

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Margaret Wix Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Spring 2022
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Val Male
Pupil premium lead	Claire Gibbs
Governor / Trustee lead	Sarah Gillin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,080
Recovery premium funding allocation this academic year	£3, 307.50
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	£72,387.50

# Part A: Pupil premium strategy plan

## Statement of intent

As part of our continued commitment to raise and accelerate the attainment and progress of all children, we will be providing extra small group and individual targeted tuition for our Pupil Premium children. We will meet with teachers termly to discuss the progress and attainment of all Pupil Premium children, set challenging targets and map out a programme of support for these children.

Targeted Tuition will be planned and tailored towards the needs of individual children and groups. We hope to promote social and emotional skills as well as Maths and English.

Pupil premium is allocated to schools to help to address underlying inequalities between disadvantaged children and their peers and ultimately reduce the attainment gap between them. The needs of disadvantaged children are mapped by senior leaders and their attainment and progress are carefully tracked to evaluate the impact of the pupil premium funding.

During the pandemic, leaders have maintained a high level of communication with families eligible for pupil premium funding, to ensure disadvantaged children continue to receive the support they need and are effectively safeguarded. During the first lockdown, all disadvantaged pupils were invited to attend the key worker care provision which ran for the entire duration of lockdown. Financial assistance for transport to and from school was provided where necessary and children without access to remote learning were provided with tablet devices. Families were offered the option of a packed lunch each day or the equivalent value of supermarket vouchers. This support will continue for the duration of the pandemic.

Research led by the Sutton Trust informs our decisions on how to allocate pupil premium funding to ensure maximum impact on our disadvantaged pupils. The strategy will be reviewed to analyse effectiveness and make changes where necessary.

The main barriers to educational achievement faced by pupils eligible for pupil premium funding include:

- \* speech, language and communication skills.
- \* additional vulnerabilities such as special educational needs or having English as an additional language.
- \* social and emotional difficulties.
- \* attendance and punctuality.
- \* limited access experiences outside of school that widen experience and vocabulary.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental engagement with school
3	Adverse Childhood Experiences
4	Working below Expected Standards (EXS) in core learning e.g. Reading, Writing, Maths
5	Emotional barriers and potential mental health impacts that home schooling may have had

## 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
Any children identified as not meeting expected levels are further targeted for intervention.	Regular Pupil Progress meetings to early identify any child who is not making expected progress and to ensure Targeted Precision Teaching (TPT) groups are put into place to ensure the child is achieving good progress.
Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over each academic year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line or better with previous years.	TPT groups. Catch-up sessions. School-led tutoring groups. Close monitoring of all children's progress through Pupil Progress meetings to ensure early identification of children who require intervention to ensure they are ready to access the formal assessments.

## 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: £26, 698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced extra teacher in EYFS for 1 day £8,500	Targeted PPG children to settle into school persistent combatting absence, learning social skills, toileting skills etc.	3 4 5
Extra TA in EYFS £18,198	To support Pupil Premium children settle into school after Covid 19, learning social skills, toileting skills etc. Research shows a delay in vocabulary at the age of 5 puts children five times less likely to achieve EXS in year 6 English and six times less likely to achieve EXS in year 6 maths.	2 3 5
Attachment and Trauma training FREE	To ensure all staff are aware of the impact ACEs can have on a child's academic progress and ability to learn as well as their social, emotional and mental health.	3 5

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

Budgeted cost: £15, 505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tuition teaching in KS2 Targeted PPG children to plug academic gaps with a	We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that compared to their peers who do not receive tuition, pupils who receive small group tuition	4

particular focus on English and Maths. £11,100	may make, on average, 4 months additional progress and pupils who receive one-to-one may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.	
School led tutoring £4,405	School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to Covid-19.	4

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

Budgeted cost: £31,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trip allocation To enable PPG children to enjoy the same extra-curricular or curricular activities as their non-PPG peers per trip/visitor/experience £2,000	Ensuring all children have access to a full and wide curriculum even if financial income prevents families from supporting extra-curricular activities. All children have equal access to experiences in school.	4 5
Counselling in school service. Targeted PPG with Social, Emotional and Mental Health concerns and needs £14,475	Targeted children who have struggled with their mental health at any time as well as those affected by Covid-19. Early intervention to support the whole child is key.	3 5
Breakfast Club support for disadvantaged pupils. Targeted PPG children with poor and low attendance/punctuality. £2.50 per morning for targeted children £6713	Close monitoring of attendance trends and a history of improved attendance for children who access Breakfast Club. Supporting families with giving children breakfast who struggle with access to food.	1

<p>Disposable and specialist resources including:-</p> <ul style="list-style-type: none"> <li>-additional resources</li> <li>-sports coaching</li> <li>-cooking lessons</li> <li>-after school and sports clubs</li> <li>-uniform</li> <li>-one-to-one coaching</li> <li>-nurture groups</li> <li>-speech and language etc.</li> </ul> <p>£3, 079</p>	<p>By ensuring children have access to experiences no matter their deficit at home to ensure they have all the same opportunities to other children. Giving all children access to a variety of extra-curricular experiences.</p> <p>Access to reduced cost/free uniform to attend school in.</p> <p>Access to after school clubs that come at a cost.</p>	<p>4 5</p>
<p>Family Support Worker</p> <p>To support PPG children in their homes through helping with paperwork, housing issues, absences and behavioural challenges etc.</p> <p>£5025</p>	<p>Early identification of families who's needs are bigger than access to school.</p> <p>Support with attendance as well as any housing issues including access to the Food and Hygiene Banks.</p> <p>Wider access to parenting support groups.</p>	<p>1 2 3 5</p>

**Total budgeted cost: £73, 495**

Additional £1, 107.50 covered by school budget

## 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 2020 to 2021 academic year.

- pupil progress meetings – early identification of children who require additional support in certain subjects and allows regular reviews of support in place ensuring every child makes at least 1 step of progress in core-subjects
- Phonics screening results – regular reviews of how phonics is taught including a new phonics program (Little Wandle) as well as a phonetically decodable reading scheme to ensure good progress in reading
- 60% of PPG gaining ‘give me 10’ – close monitoring of different ‘groups’ of children who are achieving the GMT milestones and ensuring that those who do not read at home, are reading in school daily and these can be counted towards the GMT totals
- more writing in all other subjects – subject leaders monitoring books and giving teachers regular feedback and support
- book looks by subject leaders – regular checks to ensure high standards for all children as well as SLT reviewing all books are covering the curriculum as per the school curriculum map
- additional intervention sessions with CT or TA with targeted maths skills – maths TPT groups on a daily basis to ‘mop up’ any early misconceptions
- Targeted children to see school councillor – early identification of children who are struggling emotionally both pre and post Covid-19
- children attend lunch time clubs – supporting social skills and emotional wellbeing alongside physical activity to improve emotional health as well as physical health
- Targeted children to attend anger management clubs – using Starving the Anger Gremlin to support children’s emotional well-being and support the whole child
- Children to attend Lego therapy groups – open to all children and specific children targeted by invite to develop social skills, informal check ins with an adult as well as access to fine motor skills and play experiences
- playground mentors being observed to organise games and interactions between younger children – introducing positive role-models and games

## 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
Male Mentoring – 1:1	Vista – DSPL 7
Additional Counselling	Vista – DSPL 7
Penn Resilience	Vista – DSPL 7

## 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?	Catch-Up Teacher interventions 4 afternoons a week. Counselling in school service. Nurture Group 4 mornings a week. Disposable resources to support interventions for PPG children
What was the impact of that spending on service pupil premium eligible pupils?	All children to made at least 1 step progress in reading, writing and maths. Lunch time clubs with invite only children Children engaged with playground mentors Targeted children to attended anger management clubs Children attended Lego therapy groups