



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 (3-year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	July 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	£192,527
Recovery premium funding allocation this academic year	£21,750
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	£214,277

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.

Highest impact strategies:

- Feedback
- Metacognition and self-regulation
- Reading comprehension strategies
- Mastery learning
- Collaborative learning
- Early years interventions
- 1:1 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
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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 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: **£173,768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PLCs for curriculum and transition from EYFS to Y1	The attainment gap report , 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
Middle leadership development programme	The attainment gap report , Education Endowment Foundation (2018): Implementation is as important as content.	1, 2, 4, 6, 8, 9
Robust ECT induction using the Early Career Framework	The EEF guide to the pupil premium , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	1, 2, 4, 6, 8, 9
Development of reading strategy	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 4, 6, 9, 12
Development of writing strategy NMM subscription Training on NMM and WR	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 2, 3, 4, 6, 12
Use of accelerated reader, MyOn and STAR assessments	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12
Direct time planning support for each year group	The attainment gap report , Education Endowment Foundation (2018): Implementation is as important as content.	1, 2, 4, 6, 8, 9, 12
RWI training and support	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12,

Oracy pioneer training	The EEF guide to the pupil premium , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	1, 2, 4, 12,
TA training in effective support	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference. TAs can be deployed more effectively.	3, 6, 12
External expert teacher training	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference. The EEF guide to the pupil premium , 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

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

Budgeted cost: **£47,825**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health First-Aid and train others on Lego therapy	The EEF guide to the pupil premium , 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
1:1 tuition KS2	The attainment gap report , 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
Booster groups	The attainment gap report , 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
Connect programme	Working with Parents to support Children's learning Education Endowment Foundation, 2021: Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups.	3, 6, 11, 12, 13
Family links programme	Working with Parents to support Children's learning Education Endowment Foundation, 2021: Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups.	3, 6, 11, 12, 13
ELSA	The EEF guide to the pupil premium , 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-	3, 6, 12, 15

	academic factors, including improving attendance, behaviour and social and emotional support.	
Additional phonics and fluency for children in KS2	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12
NELI language intervention for EYFS	The attainment gap report , 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

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent advice sessions / workshops	<p>Working with Parents to support Children's learning</p> <p>Education Endowment Foundation, 2021: Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups.</p>	1, 2, 4, 11, 12, 13, 15
Trip / club subsidisation	<p>The EEF guide to the pupil premium, 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.</p>	7, 12, 13, 14
Resources to be sent home (story sacks, uniform, books and stationery)	<p>The EEF guide to the pupil premium, 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.</p>	1, 2, 4, 8, 9, 10
Cooking club	<p>The EEF guide to the pupil premium, 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.</p>	7, 12

Total budgeted cost: **£223,593**

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.

Phonics

The phonics programme and 1:1 interventions have been a success. Out of the 20 pupil premium children who took the phonics screening check, 18 of them passed. The two that didn't pass will continue to be on the phonics programme with the aim of them passing the following year.

Development of reading strategy

We have seen some successes in our reading strategy this year. The strategy's strengths included explicit teaching of vocabulary which allowed children to access a larger range of more challenging texts, as well as investing time in children's background knowledge of a topic before reading. This enabled children to more confidently make inferences as they had references to draw upon. Our pupil premium children achieved higher than our non-pupil premium children for meeting the expected standard in years 1 and 4. In the other year groups, 10 out of 12 of the children who did not meet the expected standard had SEND. Next year, we will focus on developing teacher instruction for individual learning needs and scaffolding.

Development of writing strategy

The writing strategy has shown impact this year through the teaching of challenging vocabulary, as well as investing time in children internalising the model text before starting to write. This allowed the children to read like a writer and pull apart what techniques make great writing and analyse how sentences and grammar can be manipulated to create meaning. The pupil premium children achieved in line or higher than the non-pupil premium children for meeting the expected standard in years 1, 2, 4 and 5. In the other year groups, 10 out of the 16 children who did not meet the expected standard had SEND. For the children without individual needs, we will target them for tuition next year and support the teachers with their planning to ensure appropriate gaps are filled.

PLCs for transition

All pupil premium children successfully integrated into Year 1 from EYFS. Transition involved hand over sessions between old and new class teachers, meetings with parents, social stories for the children and visits to their new classrooms before the summer. EYFS also started using more formal teaching methods before the summer such as; whole class teaching at desks and slightly longer lessons.

Professional development

Our professional development programmes focused on middle leaders, ECTs and LSAs. The ECT programme was successful, all ECTs passed their first year and learning walks, and professional conversations showed that the teachers improved their classroom instruction and scaffolding to support their children's needs. Middle leaders across the school also worked with senior leaders to develop our curriculum, which has shown to have impact. However, the LSA training was not as successful, this was mainly due to time constraints and lack of focus on the training needs of our staff. Next year, we will be investing time into creating a robust training programme based on academic research from the Education Endowment Foundation. We will also be prioritising LSA's timetables to ensure they have the time to reflect and embed their practice.

Oracy

The oracy programme did not start last year, we will be using the Education Endowment Foundations' implementation guide to ensure we create a robust strategy to support our children's oracy across the school next year.

NELI

The NELI programme only ran for approximately 8 weeks. Although the 12 children who had access to the programme showed good progress, it was extremely timely to run and not cost effective. We decided to end the programme and start research on a more efficient speech and language programme for the school, which we will aim to roll out next year.

1:1 tuition and booster groups

The tuition had mixed impact across the school. For maths, 73% of the children who attended made progress on their standardised tests between autumn and summer, however this percentage dropped for reading and writing. This may be due to the short session time; therefore, fluency and number facts are easier to teach in short bursts compared to literacy which involves more in-depth analysis and conversation. Next year, we will look at how we structure the tuition to ensure maximum impact is made.

Connect and family links programmes

Due to staffing we were unable to run the family links programme, however we did run the connect programme for 8 weeks with 5 families. It involved inviting hard-to-reach parents to an after-school club with their children so that we could build relationships through games, workshops and meals. The feedback from parents was that the timings were challenging for the families as most mums and dads had to try and leave work early or go and pick up other children. However, they did say they enjoyed the arts and crafts activities and valued the workshops from subjects leads who shared strategies; which could be used at home to support their children. Although parents and teachers report they have better communication since the programme, the children's

attendance and attainment did not improve. If we were to run this programme again, changes would need to be made to ensure success in these areas.

Trips and clubs

All children had access to trips and clubs last year regardless of their financial situation, however it is challenging to measure the impact of this intervention.

Mental wellbeing

16 families accessed the mental health first aid service last year, 13 of them completed all 6 sessions. 75% of families reported that the sessions were effective and supported them in helping their child with their anxieties and overall wellbeing. 6 children accessed the 1:1 service and attended all 6 sessions, all children reported that the sessions taught them practical ways to help them overcome certain negative feelings and grow in confidence.

From the pre and post ELSA questionnaires, it shows that 85% of the 50 pupils who have taken part in ELSA felt that they were able to use strategies to support them with regulating their emotions. 78% of children said that they felt less worried after the sessions. 80% of children scored higher to feeling happier.

Attendance

Attendance for pupil premium children was at 91.4% last year compared to non-pupil premium children which was at 92.6%. Next year we will be focusing on building relationships with parents and families by conducting home visits across years 1 to 6, which we hope will increase the attendance of our children.

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
Timetables Rockstars	Timetables rockstars
Accelerator reader	Renaissance
Star Reader/Star Maths	Renaissance
Read Write Inc	Ruth Miskin
MyOn	Renaissance
Language links	Language links
No more marking	No more marking

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