# 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

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| Detail | Data |
| School name | Tregoze Primary School |
| Number of pupils in school  | 205 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | September 2023 – July 2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Helen Tudor |
| Pupil premium lead | Helen Tudor |
| Governor / Trustee lead | Emily Medland |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £45,325 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £45,325 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Tregoze Primary School we take a Pupil Premium first approach to ensure that our disadvantaged pupils receive the best possible education and ultimately thrive in society. This means that we always have them at the forefront of our minds when it comes to planning, teaching and assessment. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.Common barriers to learning for disadvantaged children can include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.Our ultimate objectives are:* To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
* For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
* To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through* Quality first teaching - ensuring that teaching and learning opportunities meet the needs of all the pupils
* Assessment - ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
* Planned and targeted Interventions – ensuring that gaps in learning are addressed and support is put into place.
* Recognition - when 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.
* Funding - pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:The range of provision the Governors consider making for this group include and would not be inclusive of:* Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. This aims to accelerate progress, moving children to at least age-related expectations.
* Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
* To allocate a ‘Catch Up’ Teacher - providing 1:1 and small group work focussed on overcoming gaps in learning
* 1-1 support
* Additional teaching and learning opportunities provided through trained TA’s focusing on reading
* Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
* Additional learning support.
* Ensuring children have first-hand experiences to use in their learning in the classroom through supporting payment for activities, educational visits and residentials.
* Behaviour support
* Ensuring all children are emotionally available to learn and feel that their mental well-being is supported by all adults in school.
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## 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 | Poor oral language skills resulting in attainment gap in reading and writing. |
| 2 | Further gaps in learning due to school closures and lack of access to curriculum content.  |
| 3 | High number of SEND children are PP (29% of pupil premium children)  |
| 4 | Lack of real life experiences in lack of trips, visitors combined with lack of experiences given by parents due to COVID restrictions |
| 5 | Time (teachers/ teaching assistants) to support individuals with homework, reading and any intervention needed.  |
| 6 | Some children need support with behaviours and attitudes conducive to learning e.g. confidence, resilience and self-esteem.  |
| 7 | Emotional stability, well-being and availability to learn. |
| 8 | Safeguarding |

## 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 raise the attainment of Pupil Premium children in Reading through a range of strategies including a development of oral language skills through vocabulary progression maps in each subject and our highly effective phonics programme. | * Teachers report improved comprehension and oral language in pupil premium children through improvements in Reading Age scores.
* An increase in the attainment of Pupil Premium children in Reading (Both On Track + and GD)
* An increase in % of children passing the phonics screener in Y1 and the re-takes in Y2.
* Targeted phonic and reading interventions in KS2 ensures children are making small steps of progress.
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| All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.  | * Pupil voice shows that children feel safe and happy in school.
* Targeted Elsa support results in happy children who are emotionally ready to learn
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| To improve the progress made by pupil premium children with SEN from their starting points | * Provision maps show SMART targets that are understood by both the child, all adults involved and parents
* Provision maps show high-quality targeted interventions
* Intervention books show progress form SMART targets
* Effective monitoring by SENCO and SLT show small steps of progress made by children
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| To ensure that all pupil premium children have access to consistently high-quality teaching and learning across all subject areas. Where interventions are needed, teachers to plan these carefully through use of Pupil Premium Provision Maps. | * Book Looks to show evidence of Quality First Teaching.
* Planning Scrutiny to show evidence of Quality First Teaching
* Learning Walk to show evidence of Quality First Teaching.
* Provision maps to show high-quality targeted interventions.
* Progress in Reading Age and Maths Ages of Pupil Premium children.
* An increase in Pupil Premium children who are On Track + in Reading and Writing.
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| To give disadvantaged pupils an enriching, exciting curriculum offer with opportunities to increase cultural capital (Subsidised) | * Positive Pupil Voice feedback on the school’s curriculum offer. trips, Sports coaches, Music Service etc.
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## 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: £ 30667.27

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing CPD for each teacher linked to Little Wandle revised letters and sounds, writing expectations for each year group and reading.  | Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. ‘What happens in the classroom makes the biggest difference **EEF T/L toolkit Feedback +6.**  | 1 and 2 |
| Working alongside our Family Support Worker so our pupils are supported to make good levels of progress and therefore they do not have any barriers to learning and attendance. | To support children and parents who need support with parenting or issues arising in the home environment. In addition, will also be available for parent drop in sessions and will also provide group parenting classes. **EEF T/L toolkit Parental Engagement +4****Evidence also shows a positive impact on the academic achievement of pupils involved. (Feedback 2020/21)** | 6 and 7 |
| Quicker identification, improved outcome for SEND children, parental support through buying in an Educational Psychologist | 5 days for Educational Psychologist support for school to support children with SEN needs **EEF T/L toolkit Behaviour instruction +4 Individualised instruction +4** | 3 and 6 |
| To improve the progress and attainment for all disadvantaged pupils through additional hours of teaching assistant support.  | Focus on key reading skills to improve standards at the end of KS1 and KS2. **EEF T/L toolkit Reading comprehension strategies +6; Teaching assistant intervention +4** | 1, 2, and 5 |

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

Budgeted cost: £10572.06

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions for selected PP children in English and Maths.  | Focus on key reading, maths skills to improve standards at the end of KS1 and KS2. **EEF T/L toolkit One to One tuition +5; Small group tuition +4; Reading comprehension strategies +6.** | 1, 2, and 5 |
| Improved speech and communication for Pupil Premium pupils*(SALT)* | Early support for children with identified speech, language and communication difficulties.**EEF T/L toolkit Oral Language Intervention +6** | 1, and 5 |
| ELSA support  | Improve pupil decision making skills, interaction with others and self. Teaching them the management of emotions. **EEF T/L toolkit Social and Emotional learning +4**   | 5, 6, 7 and 8 |

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

Budgeted cost: £4085.67

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subsidising trips to increase cultural capital. | Support children with cultural capital by giving them access to experiences and an enriching curriculum. **EEF T/L toolkit Outdoor Adventure learning**  | 4,6 and 7 |
| Extra club opportunities and a range of sports clubs | A wide range of sports clubs to improve fitness and ensure a keen attitude to sports **Sutton Trust: Sports participation +3 months**  | 4, 6 and 7 |
| To provide children (targeting our PP) with character building opportunities and activities to help build confidence through our gardening club | Children will be able to develop their communication, teamwork, leadership skills through carefully chosen activities. Develop self-esteem and confidence that can support all aspects of school life.**EEF Attainment Gap Report 2018** | 4,6 and 7 |
| To improve the progress made by pupil premium children with SEN from their individual starting points through support from the SEMH team. | Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. **EEF T/L toolkit Behaviour Interventions +4 months** | 3, 5, 6 and 7 |
| All children to be able to play an instrument to improve cultural capital of PP children. All children to take part in music festivals and be able to perform. Year 3 take part in ballet from Royal Ballet School.  | All children to have fair access to playing musical instruments and developing lifelong skills in music Quality first teaching of music for all children. Year 3 have dance lessons from Royal Ballet School. **EEF T/L toolkit Arts Participation +3 months.**  | 4 and 6 |

**Total budgeted cost: £45,325**

# 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.

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| Through our targeted pupil premium approach and our monitoring in learning walks, books looks and pupil voice, our PP children have made progress this year. Data analysis completed in July 2020, showed a positive picture across the school with children performing well in many areas. There is a particular strength in Reading.Our data analysis at the end of the year shows that in most classes there is no gap between our PP children and our non PP children. Targeted support and teaching accounted for the large majority of our spend. We used a booster teacher who worked with many of our PP children to address some of the gaps that were apparent on return after lockdown. Our booster teacher worked on a 1:1 basis supporting our children with reading, writing and maths. Through pupil voice, children were able to talk about improved confidence and the progress that they had made. Money spent on our Educational psychologist, FSW and behaviour support has enabled us to better meet the needs of our pupil premium children. We have worked alongside our families to ensure that our children are in the right place to learn and that support and strategies could be put into place. Through ELSA, children’s wellbeing has improved and this has led to better behaviour, attainment and progress.  |

## 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 |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |