

Pupil premium strategy statement – West Wycombe 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	West Wycombe Combined
Proportion (%) of pupil premium eligible pupils	159
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	43 Children 27%
Date this statement was published	2024-2027
Date on which it will be reviewed	September 2025
Statement authorised by	September 2026
Pupil premium lead	Gareth Ventin
Governor / Trustee lead	Sean Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,145

Part A: Pupil premium strategy plan

Statement of intent

At West Wycombe School it is our intention that all children are afforded the same high quality educational experiences and life opportunities, irrespective of their socio-economic background or challenges facing them. We believe all pupils should make good progress and achieve high attainment in all areas of the curriculum.

Our Pupil Premium Strategy is designed to support disadvantaged children achieve their full potential, and accelerate progress of those working below age-related expectations. We will consider challenges faced by all our vulnerable pupils, regardless of whether they are disadvantaged.

The activities and outcomes outlined below are intended to support the education and development of all such children, including those with barriers arising from SEND, Social Care involvement or poor attendance. Our primary intention for all children is the delivery of an exciting, relevant and challenging curriculum through Quality First Teaching, and the focus of our Pupil Premium Strategy is to provide additional support in areas where it is most required by our disadvantaged pupils.

Our aim is to close the disadvantage attainment gap whilst providing all our children, disadvantaged or not, with a solid educational grounding and increased cultural capital. All children in our school will benefit from the actions outlined below. Our approach is determined by robust diagnostic assessment and thorough consideration of common challenges and ways these can be effectively overcome. It supports the sustained and improved progress of all pupils through appropriate challenge and support, with early intervention where specific needs are identified. School staff have high expectations of all pupils and a collective responsibility to raising the attainment and closing the gap in achievement between disadvantaged and/or pupils and their peers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absentee attendance results in children missing high quality learning opportunities. Attendance data shows a number of disadvantaged pupils have low attendance or are classed as persistent absentees, and therefore do not fully engage with school life.

	This has a negative impact on their social and emotional development, as well as academic growth.
2	Formative and summative assessment suggests that disadvantaged pupils have difficulty in securing and retaining phonics knowledge and closing the gap in achieving an appropriate level of phonics. This negatively impacts their reading progress at KS1.
3	Teacher assessments, learning walks, observations and assessment data suggests that some disadvantaged pupils with specific SEND needs need to continue to make accelerated progress in line with their peers in order to close the gap.
4	Formative and summative assessment suggests our disadvantaged pupils are not achieving as highly as non-disadvantaged with regards to the combined high score. Challenging disadvantaged pupils remains a focus.
5	We have identified that in many cases, disadvantaged pupils have limited cultural experiences, and would benefit greatly from increased Cultural Capital to give them a wider range of knowledge and life experiences. This also includes accessing wider personal development opportunities.

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
The attendance of disadvantaged pupils is in line with those of peers, reducing the proportion classed as persistent absentees.	- Attendance remains a high profile whole-school issue for all stakeholders and there are clear expectations that it is a collective responsibility. - Attendance log demonstrates that the SLT respond proactively and in a timely fashion to address attendance concerns. Evidence shared with governors at 100% of meetings to ensure it remains a priority for all leadership stakeholders. - Whole School attendance is accurately tracked and reported on every half term with disadvantaged pupils identified and monitored. - Whole school attendance demonstrates consistent improvement over time towards 95% or above. - Persistent absenteeism demonstrates consistent reduction over time towards the national figure of 16%.

	• Case studies demonstrate the impact the SLT has on poor attendance.
Successful implementation of the systematic synthetic programme (DfE approved) – Phonics Shed, to raise standards in disadvantaged children securing, retaining and applying their phonetic knowledge.	• Full training of the phonics scheme is provided in the Autumn term and ongoing for new staff. • Monitoring demonstrates there is a secure implementation of the programme through quality first teaching and targeted intervention for disadvantaged pupils. • Language-rich texts support the development of disadvantaged children's vocabulary understanding. • Reading scheme with high quality texts across a wide range of genres facilitate fluency and comprehension skills beyond basic decoding strategies. • All KS1 children read with more fluency by the end of Y2, with disadvantaged pupils achieving in line with their peers. • Effective tracking of progress of disadvantaged/vulnerable groups across Reading scheme from Early Years to end KS2. • KS1 phonics extension sessions timetabled to target Reading Comprehension skills to facilitate fact retrieval and basic inference of chosen text passages. • KS2 PIXL Reading interventions for disadvantaged children enhance comprehension, inference and vocabulary understanding. • Disadvantaged pupils are achieving the Phonics screening in Years 1 and 2, at least in line with national average. • Pupils' phonics knowledge is assessed every half term and assessment information is used to identify pupils not on track and address this proactively. • Phonics pre-teaching and interventions are implemented effectively into EY and KS1 for identified pupils. • The profile of phonics remains high and pupils not making progress are highlighted to SLT through Pupil Progress meetings

	and addressed through rapid intervention. Over 3 years, Reading data shows improving trend for disadvantaged pupils in all year groups.
All disadvantaged pupils with additional needs make expected or better progress from their starting points.	- Disadvantaged pupils are tracked on PiXL effectively, with targeted therapies put in place to close academic gaps. - SENDSCO provides support to teachers to discuss concerns and possible routes for further support or resources. - Disadvantaged children with additional needs have a SEND support plan which clearly identifies areas to be addressed, sets SMART targets and clearly identifies additional support required. - At least 75% of disadvantaged children with additional needs make expected or better progress at KS2. - Ordinarily Available Provision is included in at least 80% of lessons, allowing for disadvantaged pupils with additional needs to have access to support through high standards of Quality First Teaching.
The outcomes for disadvantaged pupils are in line with peers across the curriculum.	- Increase the progress for disadvantaged pupils in Reading, Writing and Maths by 10%. - Targeted interventions ensure disadvantaged children are challenged and those achieving the high score combined increases by 5%. - Interventions and progress is tracked by teachers and LSAs using PiXL so they are acutely aware of the gaps in learning for disadvantaged children. - Pupil progress meetings specifically highlight disadvantaged pupils and what actions have been implemented as a result.
Disadvantaged pupils have increased opportunities to develop cultural capital	Targeted tracking demonstrates that 100% of disadvantaged pupils participate in extra-curricular activities.

and have equitable access to wider personal development opportunities.	- Disadvantaged pupils develop financial literacy through the school bank to enable future life skills. - Disadvantaged children's social and emotional health and well-being is prioritised through specific forest school sessions. - All disadvantaged children have equitable access to trips and wider learning experiences and funding is not a barrier to their access.
--	--

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: £

Activity	Evidence that supports this approach	Cost (£)	Challenge number(s) addressed
PP grant used to purchase Phonics Shed training, 'I'm a Clever Writer' CPD sessions and the purchase of letter join to ensure foundational skills.	CPD for all staff and new curriculum guides and models for staff to be able to support learners.	£	2
PIXL tracking system used to monitor and ensure all pupils including PP are making good progress	Main assessment system used across the school. This ensures that PP children are carefully tracked and that interventions are put in place to support.	£	2,3,4
SENDCO-led whole staff CPD on scaffolding, support, OAP and de-escalation strategies	Training delivered on Ordinarily Available Provision, scaffolding and support. This ensures that all pupils make rapid progress as SEND techniques can support all pupils.	£	2,3,4

CPD for the Attendance Officer to ensure understanding of principles of monitoring attendance.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice to ensure rapid improvement with attendance.	£	1
--	--	---	---

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

Budgeted cost:

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<i>Early intervention for all pupils highlighted as 'At Risk' with our Little Wandle phonics assessments, including Placement assessments for new starters. Phonics Shed experts to be developed to support targeted interventions for those pupils identified.</i>			
Widgit	Research by the EEF shows disadvantaged children start school significantly behind in vocabulary, a gap that widens, impacting reading, writing, and communication. Widgit supports with dual-coding, supporting disadvantage pupils to be able to build their Tier 2 and Tier 3 vocabulary.		
Literacy Gold	Studies show that reading ages for disadvantaged children is starting around 5 months behind at age 5 and widening to over 18 months by the end of secondary school. Literacy Gold offers online reading		

	intervention that improve reading, fluency and comprehension in target children.		
Additional support staff			

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

Budgeted cost: **£12,508**

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Sign up to Letter Box Club			1,4
Therapy dog sessions to ensure disadvantaged pupils with emotional challenges receive targeted support to increase their well-being and mental health.	Mental Health Foundation suggests that there is a 'strong socio-economic gradient in mental health, with people of a lower socio-economic status having a higher likelihood of developing and experiencing mental health problems.	£450	1,3,4
Investment in Forest School with specific sessions for disadvantaged children to support their social and emotional development and wellbeing.	"Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning." Forest School Association (FSA) Investment in a Forest School environment on site and equipment, in addition to trained members of staff allows all children the opportunity to benefit from sessions within their year group, with activities tailored to meet their needs.	£1500	1,5

Contingency fund for acute issues.	Resources set aside for needs not yet identified. Our experience tells us it is important to be able to be fully responsive to the needs of our Pupil Premium families throughout the academic year that arise, e.g. stationery, school uniform, etc.	£1200	1,2,3,4
Breakfast Club	Pupil premium children's average attendance is 91.4% - for some families, providing breakfast club.		1
Trips			
Pastoral Room			

Total budgeted cost: £65,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Assessment Results July 2025

Needs updating

End of Reception Data

	2024	2025
GLD	73%	73%
Total Number of Pupils	19/26	11/15

2 Pupil Premium children did not reach GLD.

Phonics Results 2025:

Year 1:

65% passed the screening
50% of disadvantage children passed (1 out of 2 children).

Year 4 Multiplication Check

56% passed the Multiplication Check

4 disadvantaged pupils took the MTC and 1 passed (25%).

2025 End of KS2 Whole Cohort Data

	% of Children at Expected Standard	% of Children at Greater Depth Standard	% of PP Children at Expected Standard	% of PP Children at Greater Depth Standard
Reading	95%	50%	85%	57%
Writing	68%	8%	71%	14%
Maths	81%	13%	57%	14%
Combined	63%	9%	30%	10%

Disadvantaged children are generally performing in line with their peers in Reading and Writing, but Maths is slightly lower at the expected standard. This will be the focus for 2025-2026 to ensure that the combined standard raises for our disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
PIXL Primary Personalised Learning Checklists and Diagnosis Therapy Tests	PIXL Primary
Infant Language Link and Speech Link	Speech Link
Phonics Shed Phonics Scheme	Phonics Shed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A