

# 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	400
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 to 2027/2028
Date this statement was published	September 2025
Date on which it will be next reviewed	July 2026
Statement authorised by	Kerry Jarman Headteacher
Pupil premium lead	Kerry Jarman Headteacher
Governor / Trustee lead	Pupil premium governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,290
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,290

# 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 2027/28 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 2027/28 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 2027/28 over 90% 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 94% with a persistent absenteeism below 10% by 2027/28

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 2027/28 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 2027/28.

## 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: £2,305

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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	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	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:	1

line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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: £120,675

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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

disadvantaged, including those who are high attainers.		
Reading comprehension strategies to support understanding of written text with our Fresh Start programme	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF 2020).	1, 2
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: £42,115

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	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4

ethos and improving behaviour across school.		
Use pastoral behaviour learning mentors to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4
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 <a href="#">Improving School Attendance</a> 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	Parents struggle to pay for trips for disadvantaged children. Evidence also suggest through talking to disadvantaged	5

so experience a curriculum that includes enrichment	children that they don't have as many opportunities outside of school as non-disadvantaged children.	
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**Total budgeted cost: £165,095**



## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Number of disadvantaged children in each year group.

	F	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Disadvantaged	0	16	19	20	17	16	13

Percentage of disadvantaged and non-disadvantaged children at expected in reading

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Disadvantaged	88%	88%	93%	70%	78%	55%
Non-disadvantaged	95%	88%	85%	84%	94%	72%

Percentage of disadvantaged and non-disadvantaged children at expected in writing

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Disadvantaged	76%	75%	93%	70%	78%	75%
Non-disadvantaged	87%	85%	83%	84%	90%	83%

Percentage of disadvantaged and non-disadvantaged children at expected in maths

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Disadvantaged	82%	81%	80%	70%	89%	55%
Non-disadvantaged	87%	95%	90%	82%	84%	77%

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.

The data demonstrates that in year 2 reading, year 3 reading and writing and year 5 maths disadvantaged children achieve better than non-disadvantaged children. In year 5 reading and writing and year 6 reading and maths disadvantaged children perform considerably lower than non-disadvantaged peers. All other data demonstrates no significant difference.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged pupils at national level for KS2 assessments.

	2024/2025	2023/2024	2022/2023	2021/2022
Disadvantaged	55%	67%	53%	46%
National disadvantaged	47%	46%	44%	43%
National Non-disadvantaged	69%	67%	66%	66%

The data demonstrates that the school is consistently above the national average for disadvantaged children obtaining expected standards. On the whole, disadvantaged children mostly perform below the national levels for non-disadvantaged child.

#### Phonics

	2024/2025	2023/2024	2022/2023
Disadvantaged	89%	89%	91%
Non-disadvantaged	95%	95%	95%
National results	81%	80%	79%

The data demonstrates that disadvantaged children consistently produce good results in phonics and there is no significant difference with non-disadvantaged children. This is due to the number of adults we have available, CPD and scheme of work used. We plan to continue our approach with the funding we have available.

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

	Whole school attendance	Pupil premium attendance
<b>2019/2020</b>	<b>98.3%</b>	<b>98%</b>
<b>2020/2021</b>	<b>95%</b>	<b>93.2%</b>
<b>2021/2022</b>	<b>95%</b>	<b>93.20%</b>
<b>2022/2023</b>	<b>95.3%</b>	<b>93.%</b>
<b>2023/2024</b>	<b>95.8%</b>	<b>94.5%</b>
<b>2024/2025</b>	<b>95.6%</b>	<b>93.5%</b>

#### Persistent absenteeism

	School 2024/2025
Disadvantaged	17.7%
Non-disadvantaged	4.5%
All pupils	8.5%
National	13.5%

Disadvantaged pupils do not attend school as regularly as non-disadvantaged pupils. The data demonstrated that most disadvantaged pupils attend school considerably less than non-disadvantaged pupils in school.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas such as phonics and in some year groups with progress. Attendance still is suffering and not back to pre-covid results even so, we still feel that we are on target to achieve outcomes by 2027/2028.

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

Programme	Provider
Reading assessments	2Eskimo
Times Tables Rockstars	TT Rockstars
Phonics scheme	Read, Write Inc
Dyscalculia assessment	Dynamo maths

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
This was allocated to extra staff in year 6 for additional intervention in maths, writing and reading.
The impact of that spending on service pupil premium eligible pupils
This allowed children to achieve successfully in year 6 with good outcomes in their SATS.

## 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 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.