

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wexham Court Primary School
Number of pupils in school	695
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Navroop Mehat
Pupil premium lead	Heather Harris
Governor / Trustee lead	Kam Birdie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (* Excludes Looked After School (LAC))	£186,955 (*)
Recovery premium funding allocation this academic year	£21,170
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	£208,125

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for disadvantaged pupils

- Good mental health / physical wellbeing
- Children enjoy school
- Children regularly experience success
- Children have a wider vocabulary
- More children attain the expected standard make good progress at the end of KS2 in reading, writing and maths
- Improved attendance

### What does the research say about effective use of the pupil premium?

Student centred leadership, Robinson (2011):

- Leading teacher learning and development has the greatest impact on children's attainment

[The attainment gap report](#), Education Endowment Foundation (2018):

- Early years' education has huge promise in preventing the attainment gap from becoming entrenched.
- What happens in the classroom makes the biggest difference.
- Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.
- Transitions between phases are a risk point for vulnerable children.
- TAs can be deployed more effectively.
- Implementation is as important as content.
- Catch up is difficult – we should aim to get it right the first time round.
- Sharing best practice between schools and building capacity is essential to closing the gap.

[Supporting the attainment of disadvantaged pupils](#), Department for Education, 2015:

- Create a whole school ethos of attainment for all
- Address behaviour and attendance
- Ensure high quality teaching for all
- Meet individual learning needs
- Deploy staff effectively
- Respond to evidence, including data
- Ensure clear, responsive leadership

[The EEF guide to the pupil premium](#), Education Endowment Foundation, 2018:

- The report recommends school take a tiered approach to Pupil Premium spending.
- Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.
- Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

[The teaching and learning toolkit](#), Education Endowment Foundation

Highest impact strategies:

- Feedback
- Metacognition and self regulation
- Reading comprehension strategies
- Mastery learning

- Collaborative learning
- Early years interventions
- One to one interventions
- Oral language interventions

**School priorities**

- Early language development
- Early reading
- Vocabulary development
- Oracy
- Curriculum development and school wide strategies for teaching reading, writing and maths
- Teachers’ subject knowledge development
- Quality of teachers’ instruction

## Challenges

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

Challenge number	Detail of challenge
1 (48%)	Specific difficulties in spelling / writing transcription
2 (47%)	Narrow vocabulary
3 (46%)	Low self esteem / confidence
4 (43%)	Oracy / articulation
5 (38%)	Emotional wellbeing / mental health
6 (37%)	Memory / recall
7 (35%)	Limited life experiences
8 (35%)	Specific difficulties in maths
9 (35%)	Specific difficulties in phonics / reading fluency
10 (34%)	Organisational skills
11 (28%)	Parental engagement
12 (25%)	Poor attendance / health
13 (25%)	Low aspirations
14 (23%)	Financial hardship
15 (23%)	Relationships with peers / adults

## 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
Good mental / physical health and wellbeing	Children's surveys Discussions with staff ELSA reports
Children enjoy school	Children's survey Parents' survey
Children regularly experience success	Work in books Discussions with children Discussions with staff
Children have a wider vocabulary	Reading assessments Discussions with children Discussions with staff Work in books
More children attain at the expected standard and make good progress in reading, writing and maths at the end of KS2	KS2 SATs data
Improved attendance	Attendance records

## 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: £ 193,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
PLCs for curriculum, relationships and transition from EYFS to Y1	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018): Early years' education has huge promise in preventing the attainment gap from becoming entrenched. Transitions between phases are a risk point for vulnerable children.	1, 2, 3, 5, 6, 8, 9, 12 P/C/R
Middle leadership development programme	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018): Implementation is as important as content.	P/C/R
Robust NQT induction using the Early Career Framework	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	P/C/R
Development of reading strategy	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 4, 6, 9, 12 P/C/R
Development of writing strategy NMM subscription Training on NMM and WR	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 2, 3, 4, 6, 12 P/C/R
Use of accelerated reader, myON and STAR assessments	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12 P/C/R
Directed time planning support for each year group	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018): Implementation is as important as content.	1, 2, 4, 6, 8, 9, 12 P/C/R
RWI training and support	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12, P/C/R
Oracy pioneer training	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018 - Teaching should	1, 2, 4, 12, P/C/R

	be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	
LSA training in effective support	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference. TAs can be deployed more effectively.	3, 6, 12 P/C/R
External expert teacher training	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.  <a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	3, 6, 12 P/C/R

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

Budgeted cost: £ 67,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health first aid and train others on Lego therapy	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 5, 12, 15 P/C/R
1:1 tuition KS2	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.	1, 2, 3, 4, 6, 8, 9, 12 P/C/R
Booster groups	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.	1, 2, 3, 4, 6, 8, 9, 12 P/C/R
Connect programme	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic	3, 6, 11, 12, 13 P

	factors, including improving attendance, behaviour and social and emotional support.	
Family links programme	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 6, 11, 12, 13 P
ELSA	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 6, 12, 15 P/C/R
Additional phonics and fluency for children in KS2	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12 P/C/R
NELI language intervention for EYFS	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - Early years' education has huge promise in preventing the attainment gap from becoming entrenched.	1, 2, 4, 5, 6, 9, 12, 15 P/C/R

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

Budgeted cost: £ 8,000 (notional at this stage)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent advice sessions / workshops	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	1, 2, 4, 11, 12, 13, 15
Trip / club subsidisation		7, 12, 13, 14
Resources to be sent home (story sacks, uniform, books and stationary)		1, 2, 4, 8, 9, 10
Cooking club		7, 12

**Total budgeted cost: £ 269,593**

## 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 2020 to 2021 academic year.

<b>Standardised test data for disadvantaged Y6 children (2021)</b>
Reading
<ul style="list-style-type: none"><li>• EXS+ 85% (compared to 67% of all children)</li><li>• GDS 15% (compared to 15% of all children)</li></ul>
Maths
<ul style="list-style-type: none"><li>• EXS+ 60% (compared to 56% of all children)</li><li>• GDS 35% (compared to 26% of all children)</li></ul>
<b>Comparative judgement assessment data for disadvantaged Y6 children (2021)</b>
<ul style="list-style-type: none"><li>• EXS+ 72% (compared to 86% of all children)</li><li>• GDS 24% (compared to 33% of all children)</li></ul>

### 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
Comparative judgement assessment of writing	No More Marking
Connect	NHS
Family Links	Family Links Org
Oracy Pioneer Training	Voice 21
Accelerated Reader, myON and STAR assessments	Renaissance

### 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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
--	-----