

## 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	Wroxall Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	25% (32 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynn Torrance (Headteacher)
Pupil premium lead	Bradley Price (Inclusion Lead)
Governor / Trustee lead	Richard May

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£3,770
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	£38,740

## Part A: Pupil premium strategy plan

### Statement of intent

To improve attainment and progress for all children within school, and in particular pupil premium children, enabling them to make progress in line with their peers and national expectations, ultimately reducing the attainment and progress gap which is currently evidenced within school.

To increase attendance rates for pupil premium children, ensuring that these are at least in line with the school target and non-pupil children within school.

To ensure that a robust phonics teaching programme is in place within school in order to improve children's ability to use and apply phonics skills when blending for reading and segmenting for spelling. To increase the number of children achieving their phonic screening check at the end of Year 1 so that children are attaining at least in line with national expectations.

To develop and improve the school's approach to the teaching and learning of maths ensuring that it is rooted in a deep understanding of how children learn most effectively using a concrete, pictorial, abstract approach and closely linked to the school's agreed principles for teaching and learning.

To ensure that, in line with the school's Teaching and Learning Principles, staff use evidence-based teaching strategies as identified by Rosenshine's 10 principles and EEF's Guidance Reports, ensuring that the right things are taught to the right children, in the right way, and at the right time.

To ensure that there are sufficient, quality resources for reading, phonics and maths within school and staff are trained effectively in order to enable the teaching to be impactful for all children.

To ensure that the school has a successful system in place for tracking attainment and progress across the school and is able to use the data effectively to identify children falling behind and address areas for improvement.

To continue the effective work, begun last year with social, emotional and mental-health awareness. In particular, supporting children with co and self-regulation strategies, enabling them to effectively manage emotions and be able to engage effectively with teaching and learning.

To use ongoing Assessment for Learning effectively to identify any misconceptions and gaps in learning through using keep-up, catch-up opportunities and planned interventions from class teachers and tutors to support the children who have fallen furthest behind and increase the number of children on-track to achieve ARE.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Children not attaining in line with national expectations for phonics at the end of Year 1 and Year 2 due to there not being a robust phonics programme in place e within school. The impact of reduced phonics knowledge and understanding on Reading and Writing levels for children in KS1 and KS2..</i>
2	Inconsistent understanding and use of effective teaching and learning principles within school in the last few years, resulting in reduced attainment and progress for children in line with national expectations across the school
3	Formative and summative assessment has not yet been used consistently in order to identify and address misconceptions and gaps in knowledge and understanding.
4	The impact of social, emotional wellbeing and mental health on children and families. The associated impact on behaviour, behaviour for learning and attendance.
5	Developing the EYFS learning environment in order to ensure it is equipped to support children's leaning development; academically, physically, socially and emotionally, increasing the number of children achieving GLD.
6	Investment needed to effectively resource the school for curriculum learning, in particular: reading, phonics, maths and foundation subject resources

## 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
<ul style="list-style-type: none"> <li>• New phonics programme to be embedded across Reception and Key stage 1, with all relevant staff having received paid-for training to deliver the phonics scheme effectively.</li> <li>• New phonically decodable reading books, carefully matched to the children's reading development, in place and being used effectively to improve reading attainment and progress in combination with the school's phonics programme.</li> <li>• Robust programme for the teaching and learning of reading in place and embedded across the school, resulting in improved progress and attainment</li> </ul>	<p>Phonic Screening results are at least in line with National Expectations.</p> <p>Reading results at KS1 and KS2 are at least in-line with National expectations.</p>

<p>for all children, in-line with National expectations.</p>	
<ul style="list-style-type: none"> <li>● The school's agreed principles for Teaching and Learning (developed using Rosenshine's 10 principles and EEF's Guidance Reports) are in place across the school and used to ensure that the right things are taught to the right children, at the right time and in the right way.</li> <li>● Teaching and learning is inclusive and matches the needs of all children within lessons, leading to improved attainment and progress, in-line with national expectations.</li> <li>● Leaders and class teachers have a clear contextual understanding of need within classes and across the school, ensuring: <ul style="list-style-type: none"> <li>- truly inclusive classrooms where every child is challenged and supported in their learning</li> <li>- the learning needs of individuals are met</li> <li>- AfL is used consistently to ensure responsive teaching, with daily, ongoing assessment informing next steps in learning and teaching</li> </ul> </li> <li>● There are sufficient, quality resources available to support the teaching of reading, phonics and maths within school and staff are trained effectively in order to enable the teaching to be impactful.</li> </ul>	<p>Outcomes for children at KS1 and KS2 for Reading, Writing and Maths will be at least in-line with national expectations.</p>
<ul style="list-style-type: none"> <li>● There is a robust data tracking system in place within school, ensuring that formative and summative data is used effectively to identify and address gaps in knowledge and understanding for children.</li> <li>● Subject leads use data effectively to prioritise and address areas for development and hold teachers to account.</li> </ul>	<p>Assessment for learning, formative and summative assessment is used by all teachers and subject leads to inform and address next steps in learning.</p> <p>As a result of effective, targeted teaching, children make good progress and attainment gaps for all are reduced.</p>
<ul style="list-style-type: none"> <li>● Children are able to self-regulate their behaviour more consistently, resulting in improved engagement with lessons</li> </ul>	<p>Reduction on the number of fixed-term suspensions and increased attendance.</p>

<p>and reduced episodes of disruptive behaviour within school.</p> <ul style="list-style-type: none"> <li>● All staff have improved understanding of behaviour as a form of communication and effective behaviour management strategies such as Emotion Coaching and Restorative Justice are consistently in place.</li> </ul>	<p>Consistent behaviour expectations and behaviour for learning evident within all aspects of school life.</p>
<ul style="list-style-type: none"> <li>● All children are able to take a full and active part in school life and make progress in-line with or exceeding their starting points.</li> <li>● The attainment and progress gap for PP children in particular across the school is reduced.</li> </ul>	<p>The EYFS learning environment is resources effectively to support the needs of all children joining the school, especially PP children.</p> <p>After-school clubs and extracurricular activities are accessed consistently by PP children.</p> <p>The Family Liaison officer is able to engage with children and families as early as possible so that targeted support can be accessed or signposted in a timely way resulting in improved social, emotional and academic outcomes for children.</p> <p>Support for school uniform for PP children, ensuring that children do not feel marginalised.</p>

## 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: £16,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Investment robust phonics programme, Song of Sounds, to improve the school's approach to phonics teaching and learning.</b></p> <ul style="list-style-type: none"> <li>Support the strategy by providing whole school CPD linked to the teaching and learning of phonics. Sept 21, £450</li> <li>Arrange visits to other schools to see effective phonics teaching in action. ( Autumn term '21)</li> <li>Develop a whole school plan for the teaching and learning of reading with the support of LA advice.</li> <li>Ensuring enough time and support is given over to allow for staff professional development and this is supported through coaching where appropriate.</li> <li>Provide time, and commit school funds, to enable subject lead to work with external advisory support from the LA to: monitor the effectiveness of Phonics programme; support the development of an improved approach to the teaching of reading; research and purchase additional resources and inform additional support.</li> </ul>	<p><b>1 EEF teaching and learning toolkit - Phonics</b></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><b>EEF Improving Literacy in Key Stage 1</b></p> <ul style="list-style-type: none"> <li>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</li> <li>Effectively implement a systematic phonics programme</li> <li>Teach pupils to use strategies for developing and monitoring their reading comprehension</li> </ul>	<p>1,6</p>
<p><b>Continuing to develop a consistent approach to Quality First Inclusive Teaching across the school by re-defining the</b></p>	<p><b>Rosenshine's Principles of Effective Teaching and Learning</b></p>	<p>1,6</p>

<p><b>school's teaching and learning principles.</b></p> <ul style="list-style-type: none"> <li>● Invest in whole school CPD with regard to developing effective teaching and learning principles to develop consistency and improve practice across the school. (September 2021) £750 development day</li> <li>● Use CPD and research evidence to establish school's Principles for Effective teaching and learning which are shared with all staff. Strategies include: keep-up, catch-up; pre-teaching; split inputs, targeted interventions and the clear use of responsive daily planning for English and maths used to inform next steps in teaching and learning.</li> <li>● Ensure enough time, support and financial commitment is given over to allow for staff professional development, including attending subject lead CPD and work with external advisors</li> <li>● Enable time and funding for subject leads to provide coaching support for colleagues where needed.</li> <li>● Develop the role of LSAs within classrooms, ensuring that teaching supports rapid improvement and also encourages independence through a responsive teaching model.</li> <li>● Monitor effective use of the school's Teaching and Learning principles in action and provide support and further guidance through coaching where necessary.</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <p><b>Metacognition</b> and self-regulation  <b>This approach</b> to teaching supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as 'learning to learn'; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>Teachers modelling their own thinking to demonstrate metacognitive strategies and provide opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</p> <p>Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.</p> <p><b>EEF Guidance for Special Educational Needs in Mainstream Schools:</b></p> <ul style="list-style-type: none"> <li>- Create a positive and supportive environment for all pupils without exception</li> <li>- Build an ongoing, holistic understanding of your pupils and their needs</li> <li>- Ensure all pupils have access to high quality teaching</li> <li>- Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> <li>- Work effectively with teaching assistants</li> </ul> <p><b>EEF guidance report - Teacher Feedback to Improve Pupil Learning</b></p>	
---	--	--

	<p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task; the process of the task the student's management of their learning or self-regulation. The following should be considered:</p> <ul style="list-style-type: none"> <li>- Lay the foundations for effective feedback - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> <li>- Deliver appropriately timed feedback that focuses on moving learning forward</li> <li>-</li> </ul> <p>EEF guidance report - <b>Improving Mathematics in Key Stage 2</b></p> <ul style="list-style-type: none"> <li>- Use assessment to build on pupils' existing knowledge and understanding</li> <li>- Use manipulatives and representations</li> <li>- Teach pupils strategies for solving problems</li> <li>- Enable pupils to develop a rich network of mathematical knowledge</li> </ul>	
<p><b>Effective use of formative, summative and prior data in order to inform teaching and learning</b></p> <p>Invest in a robust data and assessment tracking system for the school, O'Track.</p> <p>Ensure that sufficient staff CPD is provided so that all teachers and leaders can use the system:</p> <ul style="list-style-type: none"> <li>- to track formative and summative attainment and progress</li> <li>- Identify individuals and groups who are off-track</li> <li>- Use prior attainment data to set targets</li> </ul>	<p><b>See Feedback guidance report evidence as above.</b></p>	<p>3</p>



<p>- Inform next steps in teaching and learning.</p> <p>Use the system robustly to identify trends, common misconceptions and highlight children who need additional targeted support through pupil progress meetings.</p>		
--	--	--

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

Budgeted cost: £16,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutoring and Keep-up, Catch-up Support</b></p> <ul style="list-style-type: none"> <li>• Provide additional, timetabled opportunities for class teachers to deliver keep-up, catch-up/intervention support for children in 1:1 and small group situations.</li> <li>• Each class teacher to have an additional hour's release time per week to support intervention work. Pupil progress meetings, AFL and data analysis will be used to identify children needing support and measure the impact of the interventions.</li> </ul>	<p><b>EEF Improving Literacy in Key Stage 1</b></p> <ul style="list-style-type: none"> <li>- Use high-quality structured interventions to help pupils who are struggling with their literacy</li> </ul> <p><b>EEF guidance report - Teacher Feedback to Improve Pupil Learning</b></p> <ul style="list-style-type: none"> <li>- Deliver appropriately timed feedback that focuses on moving learning forward</li> <li>- Carefully consider how to use purposeful verbal feedback</li> <li>- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</li> </ul> <p><b>EEF teaching and learning toolkit Metacognition and self-regulation</b></p> <p>This approach to teaching supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>2</p>
<ul style="list-style-type: none"> <li>• Use School-Led tutoring as an approach to support children identified as being off-track to achieve ARE or Greater-Depth. Experienced KS2 teacher to be</li> </ul>	<p>School-Led Tutoring guidance</p> <p>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average,</p>	

<p>employed for one day per week to support intervention teaching and learning. 15 hours of tuition to be provided on a 1:1 or small group basis. Catch-up funding will be used to support 25% of the funding implication.</p>	<p>4 months additional progress and pupils who receive one-to-one tuition 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.</p> <p>Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provide opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p>	
--	---	--

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

Budgeted cost: £5,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting children's social, emotional and mental health and engaging with families facing most challenges</b></p> <p><b>Improving the attendance of a few families with ongoing persistent attendance.</b></p> <ul style="list-style-type: none"> <li>● Full time Family Liaison Officer support for vulnerable children and families, tackling barriers to learning and attendance.</li> <li>● further development and use of co and self-regulation strategies to support vulnerable children including: <ul style="list-style-type: none"> <li>- social skills/co-regulation intervention groups (FLO)</li> <li>- use of the calming room (FLO)</li> <li>- dog mentor</li> <li>- bespoke meet and greet</li> <li>- individualised support programmes</li> </ul> </li> <li>● Further embedding the use of strategies such as Zones of Regulation, Emotion Coaching and Restorative Justice across the school. Associated CPD for refresher and new staff training</li> </ul>	<p><b>EEF toolkit evidence</b></p> <p><b>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</b> The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>4,5</p>

<ul style="list-style-type: none"> <li>Individualised support programmes/meet and greet.</li> </ul>	<p>Attachment and Trauma Awareness training (ATAS)  Emotion Coaching (CPD delivered by HIEPS)  Restorative Justice  Lego Therapy (CPD delivered by HIEPS)</p>	
<p><b>Developing and improving children’s social skills, readiness to learn and engagement with school through the use of:</b></p> <ul style="list-style-type: none"> <li>Funded access to breakfast club and after school enrichment activities for PP children.</li> <li>enhanced structured breaktime activities. The library will be resourced and staffed to enable children to access structured activities to support emotional regulation more effectively.</li> <li>continued support from SLAs with external agencies such as HIEPS (allowing regular teacher consultations and staff CPD), specialist outreach support (advising on effective strategies to support individual children), Education and Inclusion, SOS and Hampshire Behaviour support services (to support the needs of individual children and staff CPD).</li> <li>access to social skills intervention groups run within school by FLO.</li> <li>Access to an enhanced outdoor learning environment for children in EYFS and the wider school</li> <li>Support for PP children to have equal access to school uniform and extra-curricular activities/school trips (50% of cost of trips met by school for PP children).</li> </ul>		4,5

**Total budgeted cost: £41,575**

## 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.

#### 1. Review: last year's aims and outcomes

Aim	Outcome
	Click or tap here to enter text.
Improve rates of progress for all groups of PP pupils so that the gap in attainment between them and their peers closes.	Although no standardized external data is available for 2020-21, the periods of lockdown impacted heavily on some PP children within school with them not accessing remote learning consistently. Children with PP were targeted through Pupil progress meetings. Although 66% of PP in Yr6 in 2021 achieved RWM combined compared to 44% non-PP. In all other year groups, there remained a significant gap between the attainment of PP children and their non-PP peers.
Improve progress for PP6 children with SEND	Again, pupil progress meetings were used to target the interventions and support needed for this groups of children but due to inconsistencies with teaching, progress was not as strong as needed. This groups will remain a key priority group for 2021-22 with the new data tracking system being used to focus more clearly on their progress and attainment. In September 2021, 11 children 8.5% are both PP and SEND. None of these children are currently achieving combined ARE.
Improve core skills for pupils eligible for pupil premium	Again, due to inconsistencies with teaching and learning and the impact of periods of lockdown, the core skills for many children especially those with PP have been disadvantaged this year. Focus on consistent, high quality phonics, reading and maths teaching and learning for 2021-22 will be used to further support outcomes for children with PP.
Increased family engagement and involvement with the wider school in	This has been a huge area of success this year. The appointment of the FLO, along

<p>order to build children’s social and emotional development and encourage aspirations. Support is providing for children and families on a needs led basis with ongoing pupil led focus.</p>	<p>with consistent leadership within the school has built increased trust and engagement from a wide range of families. During the year, 15 families received regular support from the FLO. In September 2020, no families were open at Early Help level within school although need for support was evident. In addition to supporting families at CP and CIN level, during the year, 6 new Early Help Plans have been opened and led by the FLO. The school is proactive in working closely with external agencies and making referrals where appropriate.</p>
<p>Increase the attendance of all PP children through targeted support and intervention</p>	<p>Attendance has been difficult to assess due to the periods of school closure and COVID related absences this year.</p> <p>The overall attendance for the school (March-July 2021) was 94% For children with PP this was 92% and for 90% for 10 children with SEND and PP. The school continues to work closely with a small number of families to address persistent attendance.</p>

## 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
None used in 2020-21	

## Further information (optional)

As detailed in the strategies for 2021-22. The school will be engaging with the School-Led Tuition Programme. Funding from this grant will be used to employ an experienced KS2 teacher for one day per week to provide individual and small group tuition (no more than 3 children in each group) to address identified misconceptions and gaps in learning.

This is the first year that the school had employed this approach. Internal data, prior attainment data and pupil progress meetings will be used to identify children for tuition. 60% of children chosen will be PP children.