress in their reading skills, instilling a sense of hope for their future learning.

Providing Access to Enrichment Activities
Ensuring that all children, especially those eligible for Pupil Premium, can participate in extracurricular activities has made a significant impact. Increased involvement in trips, clubs and other experiences has not only boosted engagement but also broadened their learning beyond the classroom. We've seen a rise in pupils' enthusiasm and involvement in school life, which helps them aspire to new experiences and skills.

Supporting Social, Emotional, and Mental Health Needs
The additional support we've provided to pupils and families facing social, emotional, or health challenges has been effective. This has been achieved through the dedicated work of our pastoral team and the support of the ELSA, who have introduced targeted interventions and collaborated with external services when needed. Families have shared positive feedback, feeling more supported, which has in turn helped their children engage more effectively in their learning. This approach fosters a culture of respect for

each child's individual needs and well-being, while also reinforcing hope, aspiration, and respect within our school community.

Encouraging Positive Play and Social Skills

The introduction of programs like Outdoor Play and Learning (OPAL), along with targeted interventions, have led to improved social interactions among pupils. We've seen better collaboration and fewer conflicts during playtime. Our wraparound care has also provided some children with a smoother start and end to their day, contributing to a more settled and productive school experience, where they feel valued and respected by their peers.

Strengthening Connections with Families

Our ongoing communication with families has helped strengthen relationships. Parents, in feedback during a recent SIAMS inspection, mentioned they feel more involved in their child's education and appreciate the efforts made to support them. This is helping to create a more collaborative environment, making it easier to address issues early, built on mutual respect and shared aspirations for the children's success.

Overall, these changes have had a positive effect on both academic outcomes and the well-being of our pupils. By combining targeted academic support, enrichment opportunities, and a focus on mental health and well-being, we've created a more inclusive and supportive environment for all of our children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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