

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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.

School overview

Detail	Data
School name	Wantage CE Primary
Number of pupils in school	School PAN: R-Y6 373 School including Preschool and Nursery: 425
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andy Browne, Headteacher
Pupil premium lead	Evy Boehm, Deputy Headteacher
Governor / Trustee lead	Barry Cook



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,895
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,895

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and that they will not only learn but be inspired, flourish and enjoy their time at Wantage CE Primary School.

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, and be successful.

At Wantage CE Primary School, our strategy for disadvantaged pupils is also informed by the SEND Code of Practice (2015), Rosenshine's Principles (2012), Oxfordshire's Ordinarily Available Toolkit (2023) and EEF's Guide to Pupil Premium (2023). The strategy is a summary of everything we do at Wantage CE to ensure that our disadvantaged pupils are successful and flourish at primary school. The strategy starts with our whole school vision, our ethos, and our approach to the curriculum, teaching, learning and enrichment; it encompasses the excellent care that we provide for our children and families through our pastoral team and SEND provision; and culminates in the specialised and bespoke intervention and targeted support for individual pupils that we provide.

We will consider the challenges faced by vulnerable pupils, such as those who are under social care, or are under the TAF (Team around the family) process etc; there may be complex family needs that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, cultural complexities, more frequent behaviour difficulties and attendance and punctuality issues.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, and enable them to have an outstanding education.

Excellent quality-first 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, and 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	There are gaps in attainment and progress between PP and non-PP children in GLD, KS1 and KS2.
2	Some of our PP children face other hurdles such as SEND; 34% of PP children are SEND
3	Poor learning behaviours of some PP children have a detrimental effect on their academic progress and that of their peers
4	Attendance rates for pupils eligible for PP are below non-PP children: This reduces their school hours and causes them to fall behind (October 2025 PP 93.7%; Non-PP – 95.6%)
5	Some parents/carers of PP children are not working effectively with school to overcome barriers in their children's learning
6	Expectations of children from staff (PP and non-PP) could be higher/target setting based on target settings and high aspirations using FFT.
7	Our assessments and observations indicated that the education and wellbeing of many of our disadvantaged pupils continues to be impacted by partial school closures 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 maths, reading and language development.
8	Children from PP backgrounds may struggle with oracy, vocabulary, and language, challenges that can sometimes be linked to their reading experiences.

9	PP children may have had fewer enriching experiences that build social connections, and aims to increase their access to activities that broaden their knowledge and understanding.
10	PP children may have lower aspirations and goals influenced by the expectations and experiences within their own families.

Intended outcomes

Intended outcome	Success criteria
To continue to improve performance of PP children in reading, writing and maths closing the gap between their progress/attainment and that of other pupils in school and nationally.	<ul style="list-style-type: none"> The attainment gap between PP and non-PP children needs to close in FS, KS1 and KS2. The 24/25 academic year has shown the gap closing in Year 1 phonics; the gap also closed by 10 percent in KS2 RWI combined between (PP/Non-PP) 23/24 to 24/25.
To make sure that all PP children with SEND are supported effectively	<ul style="list-style-type: none"> Children with additional needs are supported effectively through the school's SEND practice, with the recognition of and support of any additional factors that PP children face

<p>To continue to improve the learning behaviour of some of the PP children</p>	<ul style="list-style-type: none"> • Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident from pupil interviews and reports from class teachers • ELSA assessment and support where necessary including nurture groups • Focus pupils will have improved attendance, happier experience in school and demonstrate faster progress • Continue to use the Pivotal approach (and Behaviour blueprint) and nurture groups where necessary • Improvements evident in targeted children – happier, less disruptive, and more secure at school. Classmates will benefit from this with calmer atmosphere and fewer distractions
<p>To continue to improve and increase expectations of all PP and non-PP children by all staff</p>	<ul style="list-style-type: none"> • Quality first teaching will be evident across school • Resilience and motivation of all pupils, using the Learning Powers, will improve • Teachers will continue to have a “ask first, mark first” attitude to all PP children • Every adult working in the class will know their PP children and be able to describe the needs of their children
<p>To continue to improve the attendance rates of PP children</p>	<ul style="list-style-type: none"> • Overall attendance will continue to improve so that PP attendance is in line with non-PP pupils, improving from last year’s percentage of 91.46%(PP) compared to 96.17%(non-PP) and in line with the school’s target of 97%

<p>To continue to improve PP parental engagement in supporting learning and improving children's welfare and well-being</p>	<ul style="list-style-type: none"> • Attendance by PP parents/carers at school meetings and events continues to improve • Focus families will continue to feel more confident to engage with school • PP parents will continue to support their children at home eg hearing children read, engaging with their homework and supporting with home learning when necessary • Focus families will continue to demonstrate greater attendance and faster rates of progress • Continue to improve links with all families with regular informal contact, coffee mornings etc. • Increase attendance of PP families; continue with family links
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance teachers' expertise by using research-informed, evidence-based pedagogy, such as Walkthrus.</p>	<p>Walkthrus provide a common visual reference that helps teachers and coaches discuss what's happening in the classroom. This shared understanding can improve the quality of teaching of disadvantaged children. Particular focus is modelling talk and discussion.</p>	<p>1,2,3,6,7,8</p>

<p>RWI training (whole school and in partnership with Ruth Miskin Training)</p>	<p>Children from disadvantaged backgrounds may face challenges with literacy for a number of reasons, including low income, poor housing, and low parental education levels. These factors can make it</p>	<p>1,2,3,6,7,8</p>
	<p>difficult for families to support their children's learning and development (also conversation and discussion). RWI teaching in smaller groups, can help identify and enable regular assessment of the progress of disadvantaged children.</p>	
<p>Mastery in Number/Embedding Maths Mastery delivered by inschool training and the BBO</p>	<p>Teaching maths for mastery is a transformational, evidence-based approach. When taught to master maths, all children develop their fluency without resorting to rote learning. They are able to solve non-routine problems without having to memorise procedures.</p>	<p>1,2,3,6,7,8</p>
<p>Enrolment of staff in leadership training and development to continue to develop skills and promote retention</p>	<p>Provide opportunities for staff to learn and develop, to continue to keep high retention of staff and to continue to provide quality first teaching for all children.</p>	<p>1,2,3,6,7,8</p>

Targeted academic support (for example, structured interventions)

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group and peer academic tuition in Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, particularly in Year 6. Taken "in house" so that tutoring provided by Teachers and TAs who are known to pupils. Use of more concrete apparatus.	1,2,3,6,7,8
Targeted interventions to support language development, English and Maths	Some of pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by designated adults for all children. These include "Fast Track", WellComm, Maths Gaps, Talk Time, Colourful Semantics and Fizzy Fingers etc.	1,2,3,6,7,8

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

Budgeted cost: £56,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and improve the emotional health of some PP children and SEND support for PP children, including a "Nest" unit	Emotional health and well-being issues present a significant barrier to learning for PP/SEND children from those families, including low income, poor housing, and low parental education levels.	3,9,10
Improve learning behaviours – train new ELSA	An Emotional Literacy Support Assistant (ELSA) can help disadvantaged children in schools by helping them feel safe and happy, and by helping them to understand and manage their emotions.	3,9,10

<p>Continue to improve attendance rates of PP children</p>	<p>When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Employ an attendance officer.</p>	<p>4,9,10</p>
<p>Continue to improve levels of PP parental engagement and confidence in supporting their children's learning</p>	<p>Evidence cited by the EEF demonstrates that raising levels of parental engagement is challenging. It can have a positive impact if accompanied by strategies to improve parents' own skills, such as improving levels of literacy. Evidence shows that the earlier parents can be involved the longer the lasting impact.</p>	<p>5,10</p>
<p>Continue to enable disadvantaged children to have equal access to visits, experiences, after school clubs etc.</p>	<p>Sports and arts participation has been shown to improve the attainment of children by the EEF. Children have higher self-esteem and confidence when participating in clubs (especially sports teams). Also to develop leadership opportunities in particular for PP/SEND children including prefects, school parliament etc.</p>	<p>2,3,4,5,9,10</p>
<p>Consider in house specialised Mental Health support</p>	<p>DHT specialises in solution focused therapy that can be used as an extra resource for children waiting for CAMHS etc.</p>	<p>3,10</p>

Total budgeted cost: £140,895