



Evaluated Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	668
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Navroop Mehat
Pupil Premium Lead	Heather Harris
Governor / Trustee Lead	Manisha Sandhar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,680
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	£226,430

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Increase the number of children attaining the expected standard in reading, writing and maths
- Increase the number of pupils achieving above the expected standard in reading, writing and maths
- Children are fluent readers with books they enjoy reading
- Children are articulate and confident speakers in a range of spaces
- Children experience leadership, responsibility and roles within their school life
- Children have strategies and strong routines to manage and regulate emotions, including anxiety
- Children are able to organise and manage themselves effectively in school
- Children regularly experience success
- Children remember and can use a wider range of vocabulary from across the curriculum
- Children have a school mentor they can approach
- Children leave Wexham Court being able to play an instrument
- Children leave Wexham Court being able to participate in a sport
- Improve attendance to above 96%
- Children are motivated in lessons to participate and progress their learning

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

- Senior leaders to ensure staff have a clear focus when strategies are in place
- Teachers' subject knowledge development
- Quality of teachers' instruction
- Early language development
- Early reading
- Fluency in reading across all year groups
- Mapping the key vocabulary for all subjects
- Curriculum development and school wide strategies for teaching reading, writing and maths
- Attendance review of systems to make them more robust and impactful
- Specific and high-quality support for children with special educational needs
- Raise awareness of children's backgrounds and barriers to learning with staff; including SLT
- Spelling strategy in place across all year groups

Challenges

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

Challenge number	Detail of challenge
1 (58%)	Specific difficulties in spelling / writing transcription
2 (55%)	Narrow vocabulary
3 (56%)	Low self-esteem / confidence
4 (60%)	Oracy / articulation
5 (49%)	Emotional wellbeing / mental health
6 (45%)	Memory / recall
7 (64%)	Limited life experiences
8 (51%)	Specific difficulties in maths
9 (55%)	Specific difficulties in phonics / reading fluency
10 (56%)	Organisational skills
11 (21%)	Parental engagement
12 (30%)	Poor attendance / health
13 (55%)	Low aspirations
14 (70%)	Financial hardship
15 (45%)	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
Children have strategies and strong routines to manage and regulate emotions, including anxiety	Children questionnaires, professional conversations and ELSA reports show that children have good mental health, this could cover positive attitudes towards school, home, friends and themselves.
Children regularly experience success	Work in books and discussions with teachers and children show that children are experiencing success and have high self-confidence.

Children remember and can use a wider range of vocabulary from across the curriculum	Reading assessments, discussions with children and staff and work in books shows children are using a wider vocabulary in the correct context.
Children are motivated in lessons to participate and progress their learning	Teacher questionnaires, pupil questionnaires, professional conversations and learning walks show that children are participating in lesson and eager work on their next steps and put in effort to correct and edit their work.
Improved attendance	Attendance data shows an increase from 91.4% to 93%.
Increase number of pupils achieving above the expected in reading, writing and maths	Statutory and school assessment data shows an increase in attainment across all three subjects
Increase the number of children attaining the expected standard in reading, writing and maths	Statutory and school assessment data shows an increase in attainment across all three subjects
Children are fluent readers with books they enjoy reading	Fluency data and professional conversations with teachers shows that children are reading with prosody.
Children are articulate and confident speakers in a range of spaces	Professional conversations with teachers show that children are able to speak in class in a range of contexts as well in the wider school community.
Children experience leadership, responsibility and roles within their school life	Data shows that a percentage of our prefects, eco warriors, social councils, sport leaders and digital leaders are pupil premium children.
Children are able to organise and manage themselves effectively in school	Conversations with teachers show that children are ready to learn with the correct equipment. They know the school routine and how to find resources around the classroom independently.
Children leave Wexham Court being able to play an instrument	Data shows children have participated in music lessons as a class but also taken up the opportunity to learn an instrument in private lessons. Conversations with children show they are motivated to continue learning and have enjoyed the experience.
Children have a school mentor they can approach	Conversations with children show they are happy to come to school and feel there is a

	<p>trusted adult within the school they can talk to. Safeguarding records show we are picking up on issues early and putting support in place quickly.</p>
<p>Children leave Wexham Court being able to participate in a sport</p>	<p>Data shows children have participated in sport lessons as a class, but also taken up the opportunity to learn a sport in private lessons or during clubs. Conversations with children show they are motivated to continue learning and have enjoyed the experience.</p>

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: **£136,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focusing on curriculum knowledge and implementation across all subjects. This will cover topics such as formative assessment strategies, science of learning and long-term memory and scaffolding	The teaching and learning toolkit , Education Endowment Foundation Highest impact strategies: <ul style="list-style-type: none"> • Feedback • Metacognition and self-regulation • Reading comprehension strategies • Mastery learning • Collaborative learning 	1, 2, 3, 4, 5, 6, 8, 9, 12
Middle leadership development programme. This will cover training for topics such as leadership skills and building culture and relationships	The attainment gap report , Education Endowment Foundation (2018): Implementation is as important as content.	15
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, 3, 4, 5, 6, 8, 9, 15
Development of Maths strategy	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 4, 6, 8, 12
Implementation of writing and reading strategy	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 2, 3, 4, 6, 9,
Use of accelerated reader, MyOn and STAR assessments, no more marking and phonics subscription	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 8, 9

Support for all teachers during PPA time, focusing on children's prior knowledge and next steps	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 from external professionals via the Ruth Miskin programme	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 2, 3, 6, 9, 12
Training for all LSAs with continuous support in class by the senior leadership and SEND team. This will focus on topics such as learning strategies, behaviour and scaffolding	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, 3, 4, 5, 6, 7, 8, 9, 10, 12,
Music lessons available to all our PP children so that they can learn a musical instrument	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.	5, 7, 12, 13

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

Budgeted cost: **£69,258**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health support for our vulnerable children	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, 13, 15
1:1 tuition	The attainment gap report , Education Endowment Foundation (2018) - Small group / 1:1 interventions have the	1, 2, 3, 4, 6, 8, 9, 12

	potential for the largest immediate impact on attainment.	
ELSA Social, emotional and behavioural support	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, 6, 12, 15
SEBDOS Social, emotional and behavioural support	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, 6, 12, 15
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

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

Budgeted cost: **£21,294**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent advice sessions and workshops including toileting and support with reading and maths at home	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.	1, 2, 4, 8, 9, 11, 12, 13, 15
Trip / club subsidisation	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	7, 12, 13, 14

	attendance, behaviour and social and emotional support.	
Resources to be available for all children such as story sacks, reading books, uniform and stationery	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.	1, 2, 4, 8, 9, 10, 14
After school club materials and staffing. This includes sports clubs as well as cooking, art and other clubs available	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, 7, 12, 14
Attendance monitoring will include meetings and phone calls to parents whose children's attendance needs to improve	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.	11, 12
Laptop loans	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.	14
Home visits for children from years 1-6 to help build relationships between school and home	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.	11, 12
Parent pledge research and implementation	Working with Parents to support Children's learning	11, 12

	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.	
Swimming lessons	The attainment gap report , Education Endowment Foundation (2018) - Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.	7, 13

Total budgeted cost: £226,557

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.

Phonics

The Phonics training and interventions were a success. All of the year 1 pupil premium children who took the phonics screening check passed (13/13 children). This provision will continue in the 2023-2024 strategy statement.

Implementation 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. Across years 3-6, 88% of our pupil premium children achieved expected or above in the standardized reading test in Summer 2023 compared to 81% in the Autumn 2022. Next year we will focus on developing teacher instruction for individual learning needs and scaffolding.

Implementation 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. In every year group our pupil premium children scored higher than other school's pupil premium children on comparative judgements.

Development of Maths Strategy

The maths strategy has shown some impact this year however this will continue to be implemented next year. Strengths of the strategy include teachers consolidating prerequisite when teaching new concepts and clear models of excellence for children to refer to. Across years 3-6, 87% of our pupil premium children achieved expected or above in the standardised maths test in Summer 2023 which was the same compared to Autumn 2022, however 32% achieved greater depth in Summer 2023 compared to 20% in Autumn 2022. Next year we will have a big focus on scaffolding.

Music lessons

49 pupil premium children across the school took part in additional music lessons, learning a range of instruments such as the cello, guitars, violins and djembes. Our children also performed in an orchestra and went to 'everyone can play' with slough music service to perform with a professional band and conductor. Following on from their recorder lessons in class all year 4 received a recorder to take home and year 5 got a chance to sing at Wemberly Stadium.

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