

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wychwood CE Primary School
Number of pupils in school (not including nursery)	284
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Katy Gent
Pupil premium lead	Katy Gent
Governor lead	Peter Ridding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,185
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£44,185

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Wychwood CE Primary School, especially those who are disadvantaged, will make expected (or better) progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted intervention. We aim for all disadvantaged children, particularly those with SEND needs, to have access to a wide range of interventions.

We will provide quality first teaching in every class, for all children. We will provide additional learning support in each year group focusing on overcoming gaps in learning. All of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. We will provide support to parents on how to support their children at home with their home learning, particularly reading.

We will aim for disadvantaged pupils to increase their attendance at school enabling them to experience the full learning experience at Wychwood. We will ensure that all pupils, including those who are disadvantaged, have access to a wide range of enrichment experiences both in and out of school, which will have a positive impact on their academic achievement and well-being and develop cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths and the academic progress and achievement of disadvantaged pupils. Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some year groups.
2	Impact of low on entry starting points in Reception. Entry points tend to be lower for disadvantaged pupils when compared to their peers.
3	Many disadvantaged children also have SEND.
4	Some disadvantaged children have a lack of independent learning skills and have a low resilience or learning skills to solve problems independently both in and outside school. Many PP children do not have the rich and varied experiences of non-PP children.
5	Attendance of some disadvantaged children is below Government expectations. With support from our Attendance Lead these parents need support to ensure that their child's attendance improves and reaches 96%
6	Life experiences of some disadvantaged children are limited compared to their peers. Therefore, their experiences and the vocabulary linked to this is lower than their peers. Participation levels in enrichment activities offered at the school by disadvantaged pupils differ compared to non-disadvantaged pupils.

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
Pupil Premium children will make good or better progress in reading, writing and maths Disadvantaged children have 'caught up' following the disruption to their education from covid-19	Children have made progress and achievement in line with their targets and in line with their peers Disadvantaged children are achieving in line with their peers in RWM
Disadvantaged children are supported to make accelerated progress in their learning skills in Reception and Y1 to ensure that they achieve in line with their peers	Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing and maths
High quality provision is provided for disadvantaged children who also have SEND needs	Children are well supported by high quality teaching and targeted academic support to ensure that they achieve in line with their peers in RWM despite SEND.
PP attendance to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)	Attendance of identified disadvantaged PP pupils increases and the gap in attendance between PP and non-PP narrows. Over time there is a minimal difference between attendance of PP and non-PP children.
For disadvantaged pupils to experience the full curriculum and further expand their cultural capital	For quality first teaching to ensure that disadvantaged children are able to access lessons and that their past experiences do not impede them when compared to their peers. Teachers will carefully consider experiences for disadvantaged pupils.
For PP children to enjoy the wide range of enrichment activities on offer at Wychwood	PP children will be actively encouraged to join after school clubs. Discounts in line with our charging policy will apply to PP children attending residential visits to support those families. All children will attend day visits.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2024-2025)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA twice weekly meetings in EYFS to monitor entry/baseline of children and plan the interventions which will support those children in catching up with their non-PP peers	Careful consideration of entry data and ensuring that all staff are aware of the 'target' children for the academic year By ensuring that all staff have a good knowledge of who these 'target' children are will mean that they can concentrate on supporting them during continuous provision and small group activities. Teachers to carefully consider how to support children whose life experiences are limited compared to their peers.	2 / 6
Continued development of the RWI structured phonic delivery across Reception and KS1. On-going training and review of RWI provision and grouping. Purchase portal access to help support vulnerable learners and their families. Reading Leader release time termly assessments and grouping discussions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1/2
Investment in enrichment clubs and a continued focus on enrichment activities across the curriculum including STEAM talks, Music lessons	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1/4/6

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

Budgeted cost: £ 20,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs (including 2 HLTAs) to support with:</p> <ul style="list-style-type: none"> -Maths teaching in KS2. -Social interventions for pupils with ASD and ADHD. -Reading recovery for LKS2 	<p>Additional support staff also allow the smaller group size to combine with greater levels of adult input, feedback and collaborative learning. Although class size alone has only a minimal impact, when combined with greater adult input, feedback and collaborative learning, the effect is greater.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1/3/4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1/2
<p>Wellcomm Speech and Language support programme for EYFS and KS1</p>	<p>Focus on supporting children entering into Reception and continuing into KS1 with poor speech and language skills.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1/2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly phone calls to parents whose child's attendance is falling below 96%	Regular reminders to parents of the importance of good attendance will ensure that PP children are in school. Support to be offered to parents of PP children whose attendance is poor from attendance lead and possible referral to OCC	5
High quality school visits to be planned to enhance the curriculum, including residential visits for pupils in Y4 and Y6	Children who attend these visits will have an enhanced knowledge and understanding of the world and they will experience activities which provide them with opportunities outside their life. Some families are unable to make the voluntary contribution, so some PP funding will be used to provide for these pupils. Ofsted research demonstrates the importance of improving cultural capital, particularly for disadvantaged pupils.	4/6
Support with after school clubs and wrap around care.	We want to encourage wider participation for various after school clubs to support with pupils' self esteem. Children who attend wrap around care have more opportunities to socialise and also take part in supported learning led by TAs. EEF guidance shows that sports participation increases educational engagement and attainment.	4/5/6

Total budgeted cost: £ 44,185

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 2024 to 2025 academic year

Summary of how our PPG allocation was spent over the previous academic year:

- Additional monitoring support from RWI to support with consistency of teaching of phonics in the early years and KS1.
- Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching.
- In school tutor for Year 5 and Year 6 pupils.
- Subsidising or paying for educational trips and other school activities to prioritise the social needs of pupils to support the formation of interpersonal relationships.
- Forest School provision for Reception and KS1 classes weekly.

What difference did the PPG funding make to eligible and other pupils?

- Aspirational targets were set for all pupils including those for whom Pupil Premium funding is received. With investment in additional support across school PP pupils, and others, benefited from interventions to address any gaps in learning following the periods of lockdown.
- More PP pupils participated in after school enrichment activities.
- See table below for academic attainment of PP pupils.

2024-2025	Reading	Writing	Maths
Reception: 2 PP children with one with SEND	One child working at the expected standard.	One child working at the expected standard.	One child working at the expected standard.
Year 1: 3 PP children - one with SEND, one with an EHCP	Not working at the expected standard.	Not working at the expected standard.	Not working at the expected standard.
Year 2: 2 PP children with one with EHCP	One child working at the expected standard.	Not working at the expected standard.	One child working at the expected standard.
Year 3: 6 PP children with 4 on the SEND register(3 EHCPs)	One child working at the expected standard. One child working at greater depth.	One child working at the expected standard.	Two children working at the expected standard. One child working at greater depth.
Year 4: 4 PP children , one on SEND register	One child working at the expected standard. Two children working at greater depth.	Two children working at the greater depth.	One child working at the expected standard. Two children working at greater depth.

Year 5: 4 PP children, 2 with SEND	One children working at the expected standard. Two children working at greater depth	One child working at the expected standard. One child working at greater depth.	Three children working at the expected standard.
Year 6: 2 PP children with 1 on the SEND register	Two children working at the expected standard.	One child working at the expected standard.	One child working at the expected standard. One child working at greater depth.

No new programmes were purchased in the last academic year. Programmes listed below are programmes which we continue to offer.

Programme	Provider
RWI	OUP
Guitars	Oxfordshire Music Service
PSHE	Jigsaw
P.E.	Complete P.E.