



## 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	Trawden Forest Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	13.2
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Stinchon (Headteacher)
Pupil premium lead	Lisa Stinchon (Headteacher)
Governor / Trustee lead	Louise Sims

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,735
Recovery premium funding allocation this academic year	£3,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch up funding	£15,760
Total budget for this academic year:	£52,795

# 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.

### **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.
- **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 accessed this using our current staff in school but also accessing the National Tutoring Programme. We have recently identified a small group of pupils who are not making

the progress we would expect, despite this intervention, and so our strategy for 2019-22 focuses on the needs of this group. Our Pupil Premium Champion 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 and matching the attainment of their peers including further increasing the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic

*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 or 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.*

## Challenges

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

Challenge number	Detail of challenge
1	Entry into EYFS indicates gaps in early language and communication skills
2	Majority of pupils eligible for PP in KS1 are not working at the year group expectation in writing and phonics.
3	Reading attainment and progress of KS2 pupil premium children is not at expected levels.
4	Remote learning has had a negative impact on the progress within writing across KS1 and KS2
5	The attendance and punctuality of some pupils in receipt of pupil premium is below that of peers and a small number are classed as persistent absentees.
6	A number of pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
7	There has been a considerable impact on children across school in respect of Covid and the need for children to move to remote learning. Reception intake 2021 · experience lockdown within their nursery years so have not been able to embed their learning in some areas as a result KS1 Children experienced lockdown in both EYFS/KS1 and experienced bubble closures as a result of positive cases in school, so haven't experienced a 'normal' school year since they started. · Some children had limited support from parents with remote learning. ·

	North west was significantly hit by Covid (with a death rate 21% higher than the England average, employment rate 19% higher than National average – Northern health Science Alliance)
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## 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
Progress in reading	Achieve national average progress scores in KS2 reading
Phonics	Achieve national average in PSC
Progress in writing	Achieve national average progress scores in KS2 writing
Greater depth in writing	Achieve national average progress scores for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 95% and that 98% of pupils attend on time.

## 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: £26,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and support for teaching staff on strategies for assessment for learning, effective questioning and Freeing SLT to act as coach to staff.  £12,925	Accurate assessment enables staff to maximise progress the children make.  <a href="http://www.researchschool.org.uk">www.researchschool.org.uk</a> The fundamentals of challenge – expectations and cognitive load' Jan 2019 'It would appear that when teachers expect students to do well, students tend to do well.'	2,3,4
All class teams aware of the PP children	Diminish between PP/non due to timely intervention and quality first teaching,	2,3,4

<p>Allocated class TA support for all year groups, supporting quality first teaching across the curriculum.</p> <p>£5,500</p>	<p><a href="#">Making best use of teaching assistants   Education Endowment Foundation   EEF</a></p> <p>Sutton Trust – quality first teaching has direct impact on pupil outcomes</p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p>	
<p>Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>£2,200</p>	<p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children.</p> <p><a href="#">High Quality Teaching   Education Endowment Foundation   EEF</a></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>1,2,3,4,7</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>DfE/Ofsted/EEF reports evidence the impact on the teaching of high quality phonics/reading and attainment across the curriculum;</p> <p>Bug club Phonics purchased October 2021</p> <p><a href="#">Preparing for Literacy   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 1   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Reading support for teachers, parents and pupils</p> <ul style="list-style-type: none"> <li>• Parent workshops for reading for EYFS, KS1 and KS2</li> <li>• Produce information leaflets and Early Reading/Phonics video for parents</li> <li>• Teacher training in Phonics</li> <li>• Development of library books – increased challenge and variety</li> <li>• Purchase of new books for extended borrowing</li> </ul>	<p>EEF identifies good evidence for improving teaching quality through CPD.</p> <p>EEF indicates moderate impact for phonics teaching (+4 months) and high impact for Reading comprehension strategies (+6 months).</p> <p><a href="#">Working with parents to support children's learning   Education Endowment Foundation   EEF</a></p>	<p>2,3,7</p>

<ul style="list-style-type: none"> <li>• Online – E-books as additional reading books</li> </ul> £1500		
SENCo to work closely with parents of SEN/PP children £800	Re-introduce face to face meetings for parents of children with SEND – allow them time to share concerns and celebrate success	3,5,6
Release time for staff to enable them to lead their subject effectively at least once a term £2,500	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the English Hub and the LA Maths Hub.	7

**Targeted academic support (for example, tutoring, one-to-one support structured intervention's)** Budgeted cost: £26,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver personalised learning sessions targeting specific subjects.  Additional support staff across school. (All classes have fulltime TA's, TA3 in EYFS)  £26,010	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.  “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 EEF indicates moderate impact for digital technology (+4 months). Highly skilled support staff deliver quality targeted intervention to close gaps in attainment. EEF indicates moderate impact for small group tuition (+4 months) and within class attainment grouping (+3 months).	1,2,3,4,6
Engage parents in supporting their child with the areas in need of rapid improvement.	Providing parents with a copy of their child's knowledge organisers for each half term will give them knowledge and focus around what their child is learning in school. This is alongside their half termly homework project. Parents meetings are held half termly to talk about individual progress and how parents can support this.	6,7

	<p>Teacher2parents and class emails used for staff to rely other important information regarding specific child's learning needs.</p> <p>“Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research using data from the 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><a href="https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf">https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf</a></p>	
NELI training and implementation within EYFS	<p>Early language development is crucial to further progress for individuals as they move through the school. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant. NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called Language Screen.</p> <p>Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.”</p> <p><a href="#">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></p>	1
Daily readers for all PP children in each class and those who don't get support/read at home.	<p>Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies</p> <p><a href="#">Special Educational Needs in Mainstream Schools   Education Endowment Foundation   EEF</a></p>	3
Subscriptions to online/web based programs to support children at home (purple mash, timestable rock-stars) £250	<p>Use of digital technologies – clear evidence to support technology at home for maths, English and phonics.</p> <p><a href="#">Using Digital Technology to Improve Learning   Education Endowment Foundation   EEF</a></p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a></p>	1,2,3

**Total budgeted cost: £ 52,795**

## 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.

- Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020/21 – there is therefore no national data.
- To support all pupils, including PP children, assessment focus has been on using KLIP's for each year group, which have been monitored and moderated robustly internally and monitored through pupil progress meetings termly.
- Through monitoring, both PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020-21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems
- Leading up to lockdown (March 20<sup>th</sup> 2020) pupils were fully engaging in a wide range of trips and experiences – see website, past newsletters, termly HT report to Gov's (FSM children had subsidised trips).
- FSM children engaged in a range of cultural/ sporting activities – see Sport's funding report
- HT and other school staff have supported parents and carers throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. All families received weekly welfare phone calls during lockdown and weekly emails to 'check-in' on them.
- Pupil premium children were supported with devices to enable them to better access remote learning.
- Regular (at least twice weekly) contact with families not able to access or maintain remote learning. School facilitated on-site education for the families experiencing difficulties engaging with learning.
- All SEND, Pupil Premium children were offered places in school during school closures/lockdown.

### 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