

## WPA Disadvantaged Pupil Premium Strategy Action plan Academic Academic Year 2022-23 and Review 2021 - 2022

### Pupil premium strategy statement

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

Metric	Data
School name	Wantage Primary Academy
Pupils in school	121 (school) 147 (including nursery)
Number of disadvantaged school-age pupils	17 (Reception – Year 4)
% of disadvantaged school-age pupils	14%
Pupil premium allocation this academic year	£21,000 (estimate based on what is likely in Oct census. Payment not yet received)
Academic Year	2022 - 2023
Date for strategy Review	Spring/ Summer 2023
Statement authorised by	Leah Basilone
Pupil premium lead	Leah Basilone
Governor lead	Jodie Croft
National tutoring income	£972
Date published	September 2022
Date on which it will be reviewed	June 2023

## 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 nursery/Reception
2	Poor attendance or lateness
3	Complex family engagement with their schooling
4	Social and emotional difficulties and challenges
5	High proportion of 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 2023
Other	Improve attendance of all disadvantaged pupils to (97%)	July 23

### Activity in this academic year (2022-23)

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: £ 4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff given release time to access training and CPD and released to train and develop others</p> <p>This is covered by TAs and supply staff.</p> <p>£4,000</p>	<p>Targeted staff CPD and training is essential to follow EEF principles. This is followed up during staff meetings and in our 5 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>SENco and behaviour lead to be given training and support training of school staff</p> <p>£300</p>	<p>Targeting training to support individuals and their individual needs and creating a consistent approach to ensure children are supported.</p> <p>Have appointed a new behaviour lead. She will undertake further training to support herself and others.</p>	3, 4, 5

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

Budgeted cost: £ 32,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring Year 3 and 4 are split so that we have Teaching staff to support smaller classes</p> <p>£29,000</p>	<p>Smaller class sizes particularly in years 3 and 4 where impact of gaps is greater. More attention can then be paid to each individual.</p>	1, 2, 4, 5
<p>1:1 and 1:2 tuition</p>	<p>High impact for moderate cost EEF. Teachers have identified individuals who would benefit from targeted small group</p>	1,3,4,5

£3000	tuition after school. This will be led by teaching assistants and teachers.	
<i>Purple Mash purchased and pupils given logins to access additional interventions and boosters to support</i> £450	1:1 targeted sessions  Greater empowerment of pupils when taking ownership	1,3,4

Total budgeted cost: £ [36,750]



## 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 2021 to 2022 academic year.

### Review of Pupil Premium grant expenditure 2021/ 2022

Review of expenditure 2021-22				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improved oral language skills	<p>Staff training on developing communication and language. Language assessment used to baseline all pupils and action plans drawn up.</p> <p>Intervention TAs used to support PP and lowest 20%</p>	Speech and language groups took place all year but was affected in Spring due to isolations. All groups restarted in the Summer term and will continue this year.	<p>Action plan and targeted support needed for specific pupils.</p> <p>SENCO to arrange SALT to attend and assess specific pupils</p>	<p>£5973</p> <p>CS salary from April - July</p>
Children eligible for Pupil Premium will make good or accelerated progress from baseline assessments (carried out in Sept/Oct 2020) in Reading, Writing and Maths.	<p>Phonics lead given release time to assess children and plan program of support including specific phonics interventions.</p> <p>SLT to analyse attainment and progress data and provide advice to staff on accelerating progress.</p> <p>Additional Teaching assistant time to run small group interventions/</p>	<p>Data showed areas of strengths with PP children in all ages groups meeting either ARE or small step target expectations (for those with SEN).</p> <p>Maths interventions in Nursery and Reception have meant 4/5 PP pupils met EXP</p> <p>Small TA interventions took place. 1:1, 1:2 and 1:4. TA interventions have decreased the gaps from April – July.</p> <p>VIP phonics groups meant 95% pass rate in Y1 screening June 2022</p>	<p>All planned interventions, pre teaching and gap filling groups and sessions to continue. Assessments carried out before each small unit to inform these</p>	<p>£19,832</p> <p>Part of AF salary used for targeted intervention support</p>

	pre/post teach to close gaps			
PP pupils in KS2 supported through 1:1 tuition through NTP	PP pupils in KS2 supported through 1:1 tuition through NTP		Sessions for identified pupils went well but more needed in terms of regularity of sessions	£712  Tutoring fee

### Disadvantaged pupil performance overview for last academic year (2021-22)

In house performance data Summer 2022	PPG pupils	Non-PPG pupils	PPG pupils (non SEND)	Non-PPG pupils (non SEND)
Reading ARE or above	73%	78%	86%	87%
Writing ARE or above	64%	75%	86%	85%
Maths ARE or above	82%	80%	100%	89%

