

Pupil Premium Strategy Statement

This statement details Wootton Park School's use of Pupil Premium and Recovery Premium funding to help improve the attainment of our disadvantaged learners. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged learners last academic year.

School overview

Detail	Data
School name	Wootton Park School
Number of pupils in school	1360
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Dan Rosser
Pupil premium lead	Claire Woodbridge
Governor / Trustee lead	Martin Scoble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104 530.00
Recovery premium funding allocation this academic year	£ 16 550.00
Pupil Premium and Recovery Premium funding carried forward from previous years <i>N.B. From 2022-23, Recovery Premium funding can no longer be carried forward into the next academic year.</i>	£ 3 380.51
Total budget for this academic year	£ 124 460.51

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupil Premium and Recovery Premium funding is devolved to schools in order that they target support and provision to learners within the following categories:

- ✓ those who are eligible for free school meals (FSM)
- ✓ those who have been eligible for free school meals at any point in the last 6 years
- ✓ children looked after by local authorities and referred to as looked-after children (LAC)
- ✓ post looked-after children (post-LAC)

Funding is allocated to schools for the purposes of the school to spend in any of the following ways:

- ✓ for the educational benefit of learners registered at that school, including those who may not directly attract the funding
- ✓ to support the quality of teaching, such as staff professional development
- ✓ to provide targeted academic support, such as tutoring
- ✓ to deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support
- ✓ on community facilities, for example, services whose provision furthers the benefit of learners at school
- ✓ for the benefit of learners at the school or their families, or people who live in the locality in which the school is situated

Wootton Park School has a duty to ensure that PP learners are given the best possible chance to achieve their full potential at school, without being disadvantaged by external circumstances. Ofsted and the Department for Education make it clear that schools can use Pupil Premium funding in any way they think is effective, as long as the attainment gap is closing. Wootton Park School spends these additional funds on a balance of academic, pastoral and enrichment activities in order to maximise learner achievement.

At Wootton Park School, we believe in quality first teaching and learning for all learners regardless of background and circumstance. All support and interventions are arranged for targeted learners based on particular need and vary according to these individual needs. Impact and progress are reviewed throughout the year, with additional support and interventions offered as necessary. Particular focus is given to narrowing the gap in attainment between PP learners and their peers, and to increasing learner participation in a wide range of extra-curricular, enrichment and community experiences.

The SENCo is responsible for the monitoring of progress and implementation of provision for our Pupil Premium learners. The SENCo, Deputy SENCOs, Teaching Assistants, Wellbeing and Pastoral teams work with targeted learners individually and in small groups to improve literacy, numeracy, social communication skills, and health and wellbeing in order that they can make at least expected progress. Staff work with learners to build confidence and self-esteem, increase independence and enable them to develop emotional resilience so that they value themselves and are valued members of our school and wider community.

Where appropriate and necessary, support and early intervention is provided for Pupil Premium and disadvantaged learners highlighted as an attendance concern. In this instance, regular liaison with the family occurs, advice and guidance is given, targeted strategies are implemented and impact reviewed in accordance with Local Authority guidelines and procedures. Early Help Assessments are implemented when learner and family needs indicate this is appropriate.

Pupil Premium Action Plan for 2022-2023

All support and interventions are targeted to individual learner needs and are reviewed throughout the year, with additional support and interventions offered as necessary. Particular focus continues to be given to narrowing the gap in attainment between PP learners and their peers, with planned actions to include:

- revisiting marking and assessment strategies to support and challenge PP learners within the classroom
- learning walks to focus on provision for PP learners
- sharing strategies for best practice with targeted PP learners
- maximising use of Kagan to maximise participation and engagement
- ensuring all learners have the necessary resources and revision materials to access the curriculum
- raising aspiration and providing wider opportunities for exploring post-16 and post-18 learning
- careers interviews, work experience placements and UCAS support to enable all to aspire to appropriate post-16 and post-18 pathways

The Covid-19 pandemic has brought challenges to many learners, particularly those with high levels of anxiety. Increased focus on wellbeing support and building capacity within this team via the Recovery Premium funding has been essential in enabling our learners to successfully return to school. Providing appropriate wellbeing support will continue to be a priority for learners across both the primary and secondary phase.

Whole school priorities in enabling success for Pupil Premium learners:

- ✓ To continue to narrow the gap in writing between Pupil Premium and other learners in the primary phase
- ✓ To ensure all Year 6 Pupil Premium learners meet or exceed cohort outcomes across all areas in SATs
- ✓ To continue to narrow the gap between Pupil Premium and other learners in English
- ✓ To continue to narrow the gap between Pupil Premium and other learners in Maths
- ✓ To ensure engagement of all current Year 11 and Year 13 Pupil Premium learners in securing post-16 and post-18 provision which is aspirational and meets individual needs

All support will continue as detailed above and will be led by the SENCo alongside the Deputy SENCOs and Assistant Principal for Wellbeing, with the support of the teaching assistants, wellbeing and pastoral teams. They will work with staff, learners, parents/carers and external agencies to monitor and develop the provision of learners in receipt of the Pupil Premium and Recovery Premium at Wootton Park School.



Challenges

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

Challenge number	Detail of challenge
1	Limited and varied pre-school experiences for learners in EYFS impacting core communication, interaction and language skills
2	Significant ongoing impact of pandemic on learner mental health and wellbeing resulting in reduced levels of resilience, confidence and self-esteem
3	Levels of progress in reading, writing and maths in the Year 2 cohort were below expectation at the start of Term 1
4	Levels of progress in English within the year 11 cohort were below expectation at the start of Term 1
5	Levels of progress in maths within the year 11 cohort were below expectation at the start of Term 1
6	Specific literacy difficulties impact the narrowing of the gap with peers at GCSE

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
1	To continue to narrow the gap in writing between Pupil Premium and other learners in the primary phase
2	To enable all Year 6 Pupil Premium learners to meet or exceed cohort outcomes across all areas in SATs
3	To continue to narrow the gap between Pupil Premium and other learners in English
4	To continue to narrow the gap between Pupil Premium and other learners in Maths
5	To ensure engagement of all current Year 11 and Year 13 Pupil Premium learners in securing post-16 and post-18 provision which is aspirational and meets individual needs

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: £38 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an additional teaching assistant to work across both phases providing in-class support in order to release those in the LDD team trained via the NTP tutoring programme to deliver additional targeted interventions.	Increased primary outcomes and GCSE attainment and progress data, with a particular focus on writing, maths and English Increased 1 to 1 and small group support for learners with standardised scores between 85 and 89 in literacy and/or numeracy	1 2 3 4
Training of all teaching staff in Kagan teaching and learning techniques	Increased use of the Kagan approach within lessons to maximise pace, participation, progress and permanence in learning in order to close gaps between PP learners and their peer group	1 2 3 4
Training of TAs	Increased knowledge and capacity to allow additional learners to access tutoring interventions to close gaps	1 2 3 4
Purchase of Unifrog online package and training of staff in using this system to support post-16 and post-18 transition	All Year 11 PP learners access and engage with post-16 transition support, using Unifrog as a tool to communicate aspirations and progress in order to inform purposeful discussions and appropriate applications to be made All Year 11 PP learners have secured a post-16 place in education, training or Apprenticeship All Year 10 and 12 learners have secured an appropriate work experience placement	5
Recruitment of Careers Officer to work with learners, providing bespoke advice on study programmes, work experience placements, careers opportunities, course guidance and increasing opportunities to engage with post-16 and post-18 providers	All Year 11 PP learners access and engage with post-16 transition support, using Unifrog as a tool to communicate aspirations and progress in order to inform purposeful discussions and appropriate applications to be made All Year 11 and 13 PP learners have secured a post-16/post-18 place in education, training or apprenticeship	5

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

Budgeted cost: £26 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing intervention and catch up sessions in primary and secondary phases	Positive progress data suggesting learners are on track to do better than expected	1 2 3 4
Purchase of additional resources and subscriptions to target specific learner needs e.g. Toe-by-Toe, Learning Village, Sir Linkalot subscription and Spellzone subscription	PP learners make at least expected progress against standardised scores in literacy and numeracy, resulting in increased progress in reading, writing, English and maths	1 2 3 4
Data analysis	Continuous assessment and analysis of progress ensures the correct learners are accessing the additional support, making accelerated progress and closing gaps	1 2 3 4

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Pastoral Coach to increase opportunities for 1:1 support relating to attendance, behaviour and wellbeing	Increased pastoral and wellbeing support available so more learners are well enough and can regulate appropriately to engage effectively with the curriculum	1 2 3 4
Supporting funding of trips and residential visits to enable all learners to access these as appropriate to the phase, course links and wider interest they are related to	PP learners access trip and residential visits alongside their peers and have the same opportunities to engage with learning outside the classroom	1 2 3 4 5
Supporting funding of extra-curricular activities such as swimming, sports clubs/training, music lessons	Increased numbers of PP learners access wider enrichment opportunities which link to creative skills and further support improved mental health and wellbeing, in turn improving confidence, resilience and success in learning	1 2 3 4 5
Implementation of Early Help Assessments and Pastoral Support Plans to identify areas of need and establish actions to increase access to support, maximise attendance and improve learning outcomes	PP learners increase levels of attendance and punctuality, engage with wider support and, where necessary and appropriate, external agency intervention such as counselling or sensory assessment PP learners improve learning outcomes, further narrowing the gap between them and their peers in core subjects	1 2 3 4 5

Total budgeted cost: £124 000

Part B: Review of 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.

Learner progress is tracked via termly assessment points across all cohorts, with a final data review at the end of each academic year. The detailed data summary can be found [here](#).

Overall, in years 2 to 5, learners in receipt of the Pupil Premium have made outstanding progress against national outcomes. The three learners in Year 3 not yet achieving expected outcomes in writing continue to receive support and intervention in Year 4.

One target of the previous Pupil Premium action plan was for primary PP learners to narrow the gap in writing between them and the cohort. Pupil Premium learners have outperformed the cohort in writing in Year 2 and Year 5, which is outstanding, and are exceeding national expectations in all cohorts except Year 3. In maths, it is pleasing to see that the gap has narrowed between Pupil Premium learners and their peers in Years 3, 4 and 5, with learners in Years 2 to 5 outperforming national expectations.

The data for the secondary phase highlights the outstanding progress made by Pupil Premium learners against the national average, as well as the narrowing of the gap between Pupil Premium learners and their peers, particularly with regards to GCSE outcomes. This is outstanding progress and focus is now being placed on those learners who have moved into Year 11, as they work towards their GCSE examinations in 2023. Pupil Premium learners in Year 7, 8 and 9 made outstanding progress in narrowing the gap with their peers, particularly in English. Liaison with curriculum leads continues to remain a priority to establish successful strategies within Key Stage 3, which may then be transferable to the more challenging GCSE curriculum.

Externally provided programmes

Programme	Provider
Kagan Training for teaching and learning	Kagan