

Pupil premium strategy statement – Wraysbury Primary

□ This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021, 2022, 2023, 2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison Fox
Pupil premium lead	Alison Fox
Governor / Trustee lead	Ben Bristow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£101,000

Part A: Pupil premium strategy plan

Statement of intent

- At Wraysbury Primary School we believe that every child is unique and we strive to support each and every child and their family in the very best way that we can. Every child, regardless of their background, culture and ability deserves the opportunity to be happy, feel valued and experience success, within a caring and supportive community. During the last two years every family in our school has experienced challenges and none more so than the children of our more vulnerable families. We will use our Pupil Premium Strategy to ensure that we are able to develop the whole child academically, socially and emotionally in order to maximise their progress and develop their self-confidence to be the very best that they can be. At Wraysbury we have a very diverse range of learners and families and our vulnerable families will include those who currently receive support from Social Care, have previously received support from Social Care and who may be Young Carers. Ordinarily Available Provision and a broad and balanced curriculum is at the heart of our Strategy as this is proven to have the greatest impact on closing the gap between disadvantaged and no-disadvantaged pupils. The focus on highly quality teaching and a broad curriculum will have the intention of improving the progress of the disadvantaged pupils alongside growing and deepening the attainment of our high achieving and no-disadvantaged pupils. Our Pupil Premium Strategy is not an add on, but is an integral part of our continuous School Improvement Plan and desire to provide a high quality education for all. It is built upon robust assessment of individual need and thus we will:
- Ensure that disadvantaged pupils are planned for (individually where possible) and challenged to achieve highly
- Ensure that intervention is identified and put in place early
- Adopt a whole school approach with shared responsibility for high outcomes across all staff, including school leaders and Governors.

Challenges

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

Challenge number	Detail of challenge
1	Baseline and upon entry to our school assessments and observations have shown that basic skills are under-developed, particularly with disadvantaged pupils. Our cohort who entered Reception in 2022 and

	similarly in 2023 had 94% below the expected level in Reading, 68% below the expected level in Writing and 55% below the expected level in Maths. Of the 10 disadvantaged children all were below the expected level in all areas.
2	Data shows that as a school our cohorts on entry have poor Phonics acquisition and that the disadvantaged pupils have greater difficulties than non-disadvantaged. This impacts negatively on their Phonic Screening results and reading as a whole.
3	Internal and External assessments show that attainment of disadvantaged children is very different across different cohorts in the school. Our cohorts perform differently academically and some of the children have unique needs according to whether there are other contributing factors such as SEND needs
4	Our assessments (including wellbeing assessments), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased following the pandemic. 40 pupils (30 of whom are disadvantaged) currently require additional support with social and emotional needs
5	Reports from teachers, TAs and parents as well as observations from senior leaders has found that children have shown a lack of resilience. Roughly 2/3 of the pupils who found it difficult to settle back into the school routines post pandemic and after the summer holidays were from the disadvantaged group.
6	Our attendance data indicates that attendance among disadvantaged pupils post pandemic was 40% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
7	Discussions with parents at Parents' Evenings and as part of support meetings has shown that more parents of disadvantaged pupils struggle to help with home learning compared to those of non-disadvantaged pupils.

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.

Below are the intended Outcomes and the Success Criteria expected as a result of our strategy

Outcomes and Success Criteria

Improved basic skills and levels of English and Maths on entry to Reception and by the end of Reception Year	Assessments and Observations indicate significantly improved English and Maths among disadvantaged pupils
Improved Phonic Screening attainment and Phonics knowledge amongst disadvantaged pupils	Year 1 and Year 2 Phonic Screening results in 2024/2025 in line with national average and 60% of disadvantaged meet the standard
Improved Reading Writing and Maths attainment and Progress for disadvantaged pupils.	Disadvantaged pupils make progress at least in line with their peers (non-disadvantaged) and in line with National average
To sustain improved wellbeing for all pupils in our school and particularly that of disadvantaged pupils. To increase participation in extra curricular activities by disadvantaged pupils	Student surveys and Wellbeing Support Plans show improved wellbeing. Increase in the participation of extra curricular Clubs amongst disadvantaged pupils
To achieve sustained improvement in attitude to learning particularly by disadvantaged pupils. Improvement in homework completed and equipment in school	Significant increase in pupils behaviour and attitude to their learning evident from book scrutinies, pupil conferences and parent consultations
To achieve sustained improvement in attendance and punctuality for all pupils particularly disadvantaged	Overall absence rate for all pupils being no more than 5% and the attendance gap between advantaged and disadvantaged reducing by at least 3%

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional staff to undertake support and cover for training in order to implement 1, 2 5 Strategy activities. In	EEF cites high quality teaching as crucial in helping to improve progress and attainment in all children, particularly disadvantaged.	1, 2

particular additional cover of ECTs		
Linking of Pupil Premium Lead role to SLT members DSL and SENDCO	EEF cites high quality teaching and leadership as crucial in helping to improve progress and attainment in all children, particularly disadvantaged.	1 2
Professional Learning and ensuring that TAs are well used to support learning	Use EEF document	3
Implementation of DFE validated scheme for Phonics to secure stronger Phonic Teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:	2
Enhancement of our English and Maths teaching and curriculum planning in line with DfE and EEF guidance. Non contact time to embed in school. Professional Learning time. "The Write Stuff"	EEF English Guidance reports EEF (educationendowmentfoundation.org.uk) Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 3
Development of our Curriculum Plans in other subjects to provide a sequenced balanced curriculum and ensure progress across all areas	Guidance reports EEF	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Zones of regulation	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	4 5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Targeted phonics interventions have been shown to be more effective	1 2

disadvantaged pupils who require further phonics support. Sessions take place in the school day.	when delivered as regular sessions over a period up to 12 weeks:	
A blend of small group tuition, mentoring and school-led tutoring for pupils whose education has been most impacted. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Barriers to Learning	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1 2 3

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training and focus on behaviour approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	
Embedding principles of good practice set out in the DfE's advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence 5, 6 7 This will involve training and release time for staff to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	

develop and implement new procedures and appointing appropriate staff. ERSAs programme		
Working with parents to support them in supporting their child's learning	EEF Document working with parents. Action Plan in SDP	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Budgeted cost: £ *[insert amount]*

Total budgeted cost: £ 101,000