# 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

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| Detail | Data |
| School name | Wixams Tree Primary |
| Number of pupils in school | 437 |
| Proportion (%) of pupil premium eligible pupils | 14.1 % (62) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | December 2022 (termly) |
| Statement authorised by | Mary Langley |
| Pupil premium lead | Tina Hounsome |
| Governor / Trustee lead | Amanda Rees |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £85,000 |
| Recovery premium funding allocation this academic year | £ 8,700 |
| 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 | £93,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Wixams Tree Primary School is passionate about removing barriers and meeting the needs of all of our children so that they can be successful in their next phases in life. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally.  Please find below our rationale for each area of funding:  1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, that is child centred and designed to inspire and celebrate our diverse school community, that children’s engagement in learning will be increased and progress will accelerate.  2. Precision targeted interventions will be a key focus for all children based on their gaps and barriers to knowledge. Some interventions will take place through additional support in the classroom during lessons. Other interventions will take place outside of the classroom with our well-trained Teaching Assistants. Our Long-Term aim is that as Quality First Teaching improves, in the coming years, this part of the strategy will be revised.  3. Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive, and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.  These will be reviewed termly, and further funding used based on the children’s emerging needs. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Some of our PP children have difficulties with their social, emotional and mental health. |
| 2 | Some of our PP children have knowledge gaps in reading, writing or numeracy. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations |
| 3 | Some of our PP children have speech, language and communication difficulties. |
| 4 | Poor attendance by some of our children limits their learning and widens knowledge and skills gaps. |
| 5 | Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences. |
| 6 | Some of our children’s parents are not engaged with the school or learning process and do not value learning or are not able to support the learning process at home. |

## 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.

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| Intended outcome | Success criteria |
| To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good. | Lessons observed as part of a formal or informal process are at least good. |
| All non-SEND PP Children achieve outcomes in-line with, or above, national average by the end of KS2 in reading. | Within year group cohorts, increased numbers of PP children achieving national average or above in reading. |
| All non-SEND PP Children achieve outcomes in-line with, or above, national average by the end of KS2 in writing. | Within year group cohorts, increased numbers of PP children achieving national average or above in writing. |
| All non-SEND PP Children achieve outcomes in-line with, or above, national average by the end of KS2 in maths. | Within year group cohorts, increased numbers of PP children achieving national average or above in maths. |
| All non-SEND PP children pass the PSC at the end of year 1. | Pupils progress through the ELS programme |
| The attendance of targeted PP children who are persistent absentees, improves | Work undertaken demonstrates a notable improvement in PP attendance percentages. |

## 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: £25,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All relevant staff will be trained well, through carefully planned Inset, so that they can use effective strategies to promote the teaching of **phonics** and reading and identify where gaps need to be diminished.  All relevant staff will be trained to deliver the HfL Reading Fluency project for Y2 and KS2 to improve fluency and comprehension skills.  All relevant staff will receive CPD to ensure a consistent approach to guided reading sessions and the VIPERS reading skills.  All relevant staff will receive paid-for training to deliver the Maths Mastery scheme effectively.  High quality leadership CPD opportunities will be offered to teachers at all career stages. CPD will be tracked and the impact evaluated.  High quality assessment training to be mandatory for teachers.  All relevant staff will receive writing moderation training and attend internal and external moderation sessions with other schools.  All TAs will be trained to assess children’s reading in relation to moving book bands. | We have taken particular guidance from the Ofsted Report [‘how schools are spending funding successfully to maximise achievement’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.  All evidence including that of our own experience, the [Sutton Trust and EEF toolkits](https://d2tic4wvo1iusb.cloudfront.net/documents/toolkit/Toolkit_guide.pdf) and the [Ofsted guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.  We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the [Visible Learning Metax global research database](https://www.visiblelearningmetax.com/)  This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54). | 2 |

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

Budgeted cost: £38,700.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Our goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. | | |
| * Utilise the strategies developed through reading training to provide effective small group intervention where pupils are not making expected progress. | Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the [Sutton Trust and EEF toolkits](https://d2tic4wvo1iusb.cloudfront.net/documents/toolkit/Toolkit_guide.pdf) and the [Ofsted guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) discussed above. | 2 |
| * ELS 1-1 sessions for pupils not making expected progress in phonics |
| * Embed small group maths and writing interventions for disadvantaged pupils falling behind age-related expectations. |
| * Regular speech and language sessions for targeted pupils. | The [EEF](https://d2tic4wvo1iusb.cloudfront.net/documents/toolkit/Toolkit_guide.pdf) have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year. | 3 |

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

Budgeted cost: £30,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Our dedicated Family Support Worker and DSL and Attendance Officers support our families in the following ways:  • ensuring that the families have access to adequate, permanent housing.  • ensuring that families have access to the government funding and benefits to which they are entitled.  • engaging parents and families with support for their mental health and the impact of this on the children.  • supporting victims of domestic abuse  • ensuring that families are supported by appropriate external agencies e.g. MARAC, Faces, Freedom Project, Food bank, One Support, Aquarius, SVP, Families First, Relate, PBIC, Early Help, IDVA, CHUMS, CAMHS, Embrace, P2R, Beds Police Education and diversion team,  • substance abuse  • emotional and physical neglect  • improving adults’ prospects of securing employment  • debt, often leading to other issues surrounding family finances such as food, paying bills etc  • poor physical health  In response to these and other needs, the children often require regular and direct support from other members of our pastoral team to help them deal with a variety of issues and barriers including:  • General emotional well being  • mental health  • behaviours associated with poor attachment  • trauma induced behaviours  • children who have witnessed domestic abuse  • children who live with parents who are abusing alcohol and/or drugs  • issues arising from neglect, including low self-esteem, issues with general appearance etc  • Establishment of a clear, articulatable behaviour policy and approach, which is inclusive and escalatory.  • Children are supported academically and emotionally to fully engage with the school day.  In addition to our ‘in house’ provision, we also engage the services of other professionals to support our work. This has included:  • a qualified speech and language specialist  • Autism Spectrum Advisory team to support children on the autistic pathway  • Educational Psychologist  • School Nurse   * Child Development Centre   The Attendance Officer will intervene early once a child’s attendance falls below 95%. The interventions include the following:  • Informal contact with parents making them aware of the situation  • Formal meetings with parents if the attendance does not improve  • Home visits to support parents with getting pupils to school  • Meetings between parents and the Head Teacher  • Attendance actions plans created and absence closely monitored.  • Referrals to the Education Welfare Service  • Proportion of PP allocation to be reserved to support some families with the cost of:  o School uniform  o School trips  o Access to before and after school clubs  o Any other expenditure deemed necessary by the school  • Support individual pupils with developing their cultural capital through:  o Identifying individual interests  o Supporting their lifelong love of learning in anyway deemed appropriate by the school  Using the music service to ensure all children receive high quality music teaching and give them opportunities to perform with pupils from other schools | Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are:  To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn,  To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and  To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge.  There is a plethora of research surrounding the benefits and establishment of inclusion in education[[1]](#footnote-1). A study called ***[Inclusion and the standards agenda:](https://www.researchgate.net/publication/232877705_Inclusion_and_the_standards_agenda_Negotiating_policy_pressures_in_England)***  ***[negotiating policy pressures in England](https://www.researchgate.net/publication/232877705_Inclusion_and_the_standards_agenda_Negotiating_policy_pressures_in_England)[[[2]](#footnote-2)](https://www.researchgate.net/publication/232877705_Inclusion_and_the_standards_agenda_Negotiating_policy_pressures_in_England)*** in 2006 defines successful inclusion as ‘*Schools…having strategies for encouraging the presence, participation, and achievement of all learners’*. This is now echoed in [UNESCO’s ‘***Guide to Ensuring Inclusion and Equality in Education***’](http://www.unesco.org/new/en/media-services/single-view/news/a_guide_for_ensuring_inclusion_and_equity_in_education/) (2017). Various models and factors have been discussed and recent studies (including [Dimitrellou 2017](https://www.researchgate.net/publication/321001513_Does_an_inclusive_ethos_enhance_the_sense_of_school_belonging_and_encourage_the_social_relations_of_young_adolescents_identified_as_having_social_emotional_and_mental_health_difficulties_SEMH_and_mode)[[3]](#footnote-3) and [Farrell 2004](https://www.researchgate.net/publication/247718183_School_Psychologists_Making_Inclusion_a_Reality_for_All)[[4]](#footnote-4)) have started to model the features required to enable inclusive education to occur. These studies coupled with ‘[***School exclusion: a literature review on the continued disproportionate exclusion of certain children***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf)*[[5]](#footnote-5)’* provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.  We firmly believe in the establishment of relationship in order to support SEL.  We also rely on the findings of the [EIF](https://www.eif.org.uk/why-it-matters/why-is-it-good-for-children-and-families) in relation to the effect of early help and intervention in respect of mental health and achievement | 1,4,5,6 |

**Total budgeted cost: £ 93,700**

# 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 2021 to 2022 academic year.

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| 75% of pp pupils passed the PSC which is above the national average of 71%  As a result of buying in expertise from Bedford Borough Music team ALL children have had the opportunity to perform in front of an audience and some children have had an opportunity to learn an instrument. (Year 3 – steel pans, Year 6 – key boards )  ALL trips have been subsidised to ensure that children from lower income families have had access to a broad and balanced curriculum.  ALL children from years 1-6 have had access to the 1 decision PSHE curriculum. This has supported the children’s understanding of others and their own needs and rights and has contributed towards a positive school environment.  **Targeted Academic Support:**  Booster Groups, Literacy/Numeracy Support Specialists, TA’s Class Teacher 1:1 conferencing, Educational Psychology support  **Wider Strategies:** EWO, wrap around care, milk, school journey, lunchtime social group, staff PP lunch, Educational Visits, Enrichment sessions, Uniform Subsidy  Our internal assessments during 2020/21 (and Autumn term 2021/Spring term 2022 covered by this strategy plan) suggested that the performance of disadvantaged pupils still remains lower than pre-COVID pandemic levels in key areas of the curriculum. The recovery curriculum and support from the National Tutoring Programme have had improved outcomes in 2021/22 but overall, the outcomes we aimed to achieve in our previous strategy were therefore not fully realised. Our assessment of the reasons for these outcomes’ points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online teaching sessions led by class teachers consisting of at least 3 ‘live’ teaching sessions daily with opportunities for the most disadvantaged children to stay on the call longer than peers for pre-teaching and consolidation. The impact was also lessened by the school’s quick action to ensure all families had food e.g., delivering FSM to doorsteps, as well as sufficient devices and internet connection to access the curriculum being offered. Paper copies were provided and delivered as needed to ensure access for all.  **Reading**  It is the one subject area that can't be purely data driven because of its critical link to well-being, our key SDP priority. The national evidence shows that well-being, reading for pleasure and talking about books will have long term impact on attainment data on a child's education through to 16. This is an investment that is recognised nationally, even though it may not translate into 6 steps of progress for each child each year in primary school. The consistent approach of teaching reading across the school which is still being embedded is specifically designed to support vulnerable groups: - the emphasis on teaching (using and exploring) new words and this particularly supports PP children who have had more limited access to rich vocabulary provided through wide access to a range of quality books. - weekly timetabling of book change with a teacher ensures children with less opportunity to read at home are supported & encouraged to read whole books. - More frequently class teachers support book choice for vulnerable pupils to ensure content and difficulty is appropriate.  Writing:  **NEXT STEPS**: - Engagement of reluctant ARE writers who are PP - think carefully about the texts used to ensure that it will engage all members of the class but keeping the interests of PP children in mind. - PPG writing - targeted use of PP grant and upcoming COVID catch-up funding to offer additional tutoring to hesitant writers and those identified as slipping back in their confidence. PPG books marked first or consider ‘Point of Intervention’ mid-lesson marking to be discussed by the Literacy team |

## 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*

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| Programme | Provider |
| Nessy Reading and Spelling Programme | Nessy |
| Learning Village | Learning Village |
| Nurture Group | 1Decision |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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? |  |

1. ‘Inclusive education’ means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018) [↑](#footnote-ref-1)
2. Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006* [↑](#footnote-ref-2)
3. Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL [↑](#footnote-ref-3)
4. Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International. [↑](#footnote-ref-4)
5. Graham et al, DfE, 2019 [↑](#footnote-ref-5)