

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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	Wavendon Gate School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/2025
Date this statement was published	September 2022
Date on which it will be next reviewed	July 2024
Statement authorised by	Kerry Jarman Headteacher
Pupil premium lead	Kerry Jarman Headteacher
Governor / Trustee lead	Gareth Doward Pupil premium governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,280
Recovery premium funding allocation this academic year	£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	£141,280

Part A: Pupil premium strategy plan

Statement of intent

Our priority as a school is to make sure all children achieve high in all subjects irrespective of their background, needs or challenges they face.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Furthermore, we will use the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Key principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils and all children are challenged in the work they are set.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils although through hard work attendance is now in line with non-disadvantaged we want to continue with this.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably behaviour, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 75% of disadvantaged pupils met the expected standard.
Improve phonics outcomes for disadvantaged pupils at the end of year 1.	By 2022/23 over 80% of disadvantaged pupils achieve the phonics screening by the end of year 1.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of disadvantaged pupils continues to be above 97% by 2022/23
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Through pupil voice and parent Sustained high levels of wellbeing from 2022/23 demonstrated by qualitative

	data from pupil voice, pupil and parent surveys and teacher observations
Cultivate opportunities for enhancing cultural capital through enrichment and experiences.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. An increase in number of trips and visitors to the school by 2023/24.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 and 2
Whole school training on RWI phonics	All staff will have up to date training on phonics to allow teachers to deliver high quality lessons across foundation and KS1	3
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1

of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	1, 2

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

Budgeted cost: £80,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff in targeted year groups	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF 2020)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Reading comprehension	Reading comprehension strategies are high impact on average (+6	1, 2

strategies to support understanding of written text with our Fresh Start programme	months). Alongside phonics it is a crucial component of early reading instruction (EEF 2020).	
Librarian and library	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community.</p> <p>CLPE (Centre for Literacy in Primary Education) Reading for Pleasure Research 2021 states that there are several barriers that children have had during the COVID pandemic to research. These include access to reading material, lack of opportunity to talk about books or spend time reading.</p>	1
Marking and feedback non-negotiable part of learning for children	<p>New marking and feedback policy introduced that focuses on verbal feedback.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	1

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

Budgeted cost: £32,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
Use pastoral behaviour learning	EEF Toolkit - +3 months for behaviour interventions and this will also	4

mentors to positively reinforce attitude to learning.	benefit all pupils in the classroom due to purposeful learning environment.	
Mental Health Recovery curriculum introduced to deal with the after effects of Covid 19 lockdowns.	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	4
To continue to use the principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Continue to improve home to school relationships and parental relationships to maintain attendance	EEF Toolkit Parental Engagement suggests +3 months progress.	3
Work with external agencies including CAMHS, inclusion team and MASH to support pupils and families.	The school has had a rise in cases of referrals to CAMHS via the GP. To help support parents and children we work closely with outside agencies.	4
Offer bespoke 1:1 sessions focusing on SEMH for targeted children	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4
Disadvantaged children to access all trips offered to children so experience a curriculum that includes enrichment	Parents struggle to pay for trips for disadvantaged children. Evidence also suggest through talking to disadvantaged children that they don't have as many opportunities outside of school as non-disadvantaged children.	5

Total budgeted cost: £115,660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Progress of disadvantaged children against non-disadvantaged children during 2022-2023.

	<i>Non-PP children</i>	<i>PP children</i>
<i>Reading</i>	<i>83%</i>	<i>81%</i>
<i>Writing</i>	<i>84%</i>	<i>87%</i>
<i>Maths</i>	<i>84%</i>	<i>83%</i>

Children are expected to make 1 step each half term so 6 steps over the year.

Below you can see the percentage of children that made more than the expected 6 steps progress.

	<i>Non-PP children</i>	<i>PP children</i>
<i>Reading</i>	<i>21%</i>	<i>30%</i>
<i>Writing</i>	<i>22%</i>	<i>26%</i>
<i>Maths</i>	<i>19%</i>	<i>23%</i>

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources when necessary.

Attendance 2022-2023

Whole school – 95%

Disadvantaged - 94%

This was higher than previous years but this is due to the impact of COVID.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading assessments	2Eskimo
Times Tables Rockstars	TT Rockstars

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was allocated to year 6 with additional staff for interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Due to the interventions set up, children achieved good results as seen on the teacher assessments at the end of the year.

Further information (optional)

Our Pupil premium success and progress is down to our learning mentors that provide attendance support, behaviour support, build parental relationships and support wellbeing and mental health. This then allows the children to make better progress in school.

Our attendance has significantly improved over the last few years.

Disadvantaged attendance

2014 - 92.1%

2015 - 93.9%

2016 - 92%

2017 - 94.4%

2018 - 94.3%

2019 - 95.8%

2020 – 98%

2021 – 94% (lower due to Covid but still in line with non-pupil premium children)

2022 – 93.3%

2023 – 93.6%

This though is something the school continues to work on to maintain a high attendance.