

Pupil Premium Strategy Statement

This statement details Wootton Park School's use of Pupil Premium and Recovery Premium funding for the 2021 to 2022 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wootton Park School
Number of pupils in school	1120
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
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	£ 98 485.00
Recovery premium funding allocation this academic year	£ 16 550.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8 831.15
Total budget for this academic year	£123 866.15

Part A: Pupil Premium Strategy Plan

Statement of intent

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

1. those who are eligible for free school meals (FSM)
2. those who have been eligible for free school meals at any point in the last 6 years
3. children looked after by local authorities and referred to as looked-after children (LAC)
4. 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
- ✓ 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
- ✓ for the benefit of learners registered at other maintained schools or academies
- ✓ 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 the Pupil Premium Grant 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.

Pupil Premium Action Plan for 2021-2022

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 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 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.

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 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 narrow the gap in attendance and punctuality between Pupil Premium and other learners
- ✓ To ensure engagement of all current Year 11 Pupil Premium learners in securing post-16 provision which is aspirational and meets individual needs

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, Deputy SENCOs, Teaching Assistants and Wellbeing Team work with targeted learners 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 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.

Challenges

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

Challenge number	Detail of challenge
1	Limited pre-school experiences for learners in EYFS impacting core communication, interaction and language skills
2	Significant impact of pandemic on learner mental health and wellbeing resulting in reduced levels of resilience, confidence and self-esteem
3	Levels of progress in writing within the primary phase are below expectation in Term 2

4	Levels of progress in maths within the year 7 cohort are below expectation in Term 2
5	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	Pupil Premium learners in years 1, 3 and 4 have made progress in writing to at least national expectation and narrowed the gap between them and their peers
2	To continue to narrow the gap between Pupil Premium and other learners in English	Pupil Premium learners have furthered their progress in English to exceed national expectation and further reduce the gap with their peers
3	To continue to narrow the gap between Pupil Premium and other learners in Maths	Pupil Premium learners have furthered their progress in maths to exceed national expectation and further reduce the gap with their peers
4	To narrow the gap in attendance and punctuality between Pupil Premium and other learners	Pupil Premium learners have successfully accessed and engaged with wellbeing and pastoral support, resulting in increased levels of attendance and punctuality
5	To ensure engagement of all current Year 11 Pupil Premium learners in securing post-16 provision which is aspirational and meets individual needs	All Year 11 Pupil Premium learners access and engage with the post-16 transitional support offered in school, resulting in all being successful in securing post-16 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: £32 000

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

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
Training of TAs	Increased knowledge and capacity to allow additional learners to access tutoring interventions to close gaps	1 2 3
Purchase of Unifrog online package and training of staff in using this system to support post-16 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	2 3 5

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

Budgeted cost: £26 500

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
Purchase of additional resources and subscriptions to target specific learner needs e.g. Toe-by-Toe, Looking and Thinking, 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
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

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

Budgeted cost: £ 58 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional Wellbeing Coach and appointment to SLT role for Learner Leadership and wellbeing	Increased wellbeing support available so more learners are well enough to engage effectively with the curriculum Increased learner leadership opportunities, including mentoring learners within the secondary phase, supporting aspiration, building confidence and self-esteem	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: £116 500

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 2020 to 2021 academic year.

Due to the current pandemic, there is currently no direction to report on learner attainment as part of the pupil premium strategy statement. However, if the suggested gap in learning over the past two years is to be explored and intervention appropriately deployed, regular assessment and analysis of progress is essential.

End of year data for 2020-21 cohorts were strong.

- ✓ EYFS matched their best ever data and the Year 11 learners' GCSE results, whilst not comparable with previous years, were extremely strong
- ✓ 73% of learners entered the EBacc, significantly above the 39% national average
- ✓ 100% of learners went on to further education, training or employment resulting in our target of having no NEET learners from our Pupil Premium cohort being achieved

2021-2022:

Further to the data above, progress is tracked via termly assessment points across all cohorts. The current data for Assessment Point 2 (December 2021) suggests the school is continuing to identify and address emerging needs post pandemic partial school closures. The detailed data summary can be found [here](#).

Externally provided programmes

Programme	Provider
Kagan Training for teaching and learning	Kagan