

## WPA Disadvantaged Pupil Premium Strategy Action plan Academic Academic Year 2023-24 and Review 2022 - 2023

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and national tutoring 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 and funding overview

Metric	Data
School name	Wantage Primary Academy
Pupils in school	196 (school) 222 (including nursery)
Number of disadvantaged school-age pupils	31 (Reception – Year 5)
% of disadvantaged school-age pupils	15.8%
Pupil premium allocation this academic year	<b>£33,465</b> (estimate based on what is likely in Oct census. Payment not yet received)
Academic Year	2023 – 2024
Date for strategy Review	Spring/ Summer 2024
Statement authorised by	Leah Basilone
Pupil premium lead	Leah Basilone
Governor lead	Jodie Croft
National tutoring income	£878
Date published	September 2023
Date on which it will be reviewed	June 2024

## Part A: Pupil premium strategy plan

### Statement of intent

At WPA, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential. When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the barriers to learning faced by Pupil Premium pupils in the context of our school. The progress and attainment of all pupils at WPA is carefully tracked and analysed in order to draw conclusions and develop action plans. Pupils at WPA achieve and attain well. Our objectives are to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not, and to provide opportunities for disadvantaged pupils to reach higher levels of attainment in line with those not entitled to PPG.

### Challenges and barriers

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

Challenge number	Detail of challenge
1	Poor speech, language and communication skills particularly on entry to EYFS
2	Poor attendance or lateness
3	Complex family engagement with their schooling
4	Social and emotional difficulties and challenges
5	High proportion of additional and SEN needs requiring specialist support

### 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.

Aim	Success criteria	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading	N/A
Progress in Writing	Achieve at least national average progress scores in KS2 Writing	N/A
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics	N/A
Phonics	Achieve national average expected standard in PSC	June 2024
Other	Improve attendance of all disadvantaged pupils to (96%+)	July 2024

### Activity in this academic year (2023-24)

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff given release time to access training and CPD and released to train and develop others</i></p> <p>£5,000</p>	<p>Targeted staff CPD and training is essential to follow EEF principles. This is followed up during staff meetings and in our INSET meetings.</p> <p>All staff leading subject areas are released each term to monitor progress of all pupils. This leads to an upskilling in each classroom to increase staff confidence and therefore pupil learning</p>	1, 2, 3, 4, 5
<p><i>SENCo to release staff and support with behavioural needs</i></p> <p>£3000</p>	<p>Targeting training to support individuals and their individual needs and creating a consistent approach to ensure children are supported.</p>	3, 4, 5

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

Budgeted cost: £ 20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional support for children requiring intervention (1:1 and small group support)</i></p> <p>£18,000</p>	<p>Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>High impact for moderate cost EEF.</p>	1, 3, 4, 5
<p><i>Private SALT to be put in place to support</i></p>	<p>Enables learners to access learning, a spoken word before a written word.</p>	5

<i>communication and language needs.</i> £1800	Supports barriers to learning. <u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u>	
<i>Purple Mash renewed and pupils given logins to access additional interventions and boosters to support</i> £400	1:1 targeted sessions  Greater empowerment of pupils when taking ownership	1,3,4

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to act as a point of contact in school for families in need of support and support parents in building resilience and independence in accessing support and participating in school and community life Family support worker £23,000	<u><a href="#">Parental Engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></u>  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <u><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></u>	5, 6
Support for families to ensure that PP pupils take part in trips and visits through reduced costs for residential. £1000	Ensuring that PP pupils have access to cultural capital.	2,3

Total budgeted cost: £ [52,200]

## 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.

### Review of Pupil Premium grant expenditure 2022/23

Review of expenditure 2022-23				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improved understanding of complex behaviours  Behaviour well managed and learning not prevented	<i>Staff given release time to access training and CPD and released to train and develop others</i>  <i>SENco and behaviour lead to be given training and support training of school staff</i>	Behaviour lead led CPD on behaviour  C and I attended  Staff attended CPD on trauma informed practice, team teach, behaviour is communication  <b>Behaviour rated outstanding by Ofsted</b>	Action plan and targeted support needed for specific pupils.  SENCO to arrange Ed psy for specific pupils	£6,900
Booster groups raise pupil confidence and attainment	<i>Purple Mash purchased and pupils given logins to access additional interventions and boosters to support</i>  <i>1:1 and 1:2 tuition</i>	Booster groups took place all year. All groups made progress and better able to access learning.  Pre teach and post teach worked well	Increased challenge with new pupils entering in year  More quality staff needed	£29,000