



## Pupil Premium Strategy Statement

Evaluated December 2024

This statement details the school's use of pupil premium funding (and recovery premium for the academic year 2023-2024) 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	693
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	1
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Navroop Mehat
Pupil Premium Lead	Heather Harris /Andrea Whitfield
Governor / Trustee Lead	Simran Ahluwalia

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,160
Recovery premium funding allocation this academic year	£22,620
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	£243,780

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for disadvantaged pupils

- Increase the number of pupils achieving the expected standards in reading, writing and maths.
- Increase the number of pupils achieving above the expected standards in reading, writing and maths
- Pupils become fluent readers with books they enjoy reading.
- Pupils become articulate and confident speakers in a range of spaces.
- Pupils experience leadership responsibility and roles within their school life.
- Pupils have strategies and strong routines to manage and regulate emotions, including anxiety.
- Pupils are able to organise and manage themselves effectively in school.
- Pupils regularly experience success.
- Pupils remember and can use a wider range of vocabulary from across the curriculum.
- Pupils have a school mentor they can approach.
- Pupils leave Wexham Court being able to play an instrument.
- Pupils leave Wexham Court being able to participate in a sport.
- Improve attendance to above 96%.
- Pupils are motivated in lessons to participate and progress their learning.
- Pupils believe they can achieve anything they put their mind to, because they know how, and self-esteem is high.

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

Student centered leadership, Robinson (2011):

- Leading teacher learning and development has the greatest impact on pupil 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 or 1:1 intervention has the potential for the largest immediate impact on attainment.
- Transitions between phases are a risk point for vulnerable pupils.
- LSAs can be deployed more effectively.
- Implementation is as important as content.
- Catching up is difficult – we should aim to get it right the first-time around.
- 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:

- The report recommends schools 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.
- 1:1 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 pupils with special educational needs.
- Raise awareness of pupils' 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
Pupils have strategies and strong routines to manage and regulate emotions, including anxiety.	Pupil questionnaires interviews, professional conversations, restorative conversations and ELSA reports show that pupils have good mental health, this could cover positive attitudes towards school, home, friends and themselves.
Pupils regularly experience success.	Work in books and discussions with teachers, house points issued, concerts and performances, show that pupils are experiencing success and have high self-confidence.

Pupils remember and can use a wider range of vocabulary from across the curriculum.	Reading assessments, discussions with pupils and staff and work in books shows pupils are using a wider vocabulary in the correct context.
Pupils are motivated in lessons to participate and progress their learning.	Teacher questionnaires, pupil questionnaires, professional conversations and learning walks show that pupils are participating in lessons and eager to work on their next steps and put in the effort to correct and edit their work.
Improved attendance.	Attendance data shows an increase from 91.1% to 94.1%.
Increased number of pupils achieving above the expected standard in reading, writing and maths.	Statutory and school assessment data shows an increase in attainment across all three subjects.
Increase the number of pupils attaining the expected standard in reading, writing and maths.	Statutory and school assessment data shows an increase in attainment across all three subjects with more pupils working at the expected level.
Pupils become fluent readers with books they enjoy reading.	Fluency data and professional conversations with teachers, reading interventions, pupil discussions, meet the author days show that pupils are reading with prosody.
Pupils become articulate and confident speakers in a range of spaces.	Learning walks and professional conversations with teachers and implementing the Oracy Project, show that pupils are able to speak in class in a range of contexts as well in the wider school community, including class assemblies and greeting visitors.
Pupils experience leadership responsibility and roles within their school life.	Data shows that a percentage of our pupils who are prefects, eco warriors, schools council members, sport leaders and digital leaders are pupil premium pupils.
Pupils are able to organise and manage themselves effectively in school.	Conversations with teachers and pupils show that pupils are ready to learn with the correct equipment. They know the school routine and how to find resources around the classroom independently. They wear PE kit and hand in homework on the correct days.

<p>Pupils leave Wexham Court being able to play an instrument.</p>	<p>Data shows pupils have participated in music lessons as a class and taken up the opportunity to learn a variety of different instruments including djembe drums, guitar, violin and keyboard instrument in private lessons. Conversations with pupils show they are motivated to continue learning and have enjoyed the experience.</p>
<p>Pupils have a school mentor they can approach.</p>	<p>Conversations with pupils show they are happy to come to school and feel there is a 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>Pupils leave Wexham Court being able to participate in a sport.</p>	<p>Data shows pupils have participated in sports lessons as a class, but also taken up the opportunity to learn a sport in a variety of private lessons or during clubs. Conversations with pupils show they are motivated to continue learning and have enjoyed the experience.</p>
<p>Pupils have positive and strong relationships with adults and peers.</p>	<p>Data shows that pupils feel safe in school and can name friends and adults they can trust and are able to build relationships with adults. They mention they know adults and would like more time to get to know adults better. By this they mean, they do not always have time to talk to adults, getting to know them better. They can make friends and can explain how to ask for help with friendships if they need to.</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.	<a href="#">The teaching and learning toolkit</a> , Education Endowment Foundation Highest impact strategies: <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Metacognition and self-regulation</li> <li>• Reading comprehension strategies</li> <li>• Mastery learning</li> <li>• Collaborative learning</li> </ul>	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.	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018): Implementation is as important as content.	15
Robust ECT induction using the Early Career Framework.	<a href="#">The EEF guide to the pupil premium</a> , Education Endowment Foundation - 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.	<a href="#">The attainment gap report</a> , 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.	<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, 9,
Use of accelerated reader, MyOn and STAR assessments, no more marking and phonics subscription.	<a href="#">The attainment gap report</a> , 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 pupils' prior knowledge and next steps.	<a href="#">The attainment gap report</a> , 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.	<a href="#">The attainment gap report</a> , 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.	<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.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12,
Music lessons available to all our pupil premium pupils so that they can all learn a musical instrument.	<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.	15, 7, 12, 13
Implement Oracy strategy to support pupils becoming leaders.	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 4, 5

## 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 Pupils.	<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, 13, 15
1:1 tuition.	<a href="#">The attainment gap report</a> , Education Endowment Foundation (2018) - Small group or 1:1 interventions have the potential for the largest immediate impact on attainment.	1, 2, 3, 4, 6, 8, 9, 12
ELSA Social, emotional and behavioural support.	<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
SEBDOS Social, emotional and behavioural support.	<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
Additional phonics and fluency for Pupils 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

## 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.	<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, 8, 9, 11, 12, 13, 15
Trip / club subsidisation.	<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.	7, 12, 13, 14
Resources to be available for all pupils such as story sacks, reading books, uniform and stationery.	<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, 8, 9, 10, 14
After school club materials and staffing. This includes sports clubs as well as cooking, art and other clubs available.	<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, 7, 12, 14
Attendance monitoring will include meetings and telephone calls to parents whose pupils' attendance needs to improve.	<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	11, 12

	emotional support.	
Laptop loans.	<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.	14
Home visits for Pupils from Years 1-6 to help build relationships between school and home.	<a href="#">Working with Parents to support Pupils' learning</a> Education Endowment Foundation, 2021: Parents' interest and involvement in their pupils' learning is consistently associated with positive outcomes for pupils of all age groups.	11, 12
Working with parents to support their children's learning	<a href="#">Working with Parents to support Pupils' learning</a> Education Endowment Foundation, 2021: Parents' interest and involvement in their pupils' learning is consistently associated with positive outcomes for pupils of all age groups.	11, 12
Swimming lessons.	<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.	7, 13
Mental health sessions/ ELSA and Nurture based social skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> Report on social emotional development.	3, 5, 12,15

**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 2023 to 2024 academic year.

Attendance: PPG pupil attendance 94%

Of those:

- 3% (5 pupils) had excellent attendance (100%)
- 41% (59 pupils) had good attendance (96% – 99.9%)
- 37% (53 pupils) had low attendance (90% - 96%)
- 19% (28 pupils) were persistently absent (10% or more sessions missed)

Attendance is monitored weekly and actioned half termly with a focus on pupil premium children.

**Reading and phonics:** CPD on fluency, vocabulary and contextual teaching has improved pupils' comprehension of the books they are reading. Purchase of book packs and story sacks has made reading and storytelling more motivating. Guided reading is well planned and sequenced. Several author visits in book week helped build enthusiasm for reading. Explicit vocabulary teaching and background knowledge helps children with contextual understanding. Pupils received 1:1 tutoring in the mornings with only 3 not taking this up. There is still need for further training on early reading from Year 2 to 3 and upwards on fluency and time for extended reading. A plan is already in place.

**Phonics Screen check:** 19/20 passed the PSC. 1:1 tutoring and reading support has enabled the results to be very good. CPD for both staff and parents has been very successful. Parents are watching the videos and so are the support staff. Knowledge from Nursery to Year 2 is very good.

**Maths:** The purchase of resources such as Rekenrek and CPD have supported teaching. The Maths lead has had time out of class to support formative assessment, and step by step teaching has made understanding maths easier. Year 6 SATS results in maths are above national and local levels. Next year we need to ensure the fluency of arithmetic remains a big focus especially in Years 2 to 5 and to extend challenge.

MTC test: 79% (19/24) PPG pupils achieved Expected or above

Of those:

- 8% (2/24) PPG pupils achieved Expected
- 58% (14/24) achieved Expected Plus
- 13% (3/24) achieved Greater Depth

**Writing:** The PPG pupils achieved above the non-PPG both within the school and nationally in our comparative judgment data. Pupils in Year 6 SATS are above national and local levels with 88% achieving the expected or above.

#### Music lessons

20 children attended clubs including choir and various musical instrument lessons and tuition.

Data shows pupils have participated in music lessons as a class and taken up the opportunity to learn a variety of different instruments including djembe drums, guitar, violin and keyboard instruments in

private lessons. Conversations with pupils show they are motivated to continue learning and have enjoyed the experience. They have visited other settings to perform. All PPG pupils play an instrument and can sing. Next year, this will be monitored more closely, with parents being invited in to talk about music lessons, hopefully resulting in increased 1:1 music lessons.

### **Interventions and provisions**

ELSA and drawing and talking has supported pupil premium children with self-regulation and emotional understanding, therefore increasing positive outcomes and interactions. Emotional and mental health support, including SEBDOS. SEBDOS support included 1:1 pupil support and family support in the home. Next term we will use Mental Health support to train staff and to help implement zones of regulation across the whole school and in daily life.

### **Transition to the next phase**

14 children had support from external professionals brought in to assist and apply their expertise. This involved SEBDOS support for transition, 1:1 SEBDOS pupil support and SEBDOS family support.

### **Tutoring**

42 children receive tuition regularly throughout the year. Tuition was effective for those children who attended, pupil premium children were highlighted first for this support. This will continue through interventions in real time.

### **Laptops**

23 laptops were loaned to assist with homework and online learning. For next year, we have opened up lunchtime and an after-school club for homework support. A class teacher hosts this with available laptops.

### **Swimming**

1:1 tuition took place for 14 weeks and was helpful in securing water familiarity and movement. After school clubs run all year with places offered to pupil premium children in the first instance, these include book club, crochet club, basketball club, gardening club and cookery club.

Parent advice sessions and workshops including toileting and support with reading and maths at home, took place each term. Next year parent sessions will focus on EAL, reading and how to support pupils at home. Parents will be selected to attend.

This year, trips, clubs, and uniforms have been paid for. There has been a significant rise in the need to support this, with more spent than expected. We have accounted for this in both our planning of experiences and allocation of money.

Overall CPD has been very effective, teachers are knowledgeable which is evident in their planning and teaching. They speak with confidence about metacognition and are able to see the importance of things like pre-requisite learning. The CPD has mainly come from the SLT; next term the Middle leaders will be supported and trained to provide this.

## 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
Timestables Rockstars	Timestables 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