



## Pupil Premium Strategy Statement

### Wootton St Andrew's Church of England Primary School

This statement details our school's use of pupil premium funding to help improve 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 St Andrew's C of E VA Primary School
Number of pupils in school	54
Proportion (%) of pp eligible pupils	9.3%
Academic years that this plan covers	2022 - 2025
Date first published	November 2022
Review date	October 2025
Statement authorised by	R Zaitschenko
PP lead	R Zaitschenko
Governor lead	A Morgan

#### Funding Overview

Detail	Amount
PP funding allocation this year (24/25)	£8,880
PP funding carried forward from previous years	£0
Total Budget for this academic year	£8,880

## Part A: Statement of Intent

Throughout the Covid pandemic, school has revisited its overall vision and intent for all of our children. Our vision is at the heart of every decision we make and drives us in ensuring that we can all be the best that we can be and lead the best possible life, the life that God would want us to lead. This is also our underpinning intent for our curriculum. Our desired outcome is that all pupils, irrespective of their background or the challenges they face, make good 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 attainers - this is a key aspect of our review of last year's plan. We also strongly believe that this focus, whilst important across the whole curriculum, must have a high focus on reading as the foundation of all learning and enabling success across other areas. A final realisation from the last two years has been on the need to look at the longer-term picture of supporting our learners to be emotionally stable and happy and have a stronger understanding of their own mental health - again an aim within our wider curriculum and strategies, but one that plays a key part in this strategy. Making our learners happy is fundamental and is built on building strong and secure relationships with their families.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support - reading. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. There is also a focus that our high attainers in all groups will make at least the expected progress.

Our strategy is also integral to wider school plans for education recovery. One of the strategies will draw on funding from this stream as well as recovery and pupil premium funding.

Our approach will be responsive to common challenges as well as individual needs by diagnostic assessment internally and using external agencies where necessary such as specialist teaching service and educational psychologists.

The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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
- raise expectations of what disadvantaged pupils can achieve.

As previously stated, the above approaches are the ethos of our school where we believe every child can and will achieve to be the best that they can be, regardless of disadvantage.

## Challenges

Challenge number	Detail of challenge
1	<p><u>Narrowing the gap in phonics, reading and writing.</u></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations as well as greater depth standards, especially in phonics, reading and writing.</p> <p>Committing to Little Wandle for a systematic approach.</p>
2	<p><u>Emotional and social issues including school-based anxiety</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to Covid and anxiety about returning to school after school closures. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support and other external referrals have markedly increased during the pandemic.</p>
3	<p><u>Early language concerns</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
4	<p><u>Opportunities for all</u></p> <p>Some activities and access to uniforms are not accessible to some children due to costs. This has resulted in disadvantaged pupils not always having the same opportunities.</p> <p>Ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.</p>

## Intended Outcomes

This explains the outcomes we are aiming for by the end of this current plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Learning to read and reading to learn = strong readers Progress in reading improves for all	Achieve above national progress scores in KS2 reading. Develop a love of reading with all pupils; more notably disadvantaged pupils.
Pupils who display emotional behaviours and anxiety are given strategies to support these behaviours = moving from coping to thriving	Targeted intervention. Upper KS2 pupils are prepared and ready for secondary transition.
Pupils access a wide range of interventions to meet their SEND needs, including early speech and language intervention.	As SEND needs are being addressed, disadvantaged pupils make rapid progress which leads to them making expected progress or exceeding progress in Reading, Writing and Maths. External support services targeted early to disadvantaged SEND pupils.
All pupils, regardless of disadvantage, participate in a wide range of extra-curricular activities offered. All pupils to wear school uniform.	Disadvantaged pupils will be supported to participate in all opportunities. Pupil voice will target extra opportunities and track take up of these - disadvantaged pupils will be prioritised where appropriate. All pupils will be able to wear the school uniform, including the PE kit.
Quality first teaching for all pupils to ensure that progress of expected and greater depth disadvantaged pupils is at national average or better.	Disadvantaged pupils tracked and targeted within teaching and learning monitoring to ensure these pupils access teaching that enables them to make good progress. Where this is not the case, targeted interventions are put in place swiftly.

## Activities in This Academic Year (Teaching)

Budgeted cost: £5,114

Activity	Evidence to support	Challenge number
Further resourcing of DFE validated systematic synthetic program and further training for all staff- Little Wandle SEND/Catch up Fully training new member of staff and continued CPD for key staff	<p>EEF guide to PP - tiered approach - CPD is a high priority Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Training for all staff and buying of complete program and resources to ensure coverage of the recommendations in the link below.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy%20key%20stage%201">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy%20key%20stage%201</a></p>	1,3
Planning support for all key staff with curriculum leads - enhancement of teaching and curriculum	<p>Using a range of guidance including subject reviews by OFSTED and LA SIP/PLP support staff will be supported to look at teaching, pedagogy and curriculum to ensure that quality first teaching is in place. There are various evidence guidance with recommendations which can be found on EEF website depending on need.  <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	1
Purchase of standardised tests (Rising Stars) CPD for usage and interpretation	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p>Recommendation 6 highlights the importance of high-quality assessment and ensuring that it is part of everyday practice as well as targeted.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy</a></p>	1
Review budget to ensure maximum human	<p>EEF guide to PP - tiered approach - teaching is the first priority. Sutton Trust - quality first teaching has direct impact on pupil outcomes.</p>	1,2

<p>resourcing is in place ensuring intervention support is as effective as possible</p>	<p>Reducing class/group sizes whilst expensive does have impact and this can also be supported by the way we have used this strategy in previous years.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reducing">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reducing</a></p> <p>Social and emotional learning improves interactions with others and self-management of emotions which impacts on attitude to learning and social relationships within school. This increases progress and improves outcomes now and in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20social%20and">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20social%20and</a></p>	
<p>Appointed SENDco to access to have non-contact time to support additional needs with disadvantaged pupils</p>	<p>"But provision for pupils with SEND is the responsibility for all in school, and when you see that in action, it is truly powerful." This blog highlights the importance of a whole school approach for all and giving the SENDco time to support these children and staff encourages this to happen.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send?utm_source=/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=senco">https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send?utm_source=/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=senco</a></p>	<p>1</p>

## Targeted Academic Support

Budgeted cost: £2.300

Activity	Evidence to support	Challenge number
<p>Using TAs to carry out Little Wandle and interventions for maths, reading fluency and comprehension</p> <p>Using TAs to develop speaking and listening skills and extending vocabulary</p>	<p>Huge emphasis has been placed on fluency in reading across all key stages - 'Fluent reading supports reading comprehension. When pupils read fluently their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.'</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a></p> <p>The research below supports this activity. There is strong evidence base that suggests oral language intervention, including dialogic activities such as high quality classroom discussion are inexpensive to implement with high impacts on reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,3
<p>Increased teacher hours and modified TA support to enhance targeted support</p>	<p>EEF guide to PP - tiered approach - teaching is the first priority.</p> <p>Sutton Trust - quality first teaching has direct impact on pupil outcomes.</p> <p>Reducing class/group sizes whilst expensive does have impact and this can also be supported by the way we have used this strategy in previous years.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reducing">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reducing</a></p> <p>Social and emotional learning improves interactions with other and self-management of emotions which impacts on attitude to learning and social relationships within school. This increases progress and improves outcomes now and in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20social%20and">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20social%20and</a></p>	1,2,3

## Wider Strategies

Budgeted cost: £1400

Activity	Evidence to support	Challenge number
<p>Extracurricular activities and cultural capital experiences promoted and offered to all</p> <p>Reduction in cost in activities offered to disadvantaged pupils</p> <p>Outdoor learning and residential trips promoted</p> <p>All pupils to access correct uniform for all activities</p> <p>Purchase of resources to emotionally assist pupils in class</p>	<p>OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf?fbclid=IwAR3iVJkGZ17vwjYcwwIo8drfSHoojBFsw7IKue88Ap85MVAY-EVTsehFEPE">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf?fbclid=IwAR3iVJkGZ17vwjYcwwIo8drfSHoojBFsw7IKue88Ap85MVAY-EVTsehFEPE</a></p> <p>Enrichment activities offer children a context of learning and a stimulus to trigger excitement and fun – evidence in pupil voice.</p> <p>EEF states sports participation increases educational and emotional engagement.  <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf?fbclid=IwAR31_s6RikcCPRZT1sLA4iBkYmoFSDRidpqQMrEdxFL5oOPLs2T23sV7Crg">https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf?fbclid=IwAR31_s6RikcCPRZT1sLA4iBkYmoFSDRidpqQMrEdxFL5oOPLs2T23sV7Crg</a></p>	1,2,4

Total budgeted cost:

Teaching £5,114

Targeted academic support £2,300

Wider strategies £1,400

Total: £8,814



## Part B: Review of Outcomes from Previous Academic Year

The information below sets out the strategies in place for the academic year 2023/2024 and the evaluation the priorities.

### Teaching

Activity	Evaluation/Impact
Ensure all relevant resources have been identified and purchased so that teaching can be organised into smaller groups and reading books connect closely to Phonics knowledge children are being taught.	Little Wandle is fully in place. All staff are trained to deliver and resources are in place and systematically stored. All children have been assessed with support plans drawn up and interventions delivered.
Equip all teachers with the knowledge they need to ensure that the curriculum is ambitious and relevant to all (cultural capital and intent).	The SLT lead the drive for this and ensured that the recovery plan was in place with an emphasis on the WSA curriculum. All have a greater understanding of the intent but more time is to be allocated for planning.

### Targeted Academic Support

Activity	Evaluation/Impact
Establish small group and 1:1 support for pre and post learning support for Maths and English.	CPD targeted at TAs (reading recovery, Maths) created better quality sessions for pupils. TAs more confident to lead short sessions and have started to adapt planning without CT support.
Ensure targeted speech and language intervention in EYFS and KS1 is effective.	TAs given time for face to face and online CPD. Resources and planning now sorted for sessions and feedback to CT is more accurate and effective. SALT team pleased with progress of pupils.

### Wider Strategies

Activity	Evaluation/Impact
Ensure all including disadvantaged pupils have access to wellbeing support and time to talk.	HT trained to provide support for pupils in need of wellbeing support. Resource bank has been improved and plans for further support from WMIM (RDASH NHS) in place for next year.
Ensure all disadvantaged pupils have access to clubs, trips and uniform.	Uniform provided for 2 families. This strategy will continue so as to allow all pupils to enjoy the same experiences as their

	peers and have access to the same learning with barriers reduced.
DDSL to undertake Mental Health Lead course.	Completed. Processes in school under review.