

Pupil premium strategy statement – Wroxton CE Primary School 2022-23

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	94
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	April Guinness
Pupil premium lead	April Guinness
Governor / Trustee lead	Sue Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,465
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 2,426
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>	£ 16,818

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 we will: ensure disadvantaged pupils are challenged, at their level, in the work that they're set ensuring no 'glass ceiling' is ever put on them or their potential - act early to intervene at the point need is identified - through a robust pupil progress meeting schedule, 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	Attendance and punctuality issues in some DA families -
2	Narrowing the attainment gap in reading, writing and maths between DA and Non DA children
3	Resilience, social, emotional and mental health
4	Inclusive teaching and learning
5	

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
Attain in line with non-disadvantaged in	Achieve outcomes in line with or above

reading, writing and maths	national average at KS1 and 2
Attain in line with non-disadvantaged in phonics	Achieve national average / pass mark scores in phonics in Yr 1
Attain in line with non-disadvantaged in EYFS	Achieve national average outcomes or better in GLD
Significantly improved attendance for DA children	Attendance 96% or better for DA pupils
DA children who are also SEND are supported in class rather than external intervention	Teaching approaches meet the needs of learners.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & Learning and Monitoring <ul style="list-style-type: none"> • Monitor and support staff's teaching practice to ensure quality of teaching is good or better • Use drop ins, learning walks, book scrutinies and data/pupil progress to analyse data • Develop quality feedback 	EEF guidance on Pupil Premium: knowing barriers to progress and addressing these decisively EEF toolkit: Feedback	2,4
Reading <ul style="list-style-type: none"> • Develop staff subject knowledge and pedagogy in reading across the school so maximum progress is made by 	EEF research and guidance continues to recommend prioritising developing Teachers and teaching: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	2,4

<p>all children</p> <ul style="list-style-type: none"> ● Create a culture of word consciousness in the classroom, modelling using ambitious words in speech as well as writing, and vocabulary clearly displayed ● Foster a reading culture and provide opportunities to celebrate and value reading. <ul style="list-style-type: none"> ● Develop comprehension strategies 	<p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>The Reading Framework EEF Toolkit: Reading comprehension strategies</p>	
<p>Writing</p> <ul style="list-style-type: none"> ● Develop staff subject knowledge and pedagogy in writing across the school so maximum progress is made by all children ● Consistent teaching of spelling, handwriting, grammar and writing skills related to text <ul style="list-style-type: none"> ● Develop stamina for writing with staff support to plan inclusive challenging tasks and time beforehand to support talk ● Develop staff modelling of writing and direct teaching of skills through quality texts ● Develop writing independence through models, the learning environment and feedback ● Develop writing across the curriculum 	<p>EEF guide to supporting planning and KS1 and KS2 literacy</p>	<p>2,4</p>

to embed stamina and apply knowledge and skills		
<p>Maths</p> <ul style="list-style-type: none"> • Develop staff subject knowledge and pedagogy in maths across the school so maximum progress is made by all children • Develop maths vocabulary; speak in full sentences; use correct mathematical terminology and display in the learning environment • Develop use of key manipulatives and embed the concrete, pictorial, abstract teaching throughout the school 	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’</p> <p>EEF maths guidance documents</p>	2,4

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

Budgeted cost: £ 2825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <ul style="list-style-type: none"> • Support for EYFS children in the key areas of Communication & Language(C&L), and Personal, Social & Emotional Development. • Training for all staff offering booster and 1-1 phonics instruction with coaching support • Support parents to read to and with their 	<p>DfE and research has shown this to be a key area to focus on with the Early Years children.</p> <p>Although broadly in line with National Averages for phonics, outcomes should be above National average.</p> <p>Education Endowment Foundation (EEF) analyses effective interventions in schools: “Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.”</p> <p>On average pupils from disadvantaged backgrounds who</p>	2,4

<p>children. Develop a 'help sheet'.</p> <ul style="list-style-type: none"> ● Phonics booster groups ● 1-1 reading support for identified pupils ● RWI support booklet sent home to KS1 parents 	<p>participate in oral language make up to six months additional progress over the course of a year.</p> <p>Evidence indicates that one to one tuition can be effective to help generate accelerated progress for a child, delivering approximately five additional months' progress on average.</p>	
<p>Writing</p> <ul style="list-style-type: none"> ● Staff CPD in developing writing across the school. ● Develop consistent approach to teaching spelling, handwriting and grammar ● Develop consistent writing across the curriculum which allows for independence and stamina ● Embed a range of feedback strategies 	<p>We have recognised the need to revisit the teaching of writing to ensure that there is evidence of writing across the curriculum and that children are able to apply taught skills independently.</p> <p>EEF report Improving literacy in Key Stage 1 and 2</p>	2,4
<p>Maths</p> <ul style="list-style-type: none"> ● Develop staff subject knowledge and pedagogy in maths across the school so maximum progress is made by all children ● Embed maths vocabulary; speak in full sentences; use correct mathematical terminology and display in the learning environment as part of daily maths teaching ● Develop use of key manipulatives and embed the concrete, pictorial, abstract teaching throughout the school 	<p>We recognise the need to revisit the use of manipulatives in maths and to ensure that mathematical vocabulary is taught specifically and displayed so that it can be referred to.</p>	2,4

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

Budgeted cost: £ 7600 + £4446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed resilience, social, emotional and mental health strategies through Zones of regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
Support individual children through targeted support via play therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
Closely monitor attendance, particularly of DA children, especially in light of the 22-23 guidance	<p>Historic attendance and punctuality gap between PP/Non-PP children</p> <p>Attendance Data:</p> <p>19/20: Whole school = 95.15% PP = 93.65%</p> <p>20/21 Whole school = 94.96% PP = 92.71%</p> <p>21/22 Whole School = 94.35% PP = 90.07%</p>	1,2,3,4

Total budgeted cost: £ 16,891

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>There were 7 identified children for PP in the academic year 2021-22 of which one was a service premium child.</p> <p>Outcomes:</p> <p>EYFS</p> <p>100% GLD</p> <p>Yr 1 Phonics Screening</p> <p>100%</p> <p>KS1 SATs 66% in reading, writing and maths.</p> <p>KS2 SATs 100% reading, writing and maths</p>	
<p>Priority 1</p> <p>Through the provision of counselling, positive mental health sessions and behaviour therapy, to address behaviour issues for these ensuring these children are 'more settled' in order to facilitate a situation conducive to learning. Playworks will provide play therapy to key identified children Cost: £7,600</p>	<p>Impact</p> <p>Targeted support through play therapy ensured children have a safe place to talk. The work which was carried out supported a child who experienced family breakup and then a breakdown in relationship between parent and child, a child going through bereavement and moving schools and counties, support for transition, The impact varies for each child. For the majority of children 12 week intervention is sufficient. For other children the intervention needs longer.</p>
<p>Priority 2</p> <p>Home School Link Worker will work with families needing support at home through parenting support.</p>	<p>Impact</p> <p>Home school link worker worked with two families. One through financial hardship and one through marital break up. Impact on children was we got them back in school. They were able to access breakfast club</p>

	enabling them a good start to the day.
<p>Priority 3</p> <p>To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistant will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. Cost: £2,682</p>	<p>Impact</p> <p>We used the targeted intervention Circle of Friends to provide support for a number of children who were struggling with friendships. Two groups ran with a PP child in each group that were new to school and new to Banbury. It enabled them to develop friendships in a secure environment. This led to an increase in their self-esteem and impacted with the classroom and their belief that they could succeed.</p>

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
Play Therapy	Play Works

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>As this related to 1 child it would make the child identifiable</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>See above</p>

Further information (optional)

We have used Cherwell Activators to deliver an active mental health programme in school for upper KS2. This service is free of charge.