

## Wendover CE Junior School Pupil Premium Strategy Statement

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.*

*We nurture the curiosity to learn, the courage to lead and the compassion to care.*

*Building solid foundations (Matthew 7: 24-27)*

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	Wendover CE Junior
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	14%
Academic period that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mr G Kynaston
Pupil premium lead	Mrs J Bartlett
Governor / Trustee lead	Mrs Hannah Hook

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## Funding overview

Total PP funds due for 24/25 equals £72,350 received (spent: £85,464), comprising:

FSM Ever 6 x 34 = £50,320; Pupil Premium Plus (Post LAC) x 5 = £12,050; Service Children x 27 = £9,180

Detail	Amount
Pupil premium funding allocation this academic year	£72,350
Service children premium funding this academic year	£9,180
Recovery premium funding allocation this academic year	£1,414
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	£72,350

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## Part A: Pupil premium strategy plan

### Statement of intent

We want all our pupils, irrespective of background, to flourish. We want all children to be:

- curious about themselves, about others, about the world they live in and about the deeper questions of life;
- courageous, sharing their thinking with other, aspiring to always improve and taking a stand for what they believe is right;
- compassionate, caring about themselves, each other and the world they live in.

We want our children to take responsibility for their behaviour and learning, building resilience so that they are able to cope with challenge and be successful lifelong learners. We want our disadvantaged pupils to make just as much progress as any other child in school.

Our current strategy targets barriers for pupils and parents. The key principles of this strategy plan are that:

1. It is **learning / needs led**
2. It focusses on removing barriers to learning and addressing **cumulative dysfluency** in Reading, Writing and Mathematics
3. It builds **resilience**, supporting the mental health and well-being of pupils, improving **attendance and participation**
4. It engages **parents**, helping them support their child's learning and improve **attendance**

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# Challenges

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

Challenge	Detail of challenge
1	<b>Mental health and wellbeing</b> / pastoral / behaviour / engagement as a result of interrupted schooling.
2	Pupil Premium children have lower <b>attainment</b> in reading, writing and maths than other children in the school. Whilst gaps are closing and since the return of all pupils to school, gaps still exist. Pupil premium children are making broadly similar <b>progress</b> to other pupils.
3	<b>Attendance</b> is lower for pupil premium children than for non-pupil premium children. Overall, attendance for pupil premium children is 3% less than the average for all pupils, although the gap is closing and pupil premium attendance is higher than in similar schools. Lower attendance can result in lower mental health and wellbeing, learning gaps and reduced social interaction.
4	<b>Parental engagement:</b> a number of pupil premium families do not engage as much as do non-pupil premium families. Some pupil premium families have not taken up the offer of additional tutoring support; they are less likely to attend SENDCo Parent meetings / parent consultations and they are less likely respond positively to enrichment activities.
5	<b>Cultural capital:</b> a number of pupil premium children do not have access to the same experiences as other pupils; this impacts language, communication and aspiration.

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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
1. Children are more able to talk about their challenges and demonstrate how they are resilient. Children understand the importance of positive well-being and emotional self-regulation is improved. Children participate at all levels of school life.	<ul style="list-style-type: none"> <li>- Teacher, child and parent interviews evidence increased resilience</li> <li>- Behaviour incidents reduce for identified pupils and children are more able to self-regulate</li> <li>- Participation in all school activities is higher.</li> </ul>
2. Reading, writing and maths progress data shows that pupil premium children are making at least the progress of other pupils. They talk confidently about their learning and the progress they have made. We identify concerns in a timely manner and intervene effectively.	<ul style="list-style-type: none"> <li>- 95% of pupil premium children making expected progress in reading, writing and maths</li> <li>- Pupil premium children making at least the same progress as other pupils</li> </ul>
3. Attendance improves for identified pupil premium children	<ul style="list-style-type: none"> <li>- Attendance for pupil premium children is comparable to other pupils</li> <li>- Attendance for identified pupils improves</li> </ul>
4. Engagement of pupil premium parents improves in order that they better understand what is needed to support their child; this will be monitored through engagement in parent consultation, agreement for additional support (such as interventions and tuition), using parent support materials and attending school events	<ul style="list-style-type: none"> <li>- Progress for pupil premium pupils improves</li> <li>- Additional support is accepted by pupil premium parents</li> <li>- Good attendance of pupil premium parents at school events, consultation and reviews</li> </ul>
5. Children talk confidently and knowledgeably about their enrichment activities and the broader curriculum, sharing their aspirations and / or demonstrating further interest in the topic area	<ul style="list-style-type: none"> <li>- 80%+ pupils respond positively through pupil interviews and surveys</li> </ul>

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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: £19,000

Activity	Evidence that supports this approach	Challenge addressed
Increased time for Quality First Teaching (cost of LSA to lead learning for other pupils) & Quality First Support:	EEF Toolkit: <ul style="list-style-type: none"><li>• Collaborative learning +5 months</li><li>• Peer tutoring + 5 months</li><li>• Feedback +8 months</li><li>• Metacognition +8 months</li></ul>	2
'Keep Up' maths each day	EEF Toolkit: <ul style="list-style-type: none"><li>• Mastery learning + 5 months</li></ul>	2
Focus groups Y6 maths	EEF Toolkit: <ul style="list-style-type: none"><li>• Small group tuition +4 months</li></ul>	2
Guided reading and pre-teaching of vocabulary across the curriculum, reading scheme and Reading Plus, the Write Stuff	EEF Toolkit: <ul style="list-style-type: none"><li>• Reading comprehension strategies +5 months</li></ul>	2
Release time for teachers and LSAs (CPD); core and foundation leaders to monitor standards and track progress	Prior experience and best practice in school	2

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

Budgeted cost: £39,264

Activity	Evidence that supports this approach	Challenge addressed
Provide additional tuition partners: school-led tuition (teachers and LSAs)	EEF Toolkit: <ul style="list-style-type: none"> <li>One to one tuition +5 months</li> <li>Small group tuition +4 months</li> </ul>	2, 4
Interventions (Dynamo, Nesy, Hairy Readers, Little Wandle Phonics, Reading Plus Pre-teach vocabulary, reading 1:1 with an adult, Language Link, Write from the start, Flash Academy).	EEF Toolkit: <ul style="list-style-type: none"> <li>Phonics +4 months</li> </ul>	2
Extended Learning support – Doodle Maths, Reading Plus, Laptops for disadvantaged pupils to be able to access Extended Learning, Doodle Clubs at lunchtime.	EEF Toolkit: <ul style="list-style-type: none"> <li>Homework + 2 months</li> </ul>	1, 2, 4

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

Budgeted cost: £27,200

Activity	Evidence that supports this approach	Challenge addressed
Mentoring – focus on mental health, resilience and aspirations	EEF Toolkit: <ul style="list-style-type: none"> <li>Mentoring +1 month</li> </ul>	1
Additional emotional support through 1:1 and small group sessions. Pastoral care, Helping Hands, Young Carers, Therapy dogs, Play therapist.	EEF Toolkit: <ul style="list-style-type: none"> <li>Social &amp; emotional learning +4 months</li> </ul>	1
County Attendance Team to work with school and identified parents	EEF Toolkit:	1, 3

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Use of wider curriculum and collective worship to enrich understanding		5
Financial assistance for uniform, visits, clubs, music lessons and extra-curricular activities (including residential).	EEF Toolkit: • Extra-curricular +2 months	1
Reward system for identified pupils to improve behaviour and attendance		1, 3
Parent support materials shared directly with parents through newsletter, workshops and the school website	EEF Toolkit: • Parent involvement +3 months	4
Encourage increased participation in extra-curricular activities and taking on roles of responsibility	EEF Toolkit: Extra-curricular +2 months	1, 3, 4, 5
Play therapy for children with SEMH difficulties	EEF Toolkit: • Social & emotional learning +4 months	1

**Total budgeted cost: £ 72,601**

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## 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 2023-2024 academic year.

- Progress and Attainment:
  - Mathematics: The Maths mastery approach, a focus on concrete and pictorial methods resulted in pupil premium children making similar progress to other pupils (previously, they were 10% below other pupils). Pupil interviews showed that children were more confident in maths due to the daily opportunity to keep up, rather than having catch up interventions, and that the use of manipulatives increased their understanding.
  - Reading: The introduction of Reading Plus (an online reading programme), a tighter focus on guided reading and use of new resources for less able readers, resulted in pupil premium making similar progress to other pupils. Previously, they were 17% below.
  - Writing: A new scheme was introduced, together with a higher expectation for self-regulation in writing. This resulted in premium pupils making similar progress to all other pupils. Previously, they were 11% below.
  - We have reviewed our pedagogy and teaching process, together with a focus on higher participation and deeper thinking strategies. The expectation is that all pupils will engage in class learning at their level and forms part of our approach to ordinarily available provision.
- Attendance for pupil premium pupils remained 2% lower than for all other pupils. We have now employed an Attendance Officer. We are using the LA's EBSNA toolkit to support children who struggle to come into school.
- Emotional development and wellbeing:
  - Young carers have been supported through engagement of external agencies, education or all children in school about the role and responsibilities of young carers and provision of extra-curricular activities for young carers.
  - Mentoring for identified pupils has improved self-regulation.
  - The Zones of Regulation as a strategy for self-regulation has enabled targeted support. Children are now able to de-escalate better.
  - Play therapy offers children a chance to express their feelings in a positive way. We employ two play therapists.

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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?	<ol style="list-style-type: none"><li>1. A support worker is employed to provide frequent 1:1 and small group sessions for service children, in order to ensure that their mental health and well-being was monitored and further support was implemented as required. Support for identified parents has been provided through meetings with the support worker and SLT; coffee mornings for service parents have provided further support and allowed parents to better understand how to support their child's learning / welfare.</li><li>2. Additional academic interventions were provided for identified pupils for reading, writing and maths.</li><li>3. Provision for children in receipt of service pupil premium was reviewed with parents and children.</li></ol>
What was the impact of that spending on service pupil premium eligible pupils?	<ol style="list-style-type: none"><li>1. Nearly all service children reported that they were happy and safe in school, being confident about their learning. Identified pupils were supported in order that behaviour incidents continued to be low.</li><li>2. The progress for service children was at least that of other pupils and better in reading and maths.</li></ol>

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