

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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   | Orton Wistow Primary School  |
| Number of pupils in school  | 379  |
| Proportion (%) of pupil premium eligible pupils   | 42 pupils(FS-Y6) + 5 SPP<br>Currently 0 pupils FS<br>Currently 2 pupils in FS + 1 SPP. |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Sept 2022- July 2023<br>Sept 2023- July 2024<br>Sept 2024- July 2025                   |
| Date this statement was published   | December 2024  |
| Date on which it will be reviewed   | July 2025  |
| Statement authorised by   | Colin Marks<br>(Headteacher)   |
| Pupil premium lead  | Rachel Tansley<br>(Director of Learning)   |
| Governor / Trustee lead   | Kirsty Cleworth  |

## Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £57383.33        |
| Recovery premium funding allocation this academic year                                 | £0               |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£57383.33</b> |

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|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
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# Part A: Pupil premium strategy plan

## Statement of intent

At Orton Wistow Primary School, we believe in the need to develop the whole child within and beyond the curriculum. This is incorporated within our purpose statement where we strive to motivate our learners and encourage their creativity and curiosity. Everybody deserves the opportunities they need to succeed.

Our intention is that at Orton Wistow Primary School, we work as one to believe, achieve and succeed. Treating everyone equally and with respect, which in-turn helps us to find and nurture what makes each person an individual learner.

Our Pupil Premium strategy is based on our above statement, with the intent that all children, including non-disadvantaged, will benefit from the strategies outlined in this document.

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 the 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.

\*Adaptations to this strategy since the previous OFSTED Inspection (July 2023) are outlined in yellow.

\* Adaptations to this strategy for the current academic year (2024-2025) are outlined in blue.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupil gaps in knowledge to be plugged effectively and efficiently, so as to make expected progress, in line with peers.        |
| 2                | Pupil engagement in extra-curricular opportunities provided at the school, so as to receive similar cultural capital as peers. |
| 3                | Pupil writing ability – lack of grammar and basic sentence structure.  |

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| 4 | Pupil emotional resilience and wellbeing – due to the ever-changing cohorts and needs of pupils joining our school. |
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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   |
|---|--|
| Pupil gaps in knowledge to be plugged effectively and efficiently, so as to make expected progress, in line with peers.   | <ul style="list-style-type: none"> <li>- Use of PiXL QLA Analysis effectively.</li> <li>- Staff CPD through staff meetings, PiXL specialist surgeries.</li> <li>- Tracking through Pupil Progress Meetings.</li> <li>- RSL intervention and liaison</li> <li>- Use of Walk Thrus to aid retrieval practise and Staff CPD linked to this.</li> <li>- % of funding to support use of other agencies.</li> </ul>  |
| To improve the provision available for pupils from disadvantaged backgrounds and in receipt of Pupil Premium funding, so they have access to opportunities that mirror their peers. | <ul style="list-style-type: none"> <li>- Analysis of residential uptake for KS2 Pupil Premium recipients. Offers of % of residential fees to be available if required and agreed in line with budget allocations.</li> <li>- Liaison with the Sports Premium/PE Lead to analyse club uptake.</li> <li>- Analysis of Pupil Premium profile children to support with transport/wrap-around care to improve attendance.</li> <li>- Investigate additional provisions that could support pupils from disadvantaged backgrounds eg:team building activities.</li> </ul> |
| To improve the wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | <p>In order to generate high levels of pupil wellbeing we will:</p> <ul style="list-style-type: none"> <li>- Implement a new Pastoral Team into our school setting to support pupils in our school, inclusive of those in receipt of Service Pupil Premium.</li> <li>- Analyse qualitative data from student voice, student participation, staff surveys and teacher observations</li> <li>- Continue to implement the 5 Ways to Wellbeing across the school, raising resilience in our pupils.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>- Establish a new Honours Award system.</li> <li>- Monitor our pupil participation in extra-curricular activities (inclusive of after school clubs), particularly among disadvantaged pupils.</li> <li>- Ensure a variety of school clubs are on offer, which attract all groups of children.</li> <li>- Use of our Learning Mentor and Pastoral Team for targeted pupil support.</li> </ul>  |
| <p>Improved writing attainment among disadvantaged pupils</p> | <ul style="list-style-type: none"> <li>- In order to achieve improved writing attainment among our pupils we will:</li> <li>- Revisit the way writing is taught at OWPS – incorporate opportunities for ‘Short Burst’ Writing.</li> <li>- Analyse the use of oracy and opportunity to embed this further across the curriculum, so as to enable pupils to orally rehearse more frequently before writing.</li> <li>- Timetable Staff CPD to support the structure of writing, spelling and grammar – inclusive of Support Staff.</li> <li>- Provide opportunities for pupils to carry out extended writing regularly 0 across the curriculum.</li> <li>- Writing Moderations (internally and across the TRUST)</li> <li>- Insight Data Tracker and Writing TAF documents.</li> <li>- Use of PiXL Therapies and staff to seek support from ‘writing surgeries’ to help plug gaps.</li> <li>- Booster sessions provided for those KM and disadvantaged pupils. (NTP – UKS2)</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: £8,300

| Activity                                     | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD for Staff – 5 Ways to Wellbeing          | <a href="#">Five ways to wellbeing - Mind</a>   | 4                             |
| CPD for Staff – PSHE Mental Wellbeing        | <a href="#">Metacognition and self-regulation   EEF (education endowment foundation.org.uk)</a><br><br><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (education endowment foundation.org.uk)</a> | 4                             |
| Release Time for RSL and PSHE/Wellbeing Lead | <a href="#">Characteristics of Effective Teacher Professional Development   EEF (education endowment foundation.org.uk)</a><br><br><a href="#">MSP - Knowledge Management and Dissemination (mispkmd.net)</a>                   | 4                             |
| National Pupil Premium Conference            | <a href="#">The National Pupil Premium Event 2024</a>   | 1, 2, 3, 4                    |
| National PiXL Conference - Nov 2024          | <a href="https://www.pixl.org.uk/events">https://www.pixl.org.uk/events</a><br><br>Focus on pupils from disadvantaged backgrounds   | 1, 2, 3, 4                    |
| Pupil Premium Seminars                       | <a href="https://www.castercliffprimaryacademy.co.uk/">https://www.castercliffprimaryacademy.co.uk/</a><br><br>Led by Castercliffe Primary Academy  | 2, 3, 4                       |

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

Budgeted cost: £27,500

| Activity                           | Evidence that supports this approach  | Challenge number(s) addressed |
|------------------------------------|---|-------------------------------|
| Learning Mentor & Pastoral Support | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> | 4                             |
| National Tutoring Programme        | <a href="https://www.gov.uk/government/guidance/national-tutoring-programme-guidance-for-schools-academic-year-2023-24">National Tutoring Programme: guidance for schools, academic year 2023/24 - GOV.UK (www.gov.uk)</a>                                  | 2,3                           |

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

Budgeted cost: £ 21,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Learning Mentor Support for Pupil Wellbeing                                       | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  | 4                             |
| Resources/Programmes to support providing extra-curricular activities for pupils. | <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a><br><a href="https://www.thinkforthefuture.co.uk/">https://www.thinkforthefuture.co.uk/</a> | 2, 4                          |

|   |   |            |
|---|---|------------|
| Think for the Future - Behaviour and Resilience Mentoring | <a href="https://www.thinkforthefuture.co.uk/">https://www.thinkforthefuture.co.uk/</a><br>In term 2 of a 3 term contract.  | 2, 4       |
| Funding for support from external agencies.               | <a href="https://www.littlemiraclescharity.org.uk/">https://www.littlemiraclescharity.org.uk/</a><br><a href="https://futuresinmind.org/">https://futuresinmind.org/</a>  | 1, 2, 3, 4 |
| Visiting other school provisions to look at behaviour     | <a href="https://sites.google.com/aetinet.org/lea-forest-primary-academy/">https://sites.google.com/aetinet.org/lea-forest-primary-academy/</a><br><a href="https://www.bedgrovejunior.bucks.sch.uk/">https://www.bedgrovejunior.bucks.sch.uk/</a><br><a href="https://www.fulbridgeacademy.co.uk/">https://www.fulbridgeacademy.co.uk/</a> | 4          |

**Total budgeted cost: £57,383.33**

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 2023 to 2024 academic year.

**To improve pupil gaps in knowledge to be plugged effectively and efficiently, so as to make expected progress, in line with peers.**

**To improve pupil engagement in extra-curricular opportunities provided at the school, so as to receive similar cultural capital as peers.**

**To improve pupil writing ability, to include secure grammar and basic sentence structure.**

**To positively impact pupil emotional resilience and wellbeing – due to the ever-changing cohorts and needs of pupils joining our school.**



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## 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 |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*