

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 overview

Detail	Data
School name	Wroughton Infant and Junior Academies
Number of pupils in school	Infants: 186 Juniors: 321
Proportion (%) of pupil premium eligible pupils	Infants: 50/186 26.9% Juniors: 176/319 55.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021 Revised October 2022 Revised December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ben Driver, Executive Principal
Pupil premium lead	Andy Petersen, Assistant Headteacher
Governor / Trustee lead	Nicole McCartney, Chair of AIB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants: £98,388 Juniors: £256,656 TOTAL: £355,044

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission as a school is that through the highest expectations, we ensure that all children, including our disadvantaged children, have the knowledge, understanding and skills to be confident and successful. We want our disadvantaged pupils to access, enjoy and achieve in their primary education, including having access to opportunities that expand their life experiences. This includes ensuring that those pupils most affected by learning loss during the pandemic catch-up with their peers.

The key principles behind our use of pupil premium funding are:

- Effective use of data and evidence to identify issues and take swift action to address them
- Identify the individual needs of disadvantaged pupils
- Enhance home-school partnerships
- Plan intended impact, regularly evaluating effectiveness and adjusting implementation based on emerging evidence and needs.

Our [curriculum vision](#) focuses on providing every pupil with the knowledge, skills and understanding they need to fulfil their individual and academic potential, which enables our pupils to make a positive contribution to their local community, Britain and the wider world. It sets out our intent to ensure that every pupil:

- experiences a diverse curriculum where learning, vocabulary and content is cumulative: content is learned, retrieved and built upon.
- has access to a range of high-quality enrichment opportunities which enables children to develop their own aspirations to become successful and confident citizens in their lives beyond primary school.
- is a reader – the teaching of reading is our highest curriculum priority. The ability to read and comprehend will enable children to achieve their academic potential and succeed at their next stage of education.
- develops their oracy skills and vocabulary to break down learning barriers and accelerate progress
- develops their resilience and communication skills, through a positive cultural approach, ensuring that children take responsibility for their actions and can communicate effectively.
- receives individualised high-quality support and no child is left behind.
- is recognised as being an individual. We work closely with our families to promote the physical health and mental well-being of all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Data analysis shows that disadvantaged pupils could be attaining better in reading, writing and maths.
2	Disadvantaged children have a lower attendance rate than other pupils and a higher persistent absence rate than other pupils.
3	Research evidence shows that disadvantaged pupils can face other barriers to success, e.g. financial barriers to engagement at school or additional worries which can affect concentration at school (e.g. needing food, uniform, care responsibilities).
4	Research shows that disadvantaged pupils face additional barriers to experiencing broad and well-rounded experiences during childhood, e.g. less participation in organised activities and fewer opportunities for cultural experiences.

## 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
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard
Improve maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard
Improved phonics attainment among disadvantaged pupils	Year 1 phonics outcomes in 2024/25 show that 81% of disadvantaged pupils meet the expected standard
Improved attendance amongst disadvantaged pupils	By 2024/25, attendance figures show that attendance figure for all is 95.5%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 5%.  The percentage of all pupils who are persistently absent is below 7% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved engagement of disadvantaged pupils in school visits and extra-curricular activities.	By 2024/25 we expect to see: Uptake of school visits and extra-curricular clubs for pupils is in line with other pupils. Qualitative evidence shows that pupils benefit from participating in curriculum enrichment and extracurricular activities, and wish to continue participating in organised sports

## 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: £65,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renew subscription to PiXL.</p> <p>Assistant Head to track progress and attainment; and ensure teachers utilise data to provide targeted, timely interventions.</p>	<p><a href="#">EEF guidance</a> identifies the importance of target teaching through the use of accurate assessment of pupil needs and the importance of high quality and structured intervention.</p>	<p>1</p>
<p>Continue subscription to Read Write Inc phonics scheme/Oxford Owls and to further embed systematic synthetic phonics using DfE validated scheme. This includes regular visits with RWI advisor for development days/staff training. Fund release time for Phonics/ Fresh Start leader to work with RWI Advisor.</p>	<p><a href="#">Phonics approaches</a> have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	<p>1</p>
<p>Embed developments in maths curriculum and teaching by: Continuing subscription to White Rose Maths Premium resources. Fund release time for maths lead and teachers to take part in Angles Maths Hub (Y2+) and Mastering Number (YR2) through NCETM .</p>	<p><a href="#">Ofsted research report</a> shows that a well sequenced curriculum and used of the concrete-pictorial-abstract approach gives pupils more secure grasp of mathematical concepts.</p> <p><a href="#">Teaching for Mastery</a> research by NCETM</p>	<p>1</p>

Renew our subscription to Accelerated Reader and use with children in Year 2-6 to monitor and evaluate reading progress. Fund release time for reading lead.	<a href="#">EEF guidance</a> identifies the importance of target teaching through supporting pupils to develop fluency and comprehension strategies and the accurate assessment of pupil needs.	1
Continue to embed the CUSP curriculum by attending appropriate CPD; fund release time of the CUSP leads; and resourcing the curriculum.	CUSP is underpinned by evidence, research and cognitive science. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. The sequenced modules activate prior learning, builds on skills and deepens children's knowledge and understanding.	1, 4
Most classes have TA support during the delivery of English and Maths (morning sessions)	<a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1
Ensure high quality CPD is provided to both teachers and TAs in order to deliver structured Interventions.	<a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants provide additional intervention in phonics (RWI Fast Track Phonics) to support pupils reading in KS1	Phonics approaches are widely evidenced to improving word reading. Teaching assistants use Read Write Inc Fast Track Tutoring for intervention. <a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1
Teaching assistants provide therapies identified using PiXL to secure essential knowledge and skills in core subjects through targeted interventions.	Teaching assistants use PiXL resources for intervention. <a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1

Additional teaching assistant in Reception to provide targeted interventions, including RWI Fast Track Phonics and Welcomm.	Phonics approaches are widely evidenced to improving word reading. Teaching assistant uses Read Write Inc Fast Track Tutoring for intervention. <a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1
Additional teaching assistant in Y3/4 (autumn term only) to provide targeted phonics interventions, using RWI Fast Track Phonics, and to complete assessments,	Phonics approaches are widely evidenced to improving word reading. Teaching assistant uses Read Write Inc Fast Track Tutoring for intervention. <a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1
Additional teaching assistant in KS2 to provide targeted maths interventions.	<a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1
Intervention Teachers in Y1/2 & Y6 to support securing of essential knowledge and skills in core subjects through targeted interventions.	<a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	1

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops to support parents with children's progress and attainment, including phonics & reading, and maths. YR and 1 parents to receive phonics packs.	<a href="#">EEF Research</a> developing parental skills to support their children has a positive impact.	1
Breakfast club and afterschool clubs provided and subsidised.	Government evaluation of breakfast clubs identified that wraparound care can support children with concentration, social skills and attention by having a breakfast/after school meal	2
Provide additional before school breakfast club provision to Y6 pupils in KS2 assessments weeks.	Government evaluation of breakfast clubs identified that wraparound care can support children with concentration, social skills and attention by having a breakfast/after school meal.	2

Attendance and Welfare Officer (AWO) to work with SLT for Attendance to improve children's attendance.	<a href="#">DfE research</a> shows a link between improved attendance and improved achievement at the end of KS2.	2
SLT member for Inclusion to work with pastoral and safeguarding teams to support pupils and families manage non-school related barriers to learning.	<a href="#">Stress can have a negative impact on pupils' memory</a> . Pupils experiencing stress at home may experience additional negative impact on learning.	3
Purchase school jumper and tie for disadvantaged pupils that join the school in Reception so they feel treated as equal members of the school, leading to better involvement and attitudes to school	Research by the <a href="#">Joseph Rowntree Foundation</a> has shown that pupils in primary school are aware of how costs of attending school can negatively affect their family.	3
Providing additional enrichment opportunities for all, including disadvantaged pupils	<a href="#">Ofsted's School Inspection Update (January 2019)</a> states that disadvantaged pupils may not have as much access to cultural capital in schools. <a href="#">EEF Toolkit shows</a> that arts participation can increase academic achievement	4
Subsidising enrichment activities in the form of afterschool clubs for disadvantaged pupils.	<a href="#">Research by the Joseph Rowntree Foundation</a> has shown that disadvantaged pupils often have less access to arts and other extra-curricular activities. <a href="#">EEF Toolkit shows</a> that arts participation can increase academic achievement	4

**Total budgeted cost: £355,044**

## **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.

## Progress towards Intended Outcomes

### • Improved reading/writing/maths/phonics attainment among disadvantaged pupils

Y6 SATs	EXS+			All	GD	
	All	PP	Non-PP		PP	Non-PP
Reading	52.3%	48.9%	56.4%	11.6%	24.4%	0%
Writing	58.1%	55.3%	61.5%	0%	0%	0%
Maths	67.4%	63.8%	71.8%	11.6%	9.8%	13.3%
Combined (RWM)	41.9%	40.4%	43.6%	0%	0%	0%
Y1 Phonics Screening Check pass	All	PP	Non-PP			
	82.8%	87.5%	79.4%			

KS2 outcomes for disadvantaged pupils showed significant double-digit increases in Maths (40% in 2022 to 64% in 2023) and Writing (45% in 2022 and 55% in 2023). Attainment in reading nationally decreased by 2% in 2023 and this was mirrored in the outcomes for Y6 pupils in reading at Wroughton Junior Academy (51% to 49%). Overall gaps to non-disadvantaged pupils both in school and nationally are closing.

The percentage of pupils who passed the phonics screening check has increased significantly from 2022 when 61% of pupils passed the PSC, to 88% in 2023. The embedding of ReadWriteInc and additional training from the trust has supported improved outcomes in this area.

## 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
White Rose Maths Hub	White Rose
Accelerated Reader	Renaissance Learning
Times Table Rockstars	Maths Circle
PiXL	PiXL
Read Write Inc	Oxford University Press
Fresh Start	Oxford University Press