

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 Currently 0 pupils FS Currently 2 pupils in FS + 1 SPP.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022- July 2023 Sept 2023- July 2024 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 (Headteacher)
Pupil premium lead	Rachel Tansley (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
Total budget for this academic year	£57383.33

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

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.

4	Pupil emotional resilience and wellbeing – due to the ever-changing cohorts and needs of pupils joining our school.
---	---

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"> - Use of PiXL QLA Analysis effectively. - Staff CPD through staff meetings, PiXL specialist surgeries. - Tracking through Pupil Progress Meetings. - RSL intervention and liaison - Use of Walk Thrus to aid retrieval practise and Staff CPD linked to this. - % of funding to support use of other agencies.
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"> - 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. - Liaison with the Sports Premium/PE Lead to analyse club uptake. - Analysis of Pupil Premium profile children to support with transport/wrap-around care to improve attendance. - Investigate additional provisions that could support pupils from disadvantaged backgrounds eg:team building activities.
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"> - Implement a new Pastoral Team into our school setting to support pupils in our school, inclusive of those in receipt of Service Pupil Premium. - Analyse qualitative data from student voice, student participation, staff surveys and teacher observations - Continue to implement the 5 Ways to Wellbeing across the school, raising resilience in our pupils.

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

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	Five ways to wellbeing - Mind	4
CPD for Staff – PSHE Mental Wellbeing	Metacognition and self-regulation EEF (education endowment foundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (education endowment foundation.org.uk)	4
Release Time for RSL and PSHE/Wellbeing Lead	Characteristics of Effective Teacher Professional Development EEF (education endowment foundation.org.uk) MSP - Knowledge Management and Dissemination (mspkm.net)	4
National Pupil Premium Conference	The National Pupil Premium Event 2024	1, 2, 3, 4
National PiXL Conference - Nov 2024	https://www.pixl.org.uk/events Focus on pupils from disadvantaged backgrounds	1, 2, 3, 4
Pupil Premium Seminars	https://www.castercliffprimaryacademy.co.uk/ 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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
National Tutoring Programme	National Tutoring Programme: guidance for schools, academic year 2023/24 - GOV.UK (www.gov.uk)	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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Resources/Programmes to support providing extra-curricular activities for pupils.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.thinkforthefuture.co.uk/	2, 4

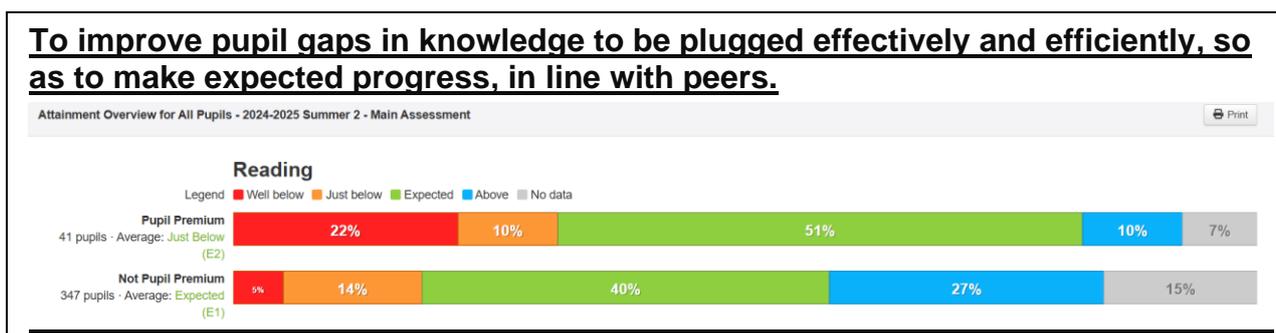
Think for the Future - Behaviour and Resilience Mentoring	https://www.thinkforthefuture.co.uk/ In term 2 of a 3 term contract.	2, 4
Funding for support from external agencies.	https://www.littlemiraclescharity.org.uk/ https://futuresinmind.org/	1, 2, 3, 4
Visiting other school provisions to look at behaviour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

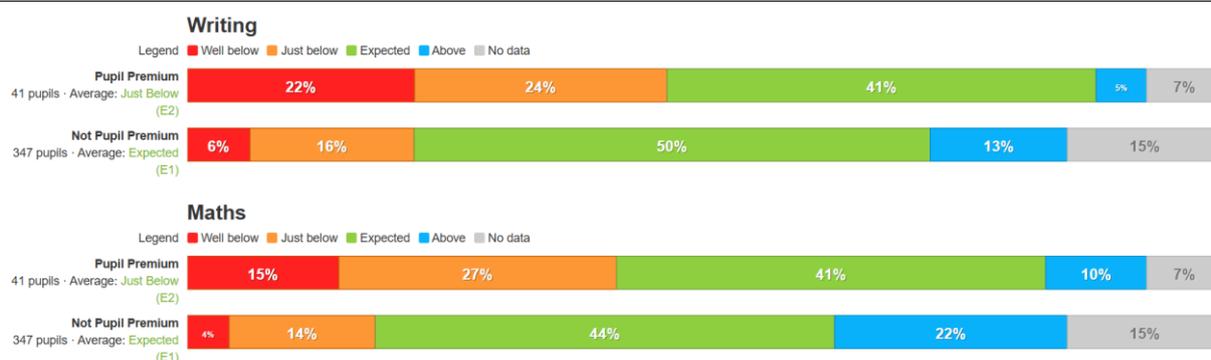
Total budgeted cost: £57,383.33

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.





Our Pupil Premium cohort front this academic year (for Reading, Writing and Maths) are sitting in our 'Just Below' area of assessment in comparison to their peers, who have an average of 'Expected' across the board.

Booster groups have taken place to support the end of KS2 assessments this academic year and will continue moving forward.

Consideration is also taking place for how we can be more effective with our use of PiXL therapy groups and Little Wandle group reading sessions moving forward. Factors that will contribute to making this improve are things such as: timetable changes, looking at staff usage, RSL role.

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

- Continued analysis of club uptake continues and is monitored alongside the PE lead. We have also looked at the variety of clubs on offer, as solely sports are not necessarily grabbing the interests of a portion of our disadvantaged pupils.
- Over the past academic year, pupils from disadvantaged backgrounds and in receipt of Pupil Premium funding have been subsidised for residential visits through KS2. This has been either as a result of families approaching the school for support or the school offering places to those pupils and proposing a portion of funding to allow their participation to take place.
- 50% of wrap around care fees are also in place for some pupils in receipt of PP funding.
- Other areas funding has supported so far this year: Transport, Wrap Around Care, SEND assessment/Pastoral Support/Charity Donations for respite care and top up of school trips for certain year groups, so they can happen (non-sporting related) – this will continue where necessary.
- Plans for Sports Premia to support more enrichment opportunities that can impact pupils from disadvantaged backgrounds.

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

Autumn Writing Data: 38% Exp or Higher
 Spring Writing Data: 41% Exp or Higher
 Summer Writing Data: 46% Exp or Higher

- Writing data for disadvantaged pupils has steadily increased over the duration of the academic year. The overall school picture is that 61% of our pupils are at expected level in writing or higher, so our pupils from disadvantaged backgrounds are sitting below this benchmark. As a result, a writing across the curriculum focus has been built into the School Development Plan for the upcoming academic year 2025-2026, with a new writing lead teacher taking on the implementation of this. 13% of these pupils also have a SEND need. Above data relates to all year groups across the school.
- Some CPD was carried out visiting other schools, who deliver writing through the Talk for Writing curriculum. Elements were then brought back to OWPS and trialled in specific year groups. Moving forward, we will be looking to make our writing curriculum mirror/become in line with our merger into a new academy trust.

End of KS2 Writing Data:

73% Y6 pupils achieved Expected Level or Higher

15% Y6 pupils achieved Greater Depth

56% Y6 pupils in receipt of PP funding achieved Expected level or higher in writing.

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

- Other areas funding has supported so far this year: Transport, Wrap Around Care, SEND assessment/Pastoral Support/Charity Donations for respite care and top up of school trips for certain year groups, so they can happen (non-sporting related) – this will continue where necessary.
- Staff CPD continues to take place to enhance awareness of how to positively impact pupil emotional resilience and wellbeing.
- Increase of staffing to create a wider Pastoral Team, which in turn aids in addressing new challenges around emotional resilience and wellbeing.
- Assemblies and Think Times adapted to address some of the changing needs of pupils joining the school.
- Safeguarding/Behaviour Analysis has taken place by the Senior Leadership Team and Designated Safeguarding/SENDSCO Team to identify common themes/factors that may need additional support.
- Adaptive Teaching Training/Refresher and OAP
- Walk Thrus are embedded and being worked on as a whole school to deliver teaching strategies consistently, so as to benefit pupils to access the curriculum and develop coping strategies within school.
- Annual Safeguarding Update has taken place for ALL staff.

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
Behaviour and Resilience Mentoring	Think for the Future (1 term)

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?	Additional pastoral support for some service pupils, who currently have a serving parent.
What was the impact of that spending on service pupil premium eligible pupils?	All ELG met for the above pupil.

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.