

Pupil premium strategy statement

This statement details our school's use of pupil premium (and national tutoring premium for the 2025 to 2026 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	Wantage Primary Academy
Number of pupils in school	348 (R-6)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of 3 years – 25 - 28
Date this statement was published	29.09.26
Date on which it will be reviewed	September 26
Statement authorised by	Hannah Robinson
Pupil premium lead	Hannah Robinson
Governor / Trustee lead	Jodie Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,929
Recovery premium funding allocation this academic year	£0
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	£80,929

Part A: Pupil premium strategy plan

Statement of intent

At Wantage Primary Academy, we believe that every child deserves the opportunity to flourish, achieve their potential and experience success, regardless of their background or individual circumstances. We are unwavering in our commitment to ensuring that all pupils receive a high-quality education which inspires ambition, nurtures confidence and equips them with the knowledge, skills and character needed to thrive both now and in the future.

When determining how to allocate Pupil Premium funding, we carefully consider the specific barriers to learning experienced by disadvantaged pupils within the context of our school community. Through rigorous monitoring, ongoing assessment and detailed analysis of attainment, progress, attendance and wider outcomes, we identify areas of need and implement targeted actions to ensure that every child is supported to succeed.

As a proud Relational School, positive relationships are at the heart of everything we do. We recognise that children learn best when they feel safe, valued, understood and connected. Our commitment to relational practice ensures that staff build strong, trusting relationships with pupils and families, creating an environment where every child feels a sense of belonging and is empowered to reach their full potential. Alongside this, our carefully developed pedagogical approach ensures that high-quality teaching, inclusive practice and ambitious expectations remain central to every classroom experience.

Our overarching aim is to diminish differences in attainment and achievement between disadvantaged pupils and their peers, while ensuring that all children have access to the rich opportunities, experiences and support needed to excel. We are particularly committed to enabling disadvantaged pupils to attain highly, develop confidence and aspiration, and achieve outcomes that are in line with, or exceed, those of their peers nationally.

High-quality teaching sits at the heart of our strategy and forms the foundation of our approach to improving outcomes for disadvantaged pupils. Evidence consistently demonstrates that building positive relationships, along with excellent classroom practice have the greatest impact on closing attainment gaps while benefiting all learners. We therefore invest in professional development, evidence-informed teaching strategies and the continual refinement of practice to ensure every pupil thrives in school, receiving the highest standard of education.

Our approach is responsive to both individual and common barriers to learning and is rooted in robust diagnostic assessment rather than assumptions about disadvantage. The strategies we implement work in combination to maximise impact and support pupils academically, socially and emotionally.

To ensure our Pupil Premium strategy is effective, we will:

- Maintain the highest expectations for all pupils and ensure disadvantaged pupils are consistently challenged and supported to achieve ambitious outcomes.
- Identify emerging needs early and intervene promptly to prevent gaps from widening.
- Deliver high-quality, evidence-informed teaching that meets the needs of all learners.
- Foster strong, positive relationships that promote belonging, engagement, resilience and wellbeing.
- Remove barriers to learning through targeted academic, pastoral and enrichment support.

- Adopt a whole-school culture in which every member of staff takes responsibility for improving outcomes for disadvantaged pupils.
- Provide meaningful opportunities that broaden horizons, raise aspirations and enable pupils to develop cultural capital.
- Work closely with families and external agencies to secure the best possible outcomes for every child.
- At Wantage Primary Academy, we are determined that disadvantage will never be a barrier to success. Through exceptional teaching, relational practice, strong partnerships and ambitious expectations, we will continue to create an environment where every child can thrive, achieve and realise their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils.
2	We have noted that poor attendance or lateness and complex family engagement with schooling is a persistent challenge which disproportionately affects our disadvantaged pupils. This impacts upon these children's readiness to learn and creates gaps in their knowledge and skills.
3	Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	High proportion of additional and SEND need and complex behaviour needs requiring specialist support.
5	We have a relatively high number of children struggling with social and emotional difficulties and challenges which impacts upon their socialisation and readiness to learn.
6	A high proportion of the parents of our disadvantaged pupils reach out to school for emotional and mental health support and support with parenting and home issues.

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
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Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significant improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment	KS2 reading outcomes in 27/28 will show that more than 75% of disadvantaged pupils will meet the expected standard.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes in 2027/28 will show that 75% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student surveys and teacher observations. Uptake in participation in enrichment activities, particularly among disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: The overall absence rate for all pupils being no more than 3% for any group. The percentage of all pupils who are persistently absent than 8% for any group.
To achieve a sustained improvement in the emotional regulation and behaviour of our pupils for whom this has been a challenge, particularly our disadvantaged pupils.	Sustained high levels of behaviour and emotional literacy demonstrated by: qualitative data from student voice, student surveys and teacher observations and assessments, such as Boxall, as well as increased confidence in behaviour in school shown in the parent survey.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1 and 3

to articulate ideas, consolidate understanding and extend vocabulary. We will purchased resources and fund ongoing teacher training and release time. NELI programme. £2000 Training for all staff in developing oracy.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF We invest Pupil Premium funding in speech, language and oracy interventions because strong communication skills underpin success across the curriculum and beyond. Evidence from the Education Endowment Foundation shows that oral language interventions can lead to an average of six months' additional progress, with particularly positive outcomes for disadvantaged pupils. These approaches support vocabulary development, reading comprehension, confidence and classroom participation, enabling pupils to access learning more effectively and achieve their full potential. As a Relational School, we recognise that high-quality talk, positive relationships and meaningful dialogue are essential in helping all pupils thrive	
Continue to embed the quality of social and emotional learning Three specialist SEND/Nurture Tas employed £90,000	There is a strong evidence base that investing in a bespoke nurture space and using schemes such as the Mulberry Bush Social Emotional Curriculum alongside the Boxall profile, Zones of Regulation and Emotion Coaching are highly impactful on the emotional wellbeing of pupils, in turn, improving attendance, engagement, behaviour and attainment. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Staff given release time to access training and CPD and released to train and develop others £8000	Targeted staff CPD and training in areas such as Emotion Coaching, Positive Behaviour Approach and Team Teach is essential to follow EEF principles. This is followed up during staff meetings and in our INSET meetings. 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.	1, 2, 4, 5

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

Budgeted cost:£28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional support for children requiring intervention (1:1 and small group support) £18,000	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. Small group tuition Toolkit Strand Education Endowment Foundation EEF High impact for moderate cost EEF.	1 and 3
SALT Magic Words to be put in place to support communication and language needs. £10,000	Enables learners to access learning, a spoken word before a written word. Breaks down barriers to learning. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1 and 3

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

Budgeted cost: £30,300

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 (building cultural capital). Family support worker £20,000	Parental Engagement Toolkit Strand Education Endowment Foundation EEF The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4 and 6

ELSA – two ELSAs trained £3100 PACE training through the Attach Team £600 Friday clubs resources – all pupils have access to high quality activities to extend skills and knowledge £3000	These programmes offer support for social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour We invest Pupil Premium funding in PACE (Playfulness, Acceptance, Curiosity and Empathy) training to strengthen relationships, improve emotional wellbeing and remove barriers to learning. By equipping staff with attachment-informed approaches, we enable disadvantaged pupils to feel safe, understood and supported, resulting in greater engagement, resilience and readiness to learn. As a Relational School, PACE helps ensure that positive relationships remain at the heart of improving outcomes for all pupils.	1, 2, 3, 4, 5
Support for pupils who struggle with attendance- soft start breakfast sessions and an alternative Toast and Talk session for those who need a more intensive intervention. £3000	Soft Start intervention and Toast and Talk sessions, run by 3 TAs, provides a gentler start to the day to encourage pupils struggling with school avoidance to come in on time. It has had a positive impact on our pupil wellbeing and attendance in Year 25-26 and we are looking to build on this success.	1 and 5
Coffee mornings and parenting support courses as well as ESOL sessions £600	We invest Pupil Premium funding in coffee mornings, parenting support programmes and ESOL sessions to strengthen partnerships with families and remove barriers to learning. Research shows that effective parental engagement can have a positive impact on pupils' progress and wellbeing. By supporting parents to engage confidently with school, access community services and develop their own skills, we enhance their capacity to support learning at home and improve outcomes for disadvantaged pupils.	1-6

Total budgeted cost: £158, 300

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 2025 to 2026 academic year.

Staff attended CPD on Trauma Informed Practice, Team Teach, Positive Behaviour Strategies, prioritising SEND need, adaptive teaching, Emotion Coaching, Zones of Regulation Took Kits, PACE training, May I Join You training and ELSA training.

Family support worker and Behaviour learning mentor have continued to enable families and individuals to be supported in school. This combined with Zones of Regulation interventions as well as support of adults identified have further improved attendance and school engagement.

Excellent engagement of parents and carers with TAFs. Our FSW supported 10 families to complete their strengths and needs forms and has formed strong relationships with our families who have a complex relationship with school.

Booster groups took place all year. All groups made progress and better able to access learning- see attainment data below.

FFT interventions daily for target pupils. All pupils made progress and applied skills within the wider learning context.

NELI interventions were carried out by TAs 3 times a week.

There was a marked improvement in spoken language, comprehension and written work as a result.

Attendance figures for 2024-25 PP - 87.34% / Whole school - 92.48%

Attendance figures for 2025-26 PP - 88.8% / Whole school – 93.5%

Trips and enrichment support pupil premium pupils with their learning in school and they have greatly benefited from these opportunities. Over 20 trips completed through the year, with support for PP children to attend. This included residentials, in school workshops and educational visits as far as London, Oxenwood, Oxford and Hill End. Specific trips for disadvantaged SEND pupils included a trip to the farm and to Swindon Jump Park.

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
TTRS	Maths Circle
Supersonic Phonic Friends	SSPF
FFT Lightning Squad	Fisher Family Trust
SATS Bootcamp	Year 6
Language Screen and NELI	Nuffield Early Language Intervention

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Dedicated time allocated to all Family Support Worker to attend service conferences, senior lead release time and FSW to support pupils when families are deployed.
The impact of that spending on service pupil premium eligible pupils
Service pupil premium eligible pupils were well supported when family members were deployed, leading to improved emotional stability and families feeling supported effectively.