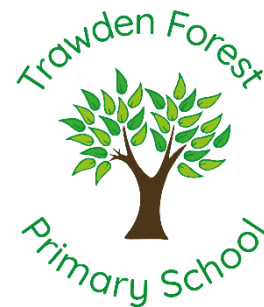




Pupil Premium Strategy Statement

Responsible Person	Mrs C Clark
Date Created	September 2022
Date to be Reviewed	September 2023



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Trawden Forest Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Stinchon (Headteacher)
Pupil premium lead	Clair Clark (Deputy Headteacher)
Governor / Trustee lead	Louise Sims

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£35,705
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch up funding	£0
Total budget for this academic year:	£35,705

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

At Trawden Forest Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.

Trawden Forest Primary School Key Priorities are:-

- **To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.** We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through a combination of nurture and actively engaging with families to encourage and support good attendance in school. When necessary, we offset the cost of after-school club, transport and trips.
- **To ensure that teaching and learning opportunities meet the needs of all of the pupils** By using the latest evidence based research on proven strategies that work, we can narrow the attainment gap meet the needs of our pupils. In line with the recommendations of the EEF's Pupil Premium Guidance, we adopt a tiered approach to Pupil Premium spending, allowing us to balance approaches to improving teaching, targeting academic support and supporting wider strategies to remove barriers to learning.
- **To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.** 24% of our pupils, in receipt of pupil premium, have identified special educational needs and a number have been or are under the care of the Local Authority. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention. Furthermore, several of these pupils have posed concerns relating to attendance and punctuality. Therefore, our strategy for 2022-2023 focuses on the needs of

this group. Our Pupil Premium Leader works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school. Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age related expectation, improving their attendance and punctuality and further increasing the rates of progress by promptly addressing barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of some pupils is below that of peers.
2	Some pupils do not have access or support of Reading at home.
3	Some pupils in KS1 are not working at the year group expectation in writing and phonics.
4	Some pupils in KS2 are not working at the year group expectation in writing and spelling.
5	Some pupils have little ambition and are unaware of their strengths.
6	Some parents and carers need additional support to engage with school.

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.

No	Intended outcome	Success criteria
1	Attendance and punctuality	Attendance of all our PP pupils will demonstrate an upward trajectory and a higher % will be in line with 96% attendance.
2	Progress in Reading	Pupils will read regularly at home in addition to at school and this will be reflected in the rise in progress in Reading for those who are currently not on track.
3	Attainment and progress in Writing and Phonics in KS1	Attainment and Progress in Writing in each year will be in line or above national and there will be clear evidence of pupils' progress in writing in their books.

		Handwriting will be formed correctly and fully joined by the EOKS1. The % of pupils passing the phonics screen will also be above national.
4	Attainment and Progress in Writing and spelling in KS2	Attainment and Progress in Writing in each Year group in KS2 will be in line or above national and there will be clear evidence of sustained writing and spelling accuracy in their books across the curriculum. The percentage of pupils achieving the expected standard in all areas will be at least in line with National and there will be an upward trajectory of the percentage of pupils achieving GDS at the end of Key Stage 2.
5	Raised ambition and awareness of strengths	Pupils are ambitious for their futures and can see how their education can help them achieve their life goals. Their strengths and talents are recognised, developed and celebrated: they have opportunities to shine.
6	Parents and Carers engage with school staff and support Personalised Learning.	Parents and Carers engage with school and are aware of their pupil's progress and areas for development. They work in partnership with school staff to support Personalised Learning and as a result, their child's attendance and progress is the best it can possibly be.

Activity in this academic year 2022-2023

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: £33, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support for teachers, parents and pupils • Parent workshops for reading for EYFS and KS1.	EEF identifies good evidence for raising standards in Reading through parent engagement and the range of reading materials available.	2, 6

<ul style="list-style-type: none"> • Produce information leaflets and Early Reading/Phonics video for parents <p>Development of library books and lending library for parents. £5000</p>		
<p>Purchase resources linked to 'The Write Stuff' Writing scheme. £1300</p>	<p>(<i>Young & Ferguson 2020</i>) identify the impact that sentence stacking method have on developing compositional fluency.</p>	<p>3, 4</p>
<p>Training for TAs on the Writing Scheme. £1900</p>		
<p>Additional support staff across school. (All classes have fulltime TA's, TA3 in EYFS) £17500</p>	<p>"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver." Teaching assistants Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Broadening the range of extra-curricular clubs available. £1000</p>	<p>Life skills and Enrichment Education Endowment Foundation EEF</p>	<p>1,5</p>
<p>Trips, After-school club provision, Attendance incentives £1500</p>	<p>DFE: Working together to improve school attendance, May 2022 Ofsted: Securing good attendance and tackling persistent absence Feb 2022</p>	<p>1</p>
<p>Engage parents in supporting their child with the areas in need of rapid improvement. £4800</p>	<p>Providing parents with the opportunity to visit school in Open Days and see a celebration of their child's work. Parents meetings are held at least termly to talk about individual progress and how parents can support this. Teacher2parents and class Seesaw accounts are used for staff to relay other important information regarding specific child's learning needs. "Evidence indicates that parental involvement continues to have a significant effect on</p>	<p>1,6</p>

	<p>achievement into adolescence and even adulthood. Research: National Child Development Study (NCDS) to explore the effect of parents' involvement on achievement at 16 in English and Maths (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.”</p> <p>(https://www.ucy.ac.cy/nursery/documents/Themavdomadas/DCSF-Parental Involvement 1.pdf)</p>	
<p>Subscriptions to online/web based programs to support Reading.</p> <p>£450</p>	<p>Use of digital technologies – clear evidence to support technology at home for maths, English and phonics.</p> <p>Using Digital Technology to Improve Learning Education Endowment Foundation EEF</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning Education Endowment Foundation EEF</p>	<p>2, 6</p>

Targeted academic support (for example, tutoring, one-to-one support structured intervention's)

Budgeted cost: £30010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver personalised learning sessions targeting specific subjects.</p> <p>£26,010</p>	<p>In KS1 and in KS2, the SEN and disadvantaged children often work in small group supported activities. This is for both academic and social needs. The interventions are about filling gaps, deepening understanding and the other support groups are about pre-teaching particularly SEN children to ensure they are able to access the curriculum.</p> <p>EEF indicates moderate impact for digital technology (+4 months).</p> <p>Highly skilled support staff deliver quality targeted intervention to close gaps in attainment.</p> <p>EEF indicates moderate impact for small group tuition (+4 months) and within class attainment grouping (+3 months).</p>	<p>2, 3, 4</p>
<p>Daily readers for all PP children in each class and those who don't get support/read at home.</p> <p>£4000</p>	<p><u>Working with parents to support children's learning Education Endowment Foundation EEF</u></p> <p>“Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood.</p>	<p>2,5,6</p>

Total budgeted cost: £ 63,460

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Activity	Success Criteria	Outcome
<p>Training and support for teaching staff on strategies for assessment for learning, effective questioning and freeing SLT to act as coach to staff.</p> <p>£12,925</p>	<p>The % of pupils achieving EXS is in line with national. Attainment and progress at the EOKS2 is in line or a + score</p>	<p>Key Stage 1 attainment and progress One pupil achieved GDS in all areas. The two pupils who did not meet EXS were SEND pupils, and they made better than expected progress towards their personal targets</p> <p>Key Stage 2</p> <p>All pupils made good progress towards their targets and all achieved the expected standard in Maths. The one pupil who did not achieve the expected standard in Reading, Writing and GPS made better than expected progress from their starting point and had additional learning support.</p> <p>Reading EXS 75% GDS 25% Writing EXS 75% GDS 25% GPS EXS 75% GDS 50% Maths EXS 100%</p>
<p>All class teams aware of the PP children Allocated class TA support for all year groups, supporting quality first teaching across the curriculum.</p> <p>£5,500</p>	<p>The % of pupils achieving EXS is in line with national. Attainment and progress at the EOKS2 is in line or a + score</p>	<p>Reading EXS 75% GDS 25% Writing EXS 75% GDS 25% GPS EXS 75% GDS 50% Maths EXS 100%</p>
<p>Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>£2,200</p>	<p>Pupils are engaged in lessons and enjoy learning. The % of pupils achieving EXS is in line with national. Attainment and progress at the EOKS2 is in line or a + score</p>	

<p>Purchase a validated phonics scheme, with matching texts to fill in any gaps in our reading scheme, ensuring a consistent approach to the teaching of early reading and phonics, supported by a high quality reading spine.</p> <p>£1110</p>	<p>Achieve national average in PSC</p>	<p>100% of pupils in Year 1 passed the Phonic Screen Check.</p>
<p>Reading support for teachers, parents and pupils</p> <ul style="list-style-type: none"> • Parent workshops for reading for EYFS, KS1 and KS2 • Produce information leaflets and Early Reading/Phonics video for parents • Teacher training in Phonics • Development of library books – increased challenge and variety • Purchase of new books for extended borrowing • Online – E-books as additional reading books <p>£1500</p>	<p>Pupils make at least expected progress.</p> <p>Achieve national average progress scores in KS2</p>	<p>Reading</p> <p>90% of pupils made at least expected progress across EYFS and KS1.</p> <p>75% of pupils at the end of KS1 achieved EXS.</p> <p>100% of pupils in Y1 passed the phonic screen.</p> <p>Bug club parents sessions were held alongside a Supporting Early Reading workshop in Autumn 2021. Over 50% of parents and carers from EYFS and Year 1 attended.</p> <p>KS2 75% in Reading</p>

<p>SENCo to work closely with parents of SEN/PP children</p> <p>£800</p>	<p>Make better than expected progress in SALT</p>	<p>SENCo has continued to liaise with SALT and support parents and train TAs with individual programmes. As a result, the pupils, who engaged with the program made progress with their speaking skills.</p>
<p>Release time for staff to enable them to lead their subject effectively at least once a term</p> <p>£2,500</p>	<p>Pupils are engaged with their learning of FS</p>	<p>Pupil Voice: 'I love learning French and how to pronounce words.' Y5 pupil</p> <p>'I get encouragement to ask questions about Science and lots of other subjects'. Y4</p> <p>'I feel I have lots of skills now.' Y4</p>
<p>Deliver personalised learning sessions targeting specific subjects.</p> <p>Additional support staff across school. (All classes have fulltime TA's, TA3 in EYFS)</p> <p>£26,010</p>	<p>Pupils (R-5) make good progress in order for them to be on track to meet EXS/GDS/ SEND target at the end of the key stage.</p> <p>The attainment of pupils at the EOKS2 is in line or above national.</p>	<p>Personalised Learning</p> <p>Years 1- 5</p> <p>Reading 68%</p> <p>Writing 64%</p> <p>GPS/Phonics72%</p> <p>Maths 64%</p> <p>Y6</p> <p>Reading EXS 75% GDS 25%</p> <p>Writing EXS 75% GDS 25%</p> <p>GPS EXS 75% GDS 50%</p> <p>Maths EXS 100%</p>
<p>Engage parents in supporting their child with the areas in need of rapid improvement.</p>	<p>Parents and carers of pupils in Y4-6 support their children with personalised learning at home.</p> <p>Pupils in Y4-6 are on track to and achieve at least EXS at the EOKS2.</p>	<p>85% of parents/ carers support their child with personalised learning. Staff offer support to parents and carers who have not engaged.</p>
<p>NELI training and implementation within EYFS</p>	<p>In line to meet the ELG in CLL</p>	<p>100% of the pupils, who engaged in the NELI programme, made better than expected progress in Speaking and listening and achieved the ELG in CLL.</p>
<p>Daily readers for all PP children in each class and those who don't</p>	<p>Pupils make better than expected progress in Reading.</p>	<p>78% of the PP children who don't consistently access reading at home make good progress towards their end of year targets.</p>

get support/read at home.		
Subscriptions to online/web based programs to support children at home (purple mash, timestable rockstars) £250	Pupils are engaged with their learning online On track to achieve full or almost full marks in the times table test.	Pupil Voice: "I get lots of points on TT Rockstars and love going on to practise." Y4 "We practise our times tables every day and I have got much better. We have a go at division facts too and I'm getting much better." Y4 75% of pupils in year 4 achieved full or almost full marks in the times table test. Those who didn't, were pupils with SEND and make good progress towards their personal targets.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Testbase – assessment tool for Maths/English	Testbase
Whiterose Maths – online tool	Whiterose
Bug Club Phonics programme	Pearson Education Ltd
Accelerated Reader	Renaissance Learning Ltd