



# Pupil premium strategy statement 2024-25

Long Wittenham Primary School

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	
School name	Long Wittenham Primary School
Number of pupils in school as of December 2022	68 children
Proportion (%) of pupil premium eligible pupils	11.8% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 to 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Gillian Fraser
Governor / Trustee lead	Claire Picken

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,160



## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy aims to give our disadvantaged children determination and curiosity to strengthen themselves and their learning enabling them to participate within the wider community of our school. Across Ridgeway Education Trust, our strategy prioritises three key strands: attendance, engagement and learning.

Our plan works to build strong relationships across the school community which support families well to engage in school, prioritising regular attendance and engagement leading to effective learning. Our curriculum is carefully crafted to particularly maximise learning for **all** children, including a well-planned curriculum and high-quality inclusive teaching impacts particularly on disadvantaged children. We recognise the importance of participation in the whole curriculum offer to build children's view of themselves as agents of change.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b> - Absence for disadvantaged children.</p> <p>In 2023-24, overall attendance for disadvantaged children was 97.11% compared to non-disadvantaged at 96.83%. We are aiming for all children to be attending school for 97% or more in line with the school's attendance target.</p> <p>Persistent absence in the school is low however the disadvantaged group of 7 children 42% were persistently absent. For each child individual circumstances accounted for their absence.</p> <p>Note: Due to conversion to Ridgeway Education Trust attendance data is from 1<sup>st</sup> November.</p>
2	<p><b>Engagement</b> - Participation and confidence in wider school life.</p> <p>We are aiming to improve overall participation within the wider curriculum and offer for children including extra curricula activities such as clubs, music lessons and wider participation in trips and visits.</p>
3	<p><b>Learning</b> – overall achievement for children.</p> <p><b>2024-2024 Data</b></p> <p>57% of were pupil premium on track or above in reading, writing in maths (4children).</p> <p>29% were above expectation for writing (2 children). 14.3% were above expectation in maths (1child). None of the pupil premium children were above expectation in writing.</p>



	33 % of our pupil premium children are on the SEND register.
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## 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
<p><b>Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance for pupil premium children is in line with the whole school target of 97%</li> <li>• Persistent absence of pupil premium children is reduced and inline with whole school data.</li> </ul>
<p><b>Engagement</b> Children from all groups participate in the wide range of personal development opportunities on offer, in particular with the wider curricular programme of activities with opportunities in music and sport.</p>	<ul style="list-style-type: none"> <li>• Upward trend in numbers participating across the wider provision of activities.</li> <li>• More children learning optional subjects/skills such as musical instruments, attending clubs and sports.</li> </ul>
<p><b>Learning</b> To close the gap in reading writing and maths attainment between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> <li>• Keep up provision in phonics and early reading enables all children to make the required progress in reception and year 1.</li> <li>• Rapid Catch-up and fluency interventions close the gap in KS2 reading</li> <li>• SEND provision is identified early, well planned and inclusive.</li> <li>• Teaching in classrooms shows embedded inclusive techniques linking to the ordinarily available toolkit.</li> <li>• By the end of July 2025, the attainment gap will be reduced</li> </ul>



	in line with whole school attainment.
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### 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: £9,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to high quality teaching and learning:</p> <ul style="list-style-type: none"> <li>Release time for Headteacher, assistant headteacher and SLT to support &amp; mentor</li> </ul>	<p>EEF report to highlight the importance of high-quality teaching &amp; development of Early Career Teachers.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mentoring and coaching can be an important source of support. Schools should carefully consider the core components that make these strategies effective when developing their approach.</p> <p><a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT mentoring and coaching - Key Takeaways.pdf</a></p>	2, 3
<p>Specialist subject tuition in wider curriculum areas to develop love of learning and increased engagement.</p> <ul style="list-style-type: none"> <li>Specialist French teacher</li> <li>Specialist music teacher</li> </ul>	<p>Specialist instruction leads to further engagement in these subjects and provides staff with valuable professional development through team teaching.</p> <p>Allowing children to have specialist music instruction leads to a higher quality of instruction and a love of the subject.</p>	2, 3



<p>Ensuring children have access to high quality teaching to catch up on any missed learning, and that the impact of this is tracked.</p> <ul style="list-style-type: none"> <li>• White Rose Maths</li> <li>• SCARF</li> <li>• Little Wandle Phonics</li> <li>• EYFS &amp; Primary Wellcomm Assessment Pack</li> <li>• <i>Oddizzi</i> geography</li> <li>• Key Stage History</li> <li>• Access Art</li> <li>• Projects on a Page</li> <li>• Purple Mash</li> </ul>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>This also allows staff to reduce their workload as per the DFE 2018 guidance.</p> <p><a href="https://www.gov.uk/government/collections/reducing-school-workload">https://www.gov.uk/government/collections/reducing-school-workload</a></p>	<p>2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children are given targeted support from teachers and teaching assistants to ensure learning is retained, misconceptions are challenged and gaps and filled.</p> <p>TA in each classroom to work children requiring keep up and catch up support.</p> <p>The following interventions are currently being used:</p> <ul style="list-style-type: none"> <li>• Little Wandle Phonics</li> <li>• Numicon KS1</li> <li>• Phonics books</li> <li>• Zones of Regulation</li> <li>• Spot of Feelings</li> </ul>	<p>EEF Report: 'Making the Best Use of Teaching Assistants'. Teaching assistants are a costly resource but when used to effectively support learning in the classroom can impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>2, 3</p>



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

Budgeted cost: 5,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving <b>attendance</b> follow up through multi-agency working &amp; implementation of social care support for disadvantaged children</p>	<p>In 2016 DfE research shows clearly how patterns of attendance impact on outcomes.  <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p>	<p>1</p>
<p>To ensure that support for <b>learning</b> and <b>attendance</b> is based on an understanding of home context.</p> <ul style="list-style-type: none"> <li>• Work by SENCO &amp; Head Teacher to monitor &amp; support families persistent attendance.</li> </ul>	<p>EEF Report Working with Parents to Support Children’s Learning. Parents are children’s first teachers and there is impact where they are successfully engaged.  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</a></p>	<p>1,3</p>
<p>To ensure all children <b>engage</b> in the wider personal development offer of the school.</p> <p>After school clubs run by specialist instructors.</p> <ul style="list-style-type: none"> <li>• iRock</li> <li>• Oxford United Football Coach</li> <li>• Drama club</li> <li>• Brightsparks science clubs</li> </ul> <p>To ensure there are no financial barriers to children attending trips and visits to support <b>engagement</b> with school life and learning.</p> <p>Curriculum opportunities:</p> <ul style="list-style-type: none"> <li>• Soft archery</li> <li>• Bike ability</li> <li>• Trips</li> <li>• IMPS</li> </ul>	<p>Education and Cultural Capital: The Implications of Changing Trends in Education Policies  <a href="https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capital_The_Implications_of_Changing_Trends_in_Education_Policies">https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capital_The_Implications_of_Changing_Trends_in_Education_Policies</a></p>	<p>2</p>



<ul style="list-style-type: none"><li>• Residential</li></ul> <p>Uniform to be provided for children for day to day use.</p> <p>Specialist items such swimming hats, goggles, waterproofs for forest school.</p>		
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**Total budgeted cost:** £25,160



## Part B: Review of outcomes in the previous academic year (July 2024)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2024 academic years.

#### **Priority 1: Attendance**

##### Attendance data for 2023-2024

*Mid-year review (March 2024)*

	Whole School	Disadvantage children
Percentage	96.15%	96.13%

In December the disadvantage pupil's attendance was at 92.24 below our whole school target of 96%. This consisted of two children with attendance below 90% one due to illness and another due to an unauthorised holiday. There was also a child on a reduced timetable who dramatically pulled down the average. In January the disadvantaged pupil's attendance was at 91.86. This reduction was further exacerbated by periods of significant illness across the school. Since then attendance for the entire school has improved and there has been an increase in disadvantage children's attendance by 4.27%.

##### Attendance data for 2022-2023

	Whole School	Disadvantage children
Percentage	95.3%	96.35

Some pupil premium children attend breakfast club and afterschool club as part of the school's wrap around provision. Children who arrive by bus do not however staff check in with them to ensure breakfast has been eaten and the correct foundation for the day is used. If children have not eaten breakfast, they are offered additional food from breakfast club.

Pupil premium attendance overall is 96.35% which is higher than the school target for attendance and an additional 3.02% was authorised by the school for times such as medical appointments, new school visits or school discretionary leave.





**Priority 2: Engagement**

*July 2024*

There have been no changes to the behaviour of pupil premium children and their engagement in school remains good. They have access to a range of support within the classroom to support progress and additional enrichment and trips have been subsidised to support their wider attainment.

Trips

EYFS	KS1	Lower KS2	Upper KS2
Farmer Gog's	Story Museum	Ashmolean	Ashmolean IMPS Junior Citizenship

Enrichment activities:

- Whole school pantomime
- iRock
- Afterschool clubs
- Bike ability
- Balance bikes
- School Discos

*2022-2023*

Pupils on the pupil premium register positively engage with the classroom activities and there have been minimal behaviour incidents within this group of children. Children who have been resettled have been more settled in their second year and Long Wittenham and new children of the same background who have joined have had a stronger sense of community. Children within this group have also progressed in their language acquisition leading to less frustration during communication.

Pupil premium children have had access to a range of strategies including ELSA, play therapy and additional 1:1 support to enable them to build self-regulation strategies leading to less frustration and calmer responses as the year has gone on. The children can communicate their emotions and feelings, identifying when they are starting to dysregulate before an incident occurs. This has also been supported by the implementation of SCARF which focusses on safety, caring, achievement, resilience and friendship. This has also been shared with all families to allow for a connected approach at home and in school leading to more consistency for the children.

Pupil premium children have had access to a wider range of activities to further develop their self-confidence and cultural capital. They have attended the following trips and activities to develop these skills and understand more about the world around them:



EYFS	KS1	Lower KS2	Upper KS2
Forest school (All year) Farmer Gows	Farmer Gows	Year 4 Mosque visit Pitt Rivers	Mosque visit Oxford Prison Residential to PGL Marchant's Hill

The whole school also took part in:

- Forest school rotation
- School disco's
- Winchester Science
- Pantomime for whole school
- Open book assemblies
- Afghan music workshops

### Priority 3: Learning

Data for 7 children 3 of which are on the SEND register

#### **Attainment**

Parameter/ Subject	Below	Expected progress	Greater Depth
Reading	43%	57%	28.6%
Writing	43%	57%	0%
Maths	43.0%	57%	14%

#### **Points Progress**

	Reading	Writing	Maths
All Pupils	5.9	6.4	6.2
FSM	6.2	6.7	7.3
Not FSM	5.9	6.3	6.1

Note pupil premium children made accelerated points progress compared to their peers.



2022-2023

Overall data

Parameter/ Subject	Below	Expected progress	Greater Depth
Reading	65%	5.5%	5.5%
Writing	65%	5.5%	5.5%
Maths	71%	18%	5.5%

Due to the pupils needs (24% SEN) and a large proportion (47%) of the PP children being EAL the children's starting points in some cases were very low in comparison to their age. Due to this I have included the percentage of pupils and how many steps of progress were made across core subjects. (Progress data)

Progress Data

Parameter/ Subject	Considerably less than expected progress (4 steps or less)	Less than expected progress (5 steps)	Expected progress (6 steps)	More than expected progress (7-8 steps)	Considerably more steps than expected progress (9 or more)
Reading	25%	19%	19%	19%	25%
Writing	19%	6%	44%	25%	13%
Maths	19%	13%	25%	44%	6%

53% of PP children made 6 or more steps of progress over the year from Summer 22 to the end of Summer 23. An additional 17% made 6 or more steps of progress in two subjects. The table below shows the children's year group, starting point (Summer 22) and end point Summer 23 and the number of steps made by each child in each subject. The averages are shown at the bottom and for each separate child.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
White Rose Maths	Maths Hubs
Specialist French teacher	Ridgeway Education Trust



Specialist music teacher	Ridgeway Education Trust
Little Wandle Phonics	Little Wandle
EYFS & Primary Wellcomm Assessment Pack	GL Assessment
<u>Oddizzi geography</u>	Oddizzi
Key Stage History	Key Stage History
Language angels (French)	Nurbridge Publishing
Access Art	Access Art
Purple Mash	Purple Mash
Projects on a page	Design Technology Association
iRock	iRock
Oxford United Football Coach	Oxford United
Science clubs	Brightsparks
Bikeability	Bikeability
Didcot Wave	Swimming