

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Watlington Primary School
Number of pupils in school	188 Years 1-6
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gemma Sterjo - Headteacher Finbar McGaughey – Chair of Governors
Pupil premium lead	Gemma Sterjo
Governor lead	Finbar McGaughey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,198
Recovery premium funding allocation this academic year	£3,480
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	£40,678

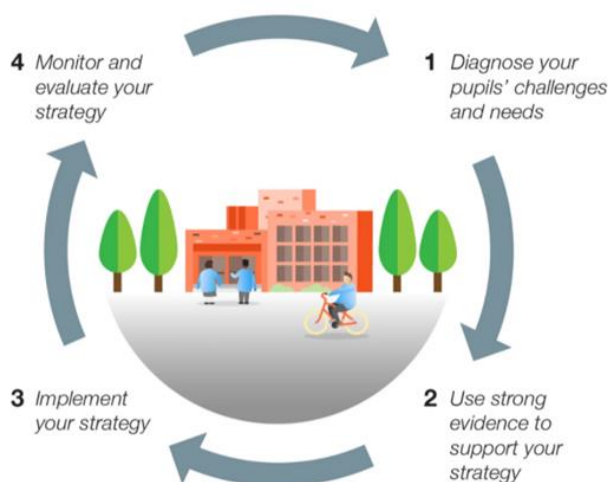
Part A: Pupil premium strategy plan

Statement of intent

At Watlington Primary School, our intention is that all pupils, irrespective of their background, make accelerated progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We use our Pupil Premium Grant to support both the academic and social development of the children in our care. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant.

We identify the barriers and the interventions or approaches required and allocate a budget accordingly. Effective intervention strategies are used to close gaps in the attainment of disadvantaged pupils, particularly within English and maths. These strategies are routinely evaluated and analysed, as is the impact upon pupil attainment.



We use the EEF model to help us plan strategically across the school to ensure that Watlington families benefit from a consistent and impactful approach to Pupil Premium spending.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Challenges

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

Challenge number	Detail of challenge
In-school barriers	
1.	Entry data for PP children generally shows children join our school (in EY or in-year transfers) are working below age-related expectations.
2.	Limited language experiences in English and home language, with poor oral language skills and experiences of literacy (e.g. speech and language delay, reading).
3.	Despite interventions there remains a significant gap between pp and non pp pupils for attainment.
External barriers (Issues which also require action outside school, such as low attendance rates)	

4.	Challenging family circumstances affects children's well-being
5.	Low levels of engagement with school with busy home-life which may be disordered.
6.	The number of our children are PP and SEND = 33%
7.	Attendance rates for pupils eligible for PP are lower than non-pupil premium. 2022/23: 94.1% T1-6 (below the whole school target of 97%, OCC target 95%) with more children in persistent absence category. This impacts on the sequences of learning and causes them to fall behind on average.

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
Raise attainment and narrow the gap for pupils eligible for PP to at least expected age expected levels, with aspirational targets.	Pupils from disadvantaged backgrounds achieve improved similar progress and attainment scores to their non-disadvantaged peers at end of Key Stage 2.
Develop children's English and language skills in relation to age related expectations, particularly in Early Years (link to new EY Framework focus on Communication and Language) and ensure reading / language skills are developed through a focus on lowest 20% across the school.	PP children develop language and reading skills in relation to age related expectations, with PP cohort attaining similar progress and attainment scores to non PP cohorts.
Improvement in well-being, including behaviour.	Children will use well-being strategies to support well-being and behaviour.
Increase engagement of PP children's parents with the school.	School to ensure all PP children have adequate knowledge and equipment to allow them to access online resources. Parents have improved engagement with school and engage with events.
Improve attendance for PP children at risk of persistent absences in line with non-disadvantaged pupils to expected levels	There is little difference between attendance figures between the 2 groups and pupils from non-disadvantaged backgrounds no longer at risk of persistent absence

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.

High Quality Teaching (for example, CPD, mentoring, recruitment and retention)

Budgeted cost: £13,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality teaching across the curriculum	Research in to high quality teaching and learning strategies raises the levels of engagement and attainment for pupils from all backgrounds, especially when children have opportunities to make links between learning activities.	1,2, 3, 5

<p>Actions: Delivery of creative curriculum and focus on Quality First Teaching.</p> <p>Cross-curricula approach to planning and accurate use of assessment information to identify and target PP children.</p>	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	
<p>Ensure targeted teaching at the point of learning in order to narrow gaps in attainment and accelerate progress of PP children.</p> <p>Actions: Feedback policy embedded, with refresher training in the new school year. Methods of feedback include, live marking / verbal feedback / class record sheets.</p> <p>Ongoing use of AFL and assessment to identify gaps in knowledge and skills. Teachers planning and interventions to be flexible and adapted to plug gaps.</p>	<p>'No more marking' evidence suggests that in the moment feedback is a more efficient type of assessment and enables all children to be taught specifically according to their needs rather than an assumed ability.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>NMM tools utilised this year with in house comparative judgements being trialled. PP children can be identified within this assessment.</p> <p>Children make more progress with their learning if lessons are adapted as a result of AFL and teachers' daily assessments.</p>	<p>1,2, 3, 5</p>
<p>Teachers or experienced TAs to deliver small group work / interventions to narrow the ARE gap</p> <p>Actions: Due to small numbers of PP children in each year group, effectively targeted interventions and support for PP pupils are required.</p> <p>Additional adults deployed where the need is greatest: in PP heavy year groups (Years 3,5 and 6)</p>	<p>Data outcomes used to identify key children and to plan effective interventions in order to narrow the gap.</p> <p>Impact sheets used across the school for all interventions, to measure impact. Interventions will be discussed with senior leaders (including SENCO) and progress monitored through entry and exit data.</p> <p>Training for support staff in leading/ developing interventions.</p> <p>QFT practices employed to support teaching and learning with the group.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2, 3, 5</p>
<p>To ensure that we utilise professional development to ensure best practice approaches.</p>	<p>High quality teaching is used to improve classroom practice and impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 6</p>

<p>Actions: CPD is planned for to ensure high quality teaching and a best practice approach.</p>		
<p>Evaluate and adapt the curriculum (particularly maths – SIP focus) to ensure challenge for the ‘high achievers’ and disadvantaged children.</p> <p>Actions: Adaption of teaching to prioritise PP learners to improve their engagement and motivation to succeed at challenging tasks.</p> <p>Mastery opportunities remain a focus in the SIP (particularly in Maths)</p>	<p>Learning is effective when taught alongside a wider context both in a cross curricular theme but also with real life contexts.</p> <p>The feedback approach is used to adapt teaching based on the children’s needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2, 3, 5, 7</p>

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

Budgeted cost: £13,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils with additional learning needs are supported promptly</p> <p>Actions: Utilise staff and external agencies to assess and work with pupils with specific learning needs such as speech and language, EP strategies etc.</p> <p>Ensure that pupil outcomes impacted by Covid are provided with additional support.</p>	<p>A percentage of our PP children are SEND children (33%) and therefore opportunities for early intervention and assessment of pupils enables professionals to work more meaningfully with pupils.</p> <p>PPM documents highlight progress and attainment of this cohort, then next steps are tracked.</p> <p>Initial concerns forms are used to identified needs early on.</p>	<p>1,2, 3, 4, 5</p>
<p>Embed ‘learning language’ for all children so that children can confidently talk about their learning.</p> <p>Actions:</p>	<p>Develop language rich environment with Blooms language at its centre to allow children to talk about their learning with greater meaning.</p> <p>Feedback policy allows time for the children have effective feedback from teachers. Feedback</p>	<p>1,2, 5</p>

<p>Learning language ladders (Blooms / subject specific ladders) to be integrated across all ages, ensuring there is evidence within books.</p> <p>EY team embedding the updated EY Framework and develop effective practice with teaching early language skills. Use of 'WellComm' communication intervention in EY.</p> <p>EY team to complete Early Years Language Lead training and implement good practice within N and R.</p>	<p>strategies including record keeping sheets are used to support effective teaching and learning.</p> <p>Early years focus on language, starting with the outcomes from the WellComm assessments. Good practice from Language Lead course to be implemented in Nursery and Reception.</p> <p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk)</p>	
<p>Proactive approach to using data resulting in effective monitoring of disadvantaged pupils' progress and attainment.</p> <p>Actions: Release time for senior leaders from class to monitor progress and achievement of disadvantaged groups.</p> <p>Training on new Bromcom assessment reporting resources.</p> <p>Data packs and monitoring timetable used to track performance. PPM meetings used to follow up any concerns.</p>	<p>Strategic leadership on the outcomes for disadvantaged pupils is effective at targeting and supporting staff and groups of children.</p> <p>Data packs, monitoring timetables and PPM documents. All have a focus on attainment/progress of pupil premium children.</p>	1,2, 3, 4, 7

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

Budgeted cost: £13,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage families of disadvantaged pupils.</p> <p>Actions: Develop strong relationships from when they join the school.</p>	<p>Children make better progress with their learning and emotional development when their families are engaged with their learning process and they are safe.</p> <p>Focus children identified and school proactively building relationships with them.</p>	4,5,6, 7

<p>NTP used to target children needing additional support.</p> <p>Home learning grids adapted to focus on core skills.</p> <p>Time provided for DSLs to attend training and participate in early help processes (e.g. EHAs / TAFs...).</p> <p>Monitor attendance of PP children and address low-levels of attendance / repeat absences directly with families.</p>	<p>Cultural capital staff meeting planned. Pupil premium/ vulnerable children project.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enrich the curriculum with trips and extra-curricular activities throughout the year for disadvantaged pupils</p> <p>Actions:</p> <p>School trips and extra activities are subsidised enabling them to be accessed by all pupils to broaden experiences of disadvantaged pupils (including funding places for disadvantaged children to participate in Little Masters Art Cub / rugby / school holiday sports camps).</p> <p>School to fund places for PP children to learn a musical instrument (piano / clarinet / strings).</p>	<p>Our school understands the importance of knowing our families and their situations to be able to offer support.</p> <p>Evidence in school shows raised levels of engagement and enthusiasm for meaningful activities out of the classroom environment.</p> <p>Importance of offering opportunities beyond home limitations to enable children to be more rounded and resilient learners</p>	3, 4, 5, 6
<p>Disadvantaged pupils supported with emotional development.</p> <p>Actions:</p> <p>ELSA support to be embed into the wider provision of child welfare.</p> <p>ELSA mentored and supervised by external advisor.</p> <p>Jigsaw provision across the school to promote emotional development and wellbeing.</p> <p>NOLA outdoor programme in place.</p>	<p>To improve outcomes for disadvantaged children, through ensuring they are emotionally ready to learn and progress.</p>	1,2, 3, 4,5

<p>Provide 1:1 counsellor for identified PP children</p> <p>Actions: School counsellor sessions to support emotional wellbeing and self-esteem for identified children.</p>	<p>To ensure that PP children with social and emotional issues are supported appropriately.</p>	<p>3, 4, 5</p>
<p>Provision of school meals to children in Nursery</p> <p>Actions: Provide school meal for those who aren't yet eligible for Universal Free School Meals, but are deemed to need this support.</p>	<p>Children need to have a healthy and well-balanced diet, to be ready to learn and support them to develop healthy lifestyles.</p> <p>Healthy Smiles project, including lunch box audits.</p>	<p>3, 4</p>
<p>Support the Family Hub and when appropriate, provide training.</p> <p>Actions: To work in collaboration to ensure a targeted approach to signpost and offer early help / early support to vulnerable families in the wider community.</p> <p>Allow Family Hub to use school space at no cost, providing a beneficial resource to the local community, including families in receipt of pupil premium funding.</p>	<p>This approach should ensure that the school and the children's centre reach the most reluctant families sooner to improve parenting and signpost to various support services.</p>	<p>2, 3, 4, 7</p>

Total budgeted cost: £40,678

Part B: Review of outcomes in the previous academic year

Externally provided programmes

Programme	Provider
Jigsaw 3-11	Jigsaw
White Rose Maths	White Rose Maths
ELSA	Oxfordshire CC
Counselling	Julie Watt
FFT Aspire	FFT
Charanga	Charanga

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Challenge number	Detail	Intended outcome	Successes	Moving forward
1	Entry data for PP children generally shows children join our school (in EY or in-year transfers) are working below age-related expectations.	Raise attainment and narrow the gap for pupils eligible for PP to at least expected age expected levels, with aspirational targets.	<p>Feedback strategies embedded across school to focus on next steps moving learning forward.</p> <p>PP tracking documents used in EY to track and monitor pupils.</p> <p>Phonics and reading approach has had a significant impact on attainment and progress.</p>	<p>Add impact grid to the PPM documents to evidence success.</p> <p>Mixed results across year groups. Internal analysis will be used to highlight focus areas.</p> <p>To add further narrative to the analysis, to inform next steps.</p>
2	Limited language experiences in English and home language, with poor oral language skills and experiences of literacy (e.g. speech and language delay, reading).	Develop children's core language skills in relation to age related expectations, particularly in Early Years and ensure reading / language skills are developed through a focus on lowest 20% across the school.	<p>CPD has focused on language to that teachers and support staff, particularly in EY able to provide early intervention. Utilising resources such as BPVS and WellComm to inform next steps.</p> <p>VIPERS approach to reading, focuses on vocabulary.</p>	<p>Language lead training in EY. Information to be disseminated across the team and phases to share best practice.</p> <p>Vocabulary focus across the school, with T4W approach.</p>

3	Despite rigorous interventions there remains a significant gap between pp and non pp pupils for attainment.	To narrow the gap between pupil premium and non pupil premium attainment.	Early identification enables intervention to start quickly. Experienced SENDco provides additional support where needed, including drop in sessions for staff.	Impact sheets being used in PPMs to demonstrate progress. Impact area added to PPMs to highlight the actions having the most impact.
4	Challenging family circumstances affects children's well-being.	Provide pupils with appropriate support to improve wellbeing.	Providing exceptional support for pupils including, NOLA, WR, music lessons, trips, visits, school counsellor, ELSA.	Continue to analyse the impact of provision. Review and adapt provision for Young Carers within the school
5	Low levels of engagement with school with busy home-life which may be disordered.	Increase engagement of the children's parents with school life; events and home learning.	Meetings with in year transfer parents, prior to starting at WPS have set expectations from the start.	Engagement project to target families and explore their barriers
6	Attendance rates for pupils eligible for PP are lower than non pupil premium. 2022/23: 94.1% T1-6 (below the whole school target of 97%, OCC target 95%) with more children in persistent absence category. This impacts on the sequences of learning and causes them to fall behind on average.	To improve pupil premium attendance rates, compared to non pupil premium.	Case study for successes.	Continue to raise the profile of attendance through parents' meetings, newsletters and communication. System of support around attendance being trialled and implemented across Acer Trust

