

Pupil premium strategy statement – Margaret Wix Primary School.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Claire Gibbs,</i> Headteacher
Pupil premium lead	<i>Claire Gibbs,</i> Headteacher
Governor / Trustee lead	<i>Val Male,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,760
Total budget for this academic year	£81,760

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. The focus of our pupil premium strategy is to support under-served pupils to achieve that goal. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers, amongst others.

High-quality teaching and relationship building is at the heart of our approach, with a focus on areas in which economically disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their economically disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through small group and one-to-one tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. We continue to foster good relationships with our families through the use of family support workers and ensure that we work together at all times. Margaret Wix Primary School works closely as a community to ensure all children are included, fostering a sense of belonging and building self-efficacy so that each child can be aspirational for their future.

Our approach will be responsive to common challenges and individual needs, 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 economically 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 economically disadvantaged pupils' outcomes and raise expectations of what they can achieve
- communicate clearly with families in order that we work together ensuring a cohesive approach.
- ensure that those families that are not in receipt of pupil premium funding but are struggling economically, have an honest open dialogue with the school so that help can be offered when needed.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many economically disadvantaged pupils (evidenced through pupil voice). These are evident from Reception through to KS2 and in general, are more prevalent among our economically disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest economically disadvantaged pupils generally have more challenges with grasping good phonics knowledge than their peers. This negatively impacts their development as readers and accessing their curriculum.
3	Internal and external assessments indicate that maths attainment among economically disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across all curriculum areas.</p>

5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to home challenges and a lack of enrichment opportunities. These challenges particularly affect economically disadvantaged pupils, including their attainment.
6	Our attendance data indicates that attendance among economically disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils through the implementation of Voice 21.	Assessments and observations indicate that oral language among economically disadvantaged pupils is in line with peers. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment amongst economically disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 80% of economically disadvantaged pupils met the expected standard, in line with their non-disadvantaged peers.
Improved maths attainment for economically disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard, in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among economically disadvantaged pupils to bring them in line with their non-disadvantaged peers.

	<ul style="list-style-type: none"> • a significant increase (25% more) in participation of parents/carers in learning opportunities for adults
To achieve and sustain improved attendance for all pupils, particularly our economically disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no-more 5%. • the percentage of all pupils who are persistently absent being below 10%. • an improvement for all attendance figures to exceed national average across the year

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: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Training from maths and English Lead on how to use the results to plug gaps.</p> <p>Careful analysis of standardised tests to ensure gaps are plugged.</p> <p>Training by English and Maths Leads to ensure TAs can deliver sessions needed to plug gaps and support confidently in class</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum through the use of Voice 21. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>One teacher to be named Voice 21 Champion in order to disseminate training and high quality provision across the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Use of Little Wandle Catch-up and Keep-Up sessions - to secure stronger phonics acquisition for all pupils from EYFS to Year 6 (as required).</p> <p>TAs to be trained by Little Wandle CPD and English Subject Lead to deliver</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>sessions and confidently support in class.</p> <p>Teachers to work with parents/carers during Wondrous Writing Week to ensure support can be extended to home.</p>	<p>Feedback from parents, through parental feedback and questionnaires, has shown how important it is that the school shows families how they can support at home in order to raise standards for their children. (Feedback always included in weekly updates following the special week)</p> <p>EEF - evidence parental engagement</p>	
<p>Enhancement of our maths teaching through essentials training for our TAs by our Herts maths adviser ensuring that they are able to competently deliver the mental maths fluency sessions for individuals and groups.</p> <p>Embedding Maths Magicians to encourage support at home with maths fluency. This is an initiative created by our Maths Lead that recognises the importance of daily practice of maths fluency and plugging gaps as soon as they arise.</p> <p>Teachers to work with parents/carers during Marvellous Maths Week to ensure support can be extended to home.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Practice of maths fluency underpins all other maths learning and allows individuals to be competent and successful mathematicians. Improving Mathematics in Key Stages 2 and 3</p> <p>Feedback from parents, through parental feedback and questionnaires, has shown how important it is that the school shows families how they can support at home in order to raise standards for their children.</p>	<p>3</p>

<p>Engage children in external maths challenges in order to raise profile and outcomes for all children</p>		
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	<p>(Feedback always included in weekly updates following the special weeks)</p> <p>EEF - evidence parental engagement</p>	
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<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Developing extensive outdoor learning opportunities by giving one of our TAs the role of overseeing outdoor learning</p> <p>We will encourage those from disadvantaged backgrounds to join extracurricular activities ensuring that they are fully funded.</p>	<p>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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>There is evidence that states that the problem solving skills and reflection skills associated with outdoor learning. EEF - Outdoor Learning Adventure</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Voice 21). Train a member of SLT and an Oracy Champion to embed this across the school.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our TAs overseen by our English Lead.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with an in school one-to-one and small group tutoring programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic and beyond. A significant proportion of the pupils who receive tutoring will be economically</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

<p>disadvantaged, including those who are high attainers. Two members of SLT to deliver these sessions.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. This will be a member of SLT who will work closely with the county attendance officer.</p> <p>Children with 97% attendance invited to a film afternoon after school including food.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Evidence suggests that parents encourage attendance at primary school. Offering free food and child care after</p>	<p>6</p>

	school as well as a celebratory event for the child, should encourage attendance.	
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To ensure all children given their chance to enhance their cultural capital and enjoy enrichment opportunities, a fund will be kept to help out in particular circumstances for instance trips, special visitors and residential away trips etc.	EEF has completed research that says that can improve self-efficacy which in turn will impact learning in the classrooms and aspirations for the future.	All
Contingency fund for acute issues - hardship fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
To ensure that identified families have access to a family support worker to assist them with housing, access to foodbank, paperwork, medical needs and attendance.	The importance of parents working with the school is evidenced by the EEF.	All

Total budgeted cost: £62,185

Part B: Review of the previous academic year

Outcomes for economically-disadvantaged pupils

Voice 21 has been fully embedded across the curriculum with the implementation of two oracy champions. Children across the school can now work effectively in pairs turning to look and listen to their partner, build on each other's ideas and challenge each other's ideas. Children are also using suitable and well-chosen sentence stems and being given the chance to "nest" and come up with their own ideas. This "talk" is having a positive impact on oracy across the school, conflicts on the playground and outcomes overall.

We are (in general) on a three-year upwards trajectory.

See data on website:

<https://www.margaretwix.herts.sch.uk/ofsted-reports-and-data/>

We are pleased to confirm that our implementation of Little Wandle is working in closing the disadvantaged gap for early reading.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. In the last year, we have been able to ensure that all children in receipt of pupil premium funding are partaking in clubs and/or leadership roles across the school. This has further developed their enrichment opportunities and has helped to improve their happiness in school confirmed by a pupil survey October 2025.

Attendance data has improved over the last three years due to a relentless approach using the DFE document. According to the IDSR data, we have sat close to average over the past year for all groups and a relative improvement after the last two years.

