

Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wraxall Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	5 pupils
Academic year/years that our current pupil premium strategy plan covers	2022/2023-2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Miss Amy Townsend
Pupil premium lead	Mrs Victoria Sheppard
Governor / Trustee lead	Pupil Premium Link Governor – Zac Verry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7, 153.83
Recovery premium funding allocation this academic year	N/A
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	£7, 153.83

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress from their starting points and achieve high attainment across all subject areas. This is irrelevant of their backgrounds or the challenges they face.

Our pupil premium strategy focus is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the individual challenges faced by our vulnerable pupils, such as those who are Young Carers; pupils who are adopted; pupils who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy also links wider school plans for education recovery. This has been targeted support through the Catch-Up Premium for pupils whose education has been worst affected by the Coronavirus Pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- prioritise our pupils' emotional needs ensuring that they have the right attitudes for learning (self-esteem, resilience, positive relationships).
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through a quality first teaching approach.
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that is set.
- act early to intervene at the point need is identified.
- monitor pupil progress to ensure provision is effective.

Challenges

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

Challenge number	Detail of challenge
1	<p>READING/WRITING</p> <p>Internal assessments indicate that Reading & Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils following disrupted learning since March 2020.</p>
2	<p>PHONICS</p> <p>Assessments, observations, and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers and some are on our SEND register. This negatively impacts their development as readers and/or their retention of new learning.</p>
3	<p>UNDERSTANDING MASTERY IN MATHS</p> <p>Understanding for maths mastery to develop fluency and reasoning skills to improve attainment and raise levels. This is something that will be a huge support for pupils in KS1.</p>
4	<p>SOCIAL, EMOTIONAL AND COMMUNICATION DEVELOPMENT</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to unstable family circumstances (including marital breakdown, single parent families). These challenges particularly affect our disadvantaged pupils, including their attainment, stability and structure at home, and sometimes their parents' engagement with school.</p>
5	<p>ATTENDANCE</p> <p>Increase attendance rates in line with National Attendance figures. Average attendance rates for pupils eligible for PP are 90% (below the attendance for all non-PP pupils of 94%+). This reduces their school hours and can cause them to fall behind on average.</p>
6	<p>COST OF LIVING CRISIS</p> <p>Limited heating at home preventing effective learning at home, lower levels of food and comfort.</p>

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 writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Regular writing moderation is carried out within the school and LSP • Marking & Feedback Policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement • PP Lead checks in weekly with individual PP pupils to monitor and review their personal 'writing targets' • PP Lead uses data termly to evaluate success/effectiveness of strategies (Summative Writing assessments and writing work scrutiny) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their APDR/IEP
Improved reading attainment among disadvantaged pupils.	<p>School Systematic Synthetic Phonics programme is embedded across EYFS / KS1</p> <ul style="list-style-type: none"> • KS1 Phonics Screening outcomes show that at least 80% reach the expected standard in both PP and non-PP groups • Raised profile of Reading across the school, through school assemblies, text driven English and subject units, reading areas in classrooms and reading for pleasure sessions • PP Lead checks in weekly with individual PP pupils to monitor and review their personal 'reading targets' • PP Lead uses data termly to evaluate success/effectiveness of strategies (Reading Age, Phonics & Summative Reading assessments) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their APDR/IEP

<p>Improve mathematical fluency and reasoning skills to help raise attainment.</p>	<ul style="list-style-type: none"> • The gap between PP and non-PP pupils will be reduced and PP pupils will make progress at an extended rate to non-PP pupils
<p>To achieve and sustain improved wellbeing and communication for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: <ol style="list-style-type: none"> 1. qualitative data from pupil voice, pupil and parent surveys and teacher observations 2. a significant improvement in structures and routines at home, including punctuality and attendance at school 3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Strong relationships are built between school and the families of our disadvantaged pupils, demonstrated by: <ul style="list-style-type: none"> - Workshops, programmes, strategies and advice shared and used by pupils and/or their families - a timetable of regular check-ins is established • Engagement with disadvantaged pupils' parents is increased and monitored.
<p>Increase attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> • Reduce the number of absences among individual pupils eligible for PP to less than 10%. • Meet with parents/carers to support transition into school • PP Lead/SLT to put in place encouragement for pupils to want to come to school on time.
<p>Cost of living crisis - Pupils to engage in learning both in school and home learning (reading, homework etc.) to increase attainment and progress rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • PP pupils will engage in learning at home when not attending school. • Resources and links to support wellbeing are shared with families and appropriate agencies accessed. • PP Lead will check in with families/pupils when appropriate.

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.

QUALITY FIRST TEACHING Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build pastoral care in class eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively in the mornings and possible check out before they leave school, ensuring their positive attitudes to school each day.</p> <p>Building a positive professional relationship with a member of staff for weekly check in linked to emotional wellbeing through targeted educational support.</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). Being able to effectively manage emotions will be beneficial to children. Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice.</p> <p>EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	4
<p>Embed our school values (attitudes to learning) through whole school assemblies, rewards and classroom expectations.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities (EEF)</p> <p>EEF Behaviour interventions Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	4
<p>Use standard diagnostic assessments to support progress of learning e.g. reading,</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</p>	1, 2, 3

<p>phonics and maths, and rich questioning.</p> <p>Train staff to ensure assessments are interpreted and administered correctly and support given from outcome to help move progress forward.</p>	<p>support through interventions or teacher instruction.</p> <p>EEF Standardised tests Assessing and Monitoring Pupil Progress</p>	
<p>Embed use of knowledge organisers and expert language across the school curriculum.</p> <p>We will share these with pupils/parents through Learning overviews and use and display them in our classrooms.</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>EEF Oral language interventions</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	
<p>Focus on metacognition and use regular quizzes/recaps to review learning and retain knowledge in Long Term Memory.</p>	<p>Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once. (Cognitive Load Theory OFSTED) Revisiting and repetition strengthens neural pathways.</p> <p>EEF Metacognition</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	<p>1, 2, 3</p>
<p>Review and ensure consistency and effectiveness of Marking and Feedback.</p> <p>Update school policy and monitor</p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide</p>	<p>1, 2, 3</p>

effectiveness of verbal and written feedback.	feedback when work is correct, rather than just using it to identify errors. EEF Feedback Supporting-the-attainment-of-disadvantaged-pupils DfE	
Increase mathematical fluency and reasoning skills	CPS (concrete, Pictorial, Abstract) approach is useful for embedding understanding of mathematical concepts and following the mastery learning approach will support learners. EEF Mastery approach	3
Increase attainment and progress in reading and writing for pupils	We want to ensure that pupils can achieve high attainment across all subjects and fully access the curriculum and new learning opportunities. Particular emphasis on reading for pleasure and vocabulary development is consistently shown to improve attainment. These strategies have a moderate or high impact for a low or moderate cost.	1, 2, 3

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.	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 EEF Phonics	1, 2, 3
Provide each PP pupil a staff mentor for 1:1	A professional, personal and effective relationship built between staff member	4

<p>support. PP Mentor will use 1:1 targeted session to engage in quality conversation, weekly, and time to address individual learning targets, which will be reviewed and monitored by CTs and PP Lead every term (x6).</p>	<p>and PP child to listen to their needs, provides encouragement and advice. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>EEF One to one tuition</p>	
<p>Provide staff with relevant CPD, including: Phonics PP Lead Network, Overcoming Barriers to Engaging with Families</p>	<p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE NFER – High Quality Teaching for All / Deploying Staff Effectively</p>	<p>1,</p>
<p>Develop Social and Emotional Learning opportunities to increase their resilience through raised self-esteem.</p> <p>Accessing mental health and wellbeing resources and agencies where appropriate.</p>	<p>We want to develop SEL for all PP pupils.</p> <p>EEF toolkit suggests interventions focused on SEL improve attainment by supporting improved social and emotional dimensions of learning.</p>	<p>1, 2, 3, 4</p>
<p>Review specific ‘pupil need’ every term (x3) through school identification and current recording systems, including Graduated Response Provision Maps and future online SEND system ‘Provision Map’, to ensure provision is effective and meaningful.</p> <p>These records will be reviewed by Executive Headteacher/SENDCO</p>	<p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF Parental Engagement</p>	<p>1, 2, 3, 4</p>

and be communicated regularly with parents.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Breakfast Club/after school club to assist targeted families of disadvantaged pupils to get their children in school on time, and ready for learning and supported after school.	Engaging parents to ensure their children are in school on time, provides them with the right attitudes for learning at the start of the school day. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	6
Whole staff training on behaviour management with the aim of developing our school ethos and raising behaviour expectations across school.	Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions	1, 2, 3, 4
Cost of Living: Where appropriate contribution towards: school uniform, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport.	Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To ensure pupils are ready to learn and are well supported for schooling.	6
PP Lead/Mentor contact with identified families. Targeted phone calls before enrichment activities and/or Parents Evening appointments	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF) Learning Mentor/PP Lead weekly sessions provide strategy and an outlet for identified pupils/families, which feeds into lunchtime behaviours, friendship building and sign posting external support for families. PP Lead provides a link between home, primary school and prospective secondary school.	

Total budgeted cost: £7, 000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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