

Pupil premium strategy statement

School overview

Detail	September 2024
School name	Waverley Abbey C of E Junior School
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	36 children (7.7%) PPG @ £1480 each 5 post CLA @ 2530 each 2 service pupil premium @ 340 each
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rebecca Marshall
Pupil premium lead	Emma Munro
Local Committee Lead	Tom Sheppard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,610
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	£65,610

Part A: Pupil premium strategy plan

Statement of intent

At Waverley Abbey C of E Junior School, our ultimate objective is for our disadvantaged pupils to make as good progress as our non-disadvantaged pupils. Our current pupil premium strategy plan works towards this by addressing the challenges that we have identified as barriers to progress. The key principles are that disadvantaged pupils should have as high expectations of them in terms of what they are able to achieve, so that we create an ethos of inclusion and success. We are fully conscious that it is the school's responsibility to address the barriers to achievement that we have identified in our cohort.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of our Pupil Premium (PP) children show that they have greater difficulties with writing and maths than their non disadvantaged peers.
2	Statistically our disadvantaged pupils fare less well in home learning tasks. This means that some of our disadvantaged pupils need support in school to access homework/ home learning tasks.
3	Disadvantaged pupils have wider gaps in learning than their non disadvantaged peers. This shows at some summer attainment assessments.
4	Some of our disadvantaged pupils have, in the past, missed opportunities in social interaction and development from lower attendance in clubs. They also have, in the past, missed opportunities from not attending class trips
5	Our assessments of pupils using well-being surveys and staff observations have identified social and emotional issues for many pupils. This particularly affects disadvantaged pupils, including their attainment

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
Improved maths and writing attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2025 show that the gap between disadvantaged and non-disadvantaged pupils has reduced.
Improved attainment for disadvantaged pupils in end of year and KS2 SATs	Gap between disadvantaged and non-disadvantaged pupils is narrowed from start of year baseline to end of year results.
Improved attainment for specific groups of children – provided by smaller group targeted teaching in maths and feedback time in English lessons. Smaller groups mean individual children receive personalised support.	Gaps are narrowed to enable children to move from WTS to EXS or EXS to GDS.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupil well-being is increased by developing growth mindset, self-esteem and confidence.	Qualitative data from pupil voice, pupil and parent surveys and staff observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Home School Link Worker is used effectively to provide resources and strategies for support.	Attendance is improved for disadvantaged pupils (with no more than 2% difference)
To increase disadvantaged children's participation in clubs and trips / residential. Providing the same opportunities as peers.	100% who wish to do a club or trip/residential must get the opportunity to do so

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Groups daily session in maths, pre teaching including PP pupils.	Smaller class sizes mean that individual children receive personalised support.	1, 2,3

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

Budgeted cost: £47,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ELSA provision	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5
ELSA Support and training		
Cascading restorative practice and Nurture UK training		
Home School link worker	Attendance can be improved. Successful referral of services to support families e.g. Early Help can have a significant impact on attendance and engagement – thus having increase in attainment.	5
Financial support for clubs, trips and residential visits to encourage full take up.	Pupil well-being is increased and social and emotional needs can be met by attending clubs and extra-curricular activities.	4
Contingency fund for acute issues.	Based on our experience, we have identified a need to set aside a	1,2,3,4,5

	small amount of funding to respond quickly to needs that have not yet been identified.	
Additional pastoral training opportunities	Pupil well-being is increased, and social and emotional needs can be met by developing and supporting our pastoral knowledge and skills through additional training opportunities	

Total budgeted cost: £65,610

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.

Summary of evaluation PP funding from 2023 to 2024.

- Year 6 data reflects that pupil premium children will still need to be a focus next academic year.
- Across year groups, pupils in the booster groups have maintained a good level of progress.
- Pupils who needed additional support through ELSA have been offered it.
- Trips were carried out this year, therefore funds were provided to allow all children to attend trips.
- PP children were also supported to be able to attend clubs inside and outside of school when restrictions allowed.