

## 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   | Wixams Tree Primary School |
| Number of pupils in school  | 381                        |
| Proportion (%) of pupil premium eligible pupils   | 12.33%                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022                  |
| Date this statement was published   | September 2021             |
| Date on which it will be reviewed   | July 2022                  |
| Statement authorised by   | Mrs M Langley              |
| Pupil premium lead  | Mrs M Langley              |
| Governor / Trustee lead   | Mrs A Rees                 |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £69,940 |
| Recovery premium funding allocation this academic year  | £6000   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £10,000 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £85,940 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Wixams Tree Primary School target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals:

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

| Challenge number | Detail of challenge                         |
|------------------|---|
| 1                | Social, emotional and mental health         |
| 2                | Gaps in reading, writing, maths and phonics |
| 3                | Speech, language and communication          |
| 4                | Attendance and punctuality                  |
| 5                | Access to wider opportunities               |
|                  | Parental engagement                         |

## 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   |
|----------------------------|--|
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Phonics                    | Achieve at least 90% of pupils in Y1 pass the PSC                            |
| Attendance                 | Ensure attendance of disadvantaged pupils is at least 96%                    |

## 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: £ [25,000]

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Talk for Writing training                                | Pupils' attainment in Writing is below national expectations by the end of Y6. Pupils who are new to English start at the school in various year groups unable to read and write in English                                      | 2                             |
| Cover supervisors employed to release curriculum leaders | Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice   | 4, 5                          |
| Voice 21 CPD   | Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Pupils who are new to English start at the school in various year groups unable to read and write in English | 3                             |
| Numicon training   | Pupils' attainment in Maths is below national expectations by the end of Y6  | 2                             |
| Phonics CPD  | Pupils' attainment in Phonics is below national expectations by the end of Y1. Pupils who are new to English start at the school in various year groups unable to read and write in English.                                     | 2                             |

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

Budgeted cost: £ [25,000]

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Structured interventions for maths across school using the Ready to Progress resources | Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted. | 2                             |

|  |   |   |
|--|---|---|
| Phonics structured interventions across the school | Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted. | 2 |
|--|---|---|

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

Budgeted cost: £35,940

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Mental health first aider/mentor                  | Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum  | 1                             |
| EWO support purchased/Attendance Officer employed | Significantly above average amounts of children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance                                      | 4                             |
| Breakfast Club                                    | Children who are hungry do not perform as well  | 4                             |
| Reward shop                                       | Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance   | 1, 4                          |
| Subsidised visits                                 | Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum  | 4, 5                          |
| Parent workshops, stay and play, etc              | Positive parental engagement can support pupil progress and attendance  | 1, 2, 3, 4, 5, 6              |
| Musical instrument tuition                        | Every child should have the opportunity to learn to play an instrument/perform in front of an audience.   | 5                             |
| 1 Decision  | The 1 decision PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance | 1, 3                          |

**Total budgeted cost: £ (85,940)**

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.

*Please see Pupil Premium Impact Report 2020-2021*

## 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         |
|--------------------------|------------------|
| Spelling shed            | Ed shed          |
| TT Rockstars             | Maths Circle Ltd |
| Talk for Writing         | Talk for Writing |
| Purple mash              | 2 simple         |
| Nessy                    | Nessy learning   |
| 1 decision nurture group | 1 decision       |
| Learning Village         | Learning village |

## 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?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |