

Wavendon Gate School Pupil premium strategy statement 2024-2025

School overview

Detail	Data
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£141,280

Part A: Pupil premium strategy plan

Statement of intent

Our plan has been carefully designed to stimulate engagement, broaden horizons, develop skills, improve performance, facilitate participation, raise aspirations and maximise achievement in order to close the attainment gap between our pupil premium children and their peers.

In making provision for pupil premium children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered for, or qualify for free school meals. Therefore, we reserve the right to allocate the pupil premium funding to support any child the school has legitimately identified as being socially disadvantaged.

This funding is used to provide many support systems and interventions. These fall into four categories:

- Addressing and assessing learning needs: phonics, spelling, grammar and reading comprehension, taught in flexible ability groups
- Addressing and assessing educational need through specialist assessment and individualised pupil programmes (both for educational and behavioural purposes).
- Addressing and assessing social need to enable tackling of non-academic barriers to success in school: accessing support, when needed, for families via school based bespoke programmes such as health mentoring, support with school uniform or other suitable clothing, transport costs to ensure pupils get to school or providing food through the Breakfast Club and/or food hampers
- Providing enrichment to encourage learning and set a context for it: trips and visits, visitors, sports, art and practical, first-hand experiences
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussion with pupils have revealed that some PP children have low prior attainment and, in some cases, resulting from gaps in schooling.
2	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been about 2% lower than for non-disadvantaged pupils. 19% of disadvantaged pupils have been 'persistently absent' compared to 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Increased number of SEND children are now being identified as pupil premium (38%) leading to challenges for parents and child. There are an increasing number of children entering school with specific additional needs including cognitive and physical needs.
4	Our assessments (including barriers to learning), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably behaviour, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.
5	Our assessments, observations, reports and discussions with pupils and families have identified increased social and emotional need in pupils. 23% of families have targeted help or social worker supporting them.
6	A significant number of parents are single parents which have been identified that they struggle with involvement and engagement with children's learning, supporting at home with reading and homework as well as needing to support parents with their own learning/understanding.

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
Priority 1 Good progress	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age-related expectations starting to catch up. To close the gap between disadvantaged and non-disadvantaged pupils in reading.
Priority 2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers being reduced by 1%.</p> <ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>Priority 3 Additional needs are supported effectively</p>	<p>Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that pupil premium children face</p>
<p>Priority 4 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.</p>	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.</p>
<p>Priority 5 Support all families with outside agencies and early help where identified.</p>	<p>Working with outside agencies making the necessary referrals to support families. Building relationships with families so they have the confidence to ask for help.</p>
<p>Priority 6 Support families in engaging with children and improve parents understanding of curriculum.</p>	<p>Increase participation in parent workshops. Increased in amount of reads pupil premium children are completing at home. Additional support for parents given when identified to help raise attainment of pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve basic skills in English and Maths so that they can be applied independently across the curriculum</p>	<p>Provide all staff with high quality CPD to support with the provision of quality first teaching</p> <p>Rationale – Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>1</p>

<p>Ensure accurate assessments in English, Maths and Science.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Rationale - 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.</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1
<p>Encourage wider reading</p>	<p>Enhance the current reading provision within school to encourage a love of reading, including developing reading environments that enable willing, avid and thoughtful readers.</p> <p>Parent workshops to support understanding of phonics and early reading as well as use of Accelerated Reader.</p> <p>Rationale: The development of children's reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers. The ability to read is essential in children's educational success and mental wellbeing. The National Literacy Trust's research has shown that there can be few things as powerful as regularly reading to and with a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun.</p>	1

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

Budgeted cost: £123,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To plan and deliver high quality intervention support for disadvantaged pupils in Reading, Writing and Maths</p>	<p>Led by the SENCO, Tutors and the most senior TA in the school, identified groups/individuals are given academic support (Interventions) with time limited, specific, measurable targets to work towards in English and Maths</p>	1

	Rationale - Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis.	
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.	<p>The Oak National Academy is strategically aligned with but operationally independent from the Department for Education. It works with teachers across the country, giving them and their pupils access to high-quality digital curriculum resources which are free, optional, and adaptable.</p> <p>Oak National Academy is an executive non-departmental public body, sponsored by the Department for Education.</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1

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

Budgeted cost: £14,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of eligible pupils through SIMs OFSM package.	Accurate and timely identification of eligibility is essential in PP management.	5
Subsidised residential offer Y6	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4
Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	<p>Healthy breakfast for all pupils across school</p> <p>Promote healthy lifestyles and exploration of food to increase variety of diets</p> <p>Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators</p> <p>Rationale – Without breakfast, studies show that children become irritable, tired, and restless, unable to complete tasks or listen to instructions.</p>	5
Support for parents	Uniform items provided for pupils where a need is identified – including PE kit and school shoes.	6

	<p>Where necessary, help families financially to ensure they can get their children to school (transportation). Parent workshops to support parents in helping their children at home. To help parents understand what happens in school and how they can help their child. Rationale – A parent’s role in a child’s life has far-reaching impact. Parental involvement is extremely important and Studies continue to indicate that a parent’s role in children’s learning is critical to their academic achievement. Getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers.</p>	
<p>More first-hand experiences to enhance learning opportunities Provide extracurricular opportunities for all children– focusing on wellbeing, speaking & listening & outdoor learning</p>	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities Broaden life experiences and opportunities through attendance at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required. Provide all pupils with specialist, high quality music provision Rationale – Like many of us, children learn best through action rather than instruction – that’s why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work – it encourages critical thinking, teamwork, and problem-solving skills.</p>	5
<p>Health and Well-being session for identified children</p>	<p>Working together with the Mental Health support team to identify children that need additional support and offer them and their parents support. Rationale - Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills</p>	5
<p>Improve attendance, particularly of disadvantaged pupils and those causing concern</p>	<p>Headteacher/Pastoral lead to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing. Encourage improved attendance of pupils by praising and rewarding good attendance. Embedding principles of good practice set out in the DfE’s Working Together to Improve School Attendance Rationale – Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well.</p>	2
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3,4,5,6

Total budgeted cost: £141,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Attainment of disadvantaged children against non-disadvantaged children during 2023-2024.

	Non-PP children	PP children
Reading	88%	82%
Writing	85%	74%
Maths	86%	80%

Progress of disadvantaged children against non-disadvantaged children during 2023-2024.

	Non-PP children	PP children
Reading	79%	70%
Writing	76%	75%
Maths	76%	75%

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

Pupil premium children are further behind in writing than reading and maths. This is being addressed with the change to the scheme of work for writing. Intervention and quality first teaching focuses on PP children and progress is good in writing and maths. Reading opportunities for pupil premium children at home have hindered progress in reading. Phonics interventions have been increased to target these children. Monitoring of reading at home takes place weekly and additional reading is in place for those children that struggle.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and wellbeing.

Attendance

2020/2021	95%	93.20%	9.60%
2021/2022	95%	93.20%	9.60%
2022/2023	95.30%	93.60%	9.0%
2023/2024	95.80%	94.50%	6.3%

Based on all the information above, the performance of our disadvantaged pupils did not meet all our expectations particularly in writing but through changes we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our attendance strategies are particularly effective and we will continue with these this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
Reading assessments	2Eskimo
Times Tables Rockstars	TT Rockstars

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.