

# Pupil premium strategy statement – Watlington C P School

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	171
Proportion (%) of pupil premium eligible pupils	49 pupils (FSM + Serv Chdn) 29 %
Date this statement was published	July 2023
Date on which it will be reviewed	May 2026
Statement authorised by	Mrs Chapman (2023)
Pupil premium lead	Mrs Asif
Governor / Trustee lead	Mrs Parker

## Funding overview at the end of March 2025

Details revised in April 2025	Amount
Pupil premium funding brought forward 24/25	£ 12,864
Pupil premium income	£ 71,070
<b>Expenditure</b>	£ 83,934
<b>Pupil premium funding allocation in 2025</b>	£ 65,826
<b>Total budget for this academic year</b>	£ 65,826

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve high across all subject areas and become independent and resilient learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have enormous learning gaps. We intend to support the needs of all the pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The strategy intends to close the learning gaps for non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for closing the gaps, notably in its targeted support through the School led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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 Reception through to KS2 and in general, are also noticeable in our disadvantaged pupils. This usually results in poor phonics, reading and writing results.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and they have much wider gaps to close.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
5	Our assessments (including wellbeing conversations), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of socializing and enrichment opportunities from the high mental health needs at home. These challenges particularly affect disadvantaged pupils, including their attainment. Pastoral and behavioral support is being provided regularly to the children in school.  Teacher referrals for support remain relatively high. 27 pupils (15 of whom are disadvantaged) currently require additional support with social, emotional and behavioural needs, and are receiving 1:1 or small group interventions.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/2023 show that 100 % of service children and 56 % of non-disadvantaged children met expected standard. However, 50 % of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that 68% of all the pupils and 100% of the service children met the expected standard. However, 0% of disadvantaged pupils met the expected standard and will continue to need extra support to close the gaps.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by July 2023 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from teacher observations and work with the SEMH lead TA in school</li> <li>• a significant improvement in the learning behaviours</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £ 29,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of the latest Salford Reading assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3 and 4
<p>Purchase of a <a href="#">DfE validated Systematic</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the</p>	2

<p><a href="#">Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.          We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>          The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional provision and support.          Regular pastoral support to be provided to the children identified with a dedicated member</p>	<p>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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>          There is a dedicated well-trained adult support for the children and the parents, who provides pastoral support and lessons on life skills.</p>	5

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

Budgeted cost: £ 7,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand  </a></p>	2

our local English hub.	<a href="#">Education Endowment Foundation   EEF</a>	
Establishing school-led tutoring for pupils whose education has been most impacted to close the gaps. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and managing low-level behaviour causing disruptions with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training during staff meeting to develop and implement new procedures and logging behaviours.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Staff to show professional curiosity and follow up on the students persistently absent by completing wishes and feelings with them when they return to school.	6

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.	All
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**Total budgeted cost: £ 59,940** Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<p>We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 has had a significant lingering and long term impact on the education system and this disruption affected schools and pupils differently.</p> <p>FSM vs Non FSM achieving EXS RWM: 0% FSM    56% non FSM</p> <p>Service Children EXS+ RWM -100%</p> <p>Phonics assessment: 50% achieved the pass score</p> <p>KS1 assessments for FSM: R 50% W 16% M 50%</p> <p>Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing long-term impact of COVID-19, although we also identified that school-led tutoring could boost outcomes for disadvantaged pupils and had more impact if sustained.</p> <p>The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown. This is reflective of national figures and demonstrates the additional long term impact of COVID-19 on disadvantaged pupils.</p> <p>Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.</p> <p>These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some</p>
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of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Service pupil premium funding (optional)

*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**

We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'emotional zones' and time to talk to stay focussed and a means to express themselves.

We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.

### **The impact of that spending on service pupil premium eligible pupils**

Teachers observed improvements in wellbeing amongst service children.

Assessments demonstrated progress in subject areas where extra support classes were provided.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback in 2023-24. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising the PP grant to have a trained pastoral TA to give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Our pastoral and parent assistant supports with the behaviour and has time dedicated to work on emotional literacy and Zones of Regulation with these pupils to support them in managing their behaviour.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- A new phonics scheme has been introduced in 2022. All staff have received training on its delivery. Reading is a focus for the school and the new phonics scheme will support this, not only for those in early years but also interventions for older pupils who have not yet fully mastered skills in reading. Pupils are grouped for phonics teaching according to their phonics level.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a review of the curriculum and teaching to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and plan to learn from the approach taken by other successful schools with similar number of disadvantaged children.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We shall evaluate the impact over the next three-years and adjust our plan over time to secure better outcomes for pupils.