

Pupil premium strategy statement – Trewidland Primary School 2023-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils 2023-24

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
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	V Lovell (Headteacher)
Pupil premium lead	V Lovell (Headteacher)
Governor / Trustee lead	L Pratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£7275
Recovery premium funding allocation this academic year 22/23	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£2528 Recovery Premium from 21/22 =£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11803

Part A: Pupil premium strategy plan

Statement of intent

At Trewidland, we are proud to be a school where children and staff are inspired to learn, challenged to do their best and encouraged to succeed. We have high expectations of what our children can achieve and strive to inspire all children to develop a love of learning, so they make good progress and attain at their very best, becoming confident and successful individuals in our ever-changing world.

High-quality teaching is therefore at the core of our approach. 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 at Trewidland. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well-established diagnostic assessments and not assumptions about the impact of disadvantage.

We believe that in order for all children to achieve their full potential there needs to be a holistic approach to teaching and learning. We treat each child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. We place a lot of importance on the social and personal development of children as without this, their academic development will never be fully realised.

We have a proven track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. We are continuously striving for improvement.

A fundamental part of our vision and values is to recognise the unique talents and abilities of our pupils and inspire excellence across the curriculum by providing a happy and secure community in which children can thrive and develop.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set

- act early to intervene at the point need is identified
- build on our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health - the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
2	Gaps in reading, writing, maths and phonics - the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
3	Continue to develop effective behaviours for learning, resilience, independence and the confidence to access learning.
4	Exposure and engagement in wider curriculum opportunities – for example the involvement of our disadvantaged children in extracurricular activities, wraparound care, enrichment activities, music lessons and school trips
5	Of our disadvantaged children, 16% of them have identified SEND needs.
6	Attendance & Punctuality

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
1. Progress in reading, writing and maths Diminishing the difference in outcomes between disadvantaged and non-disadvantaged	Progress scores to be at least in line with national or above at the end of KS2. School outcomes in EYFS, KS1 and KS2 at least in line with national or above. The difference between PP and non-PP pupils reducing year upon year.
2. Phonics	Achieve in line or above national average expected standard in PSC
3. Maintain a good level of attendance for disadvantaged children.	Attendance data continues to be broadly in line with national year on year Ensure attendance data of disadvantaged pupils is above 96%
4. Pupils achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	Concept trackers show the PP pupils perform broadly in line with non-PP children. Pupil voice shows a greater understanding of the world around them.
5. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. Pupils are able to self-regulate and manage emotions in appropriate way.	Sustained high levels of wellbeing supported and demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice reporting that they feel happy, safe and valued in school • staff observations • school ethos / values and vision

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: £2,438

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Implement ation of the curriculum</p> <p>Appraisers / LT / Subject Leaders to ensure that increment al coaching is used to improve/enhance teaching and learning across the school</p>	<p>Ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention.</p> <p>Provision of QFT – at least good teaching in all classes every day (incremental coaching fostering professional growth of teachers and leaders)</p> <p>https://www.ambition.org.uk/research-and-insight/incremental-coaching-accelerates-teacher-development-report-finds/#:~:text=It%20finds%20that%2071%25%20of,had%20benefitted%20from%20incremental%20coaching.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Culture of high expectations, staff forming strong relationships with pupils and building expertise of individual pupil need. Also, the use of live marking and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1,2,3 &5</p>
<p>Effective deployment of staff (teaching assistants) to support key children and year groups. To support the learning in class and to provide scaffolds for independence, using questioning and</p>	<p>Evidence suggests that this is moderate impact for moderate cost based on moderate evidence, but as a leadership team we ensure large positive impact on learner outcomes by our deployment – including delivering intervention to small groups or individuals (high impact). Our teaching assistants are of a high quality and those children receiving support from them increases the high-quality interactions they have throughout the day. Professional development opportunities are also provided which will improve learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4 &5</p>

<p>promoting metacognitive strategies. Structured interventions delivered by teaching assistants: Precision Teaching, RWI</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,493 (£2,000 RP & £3,493 PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sats Catch up/ intervention £2,000	Delivering intervention to small groups or individuals (1:1) resulting in high impact	,2,3,5
7 hrs wkly of targeted support £3,493	Delivering intervention to small groups or individuals (1:1) resulting in high impact along with professional development of staff.	2,3,5

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

Budgeted cost: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Access £450 (£1,000)	<p>every child with an opportunity to play an instrument and perform in front of an audience.</p> <ul style="list-style-type: none"> Increases memory skills 	1,3,4,

	<ul style="list-style-type: none"> • Teaches perseverance and creates a sense of achievement. • Improves coordination • Improves listening and social skills. 	
Twinkl £380	<ul style="list-style-type: none"> • Supports intervention of individual and groups of pupils. 	2,3,4,5
IXL £300	<ul style="list-style-type: none"> • Supports intervention of individual pupils, monitors/tracks progress along with a diagnostic tool. • Pupils able to access high quality individual intervention in core subjects both in school and remotely. 	2,3,4,5
First news £225	<ul style="list-style-type: none"> • Supports the development of pupils with a greater knowledge about the world around them. 	1,3,4
Music Therapy Mrs Sally Butlin £540 linked to Music access	<ul style="list-style-type: none"> • every child with an opportunity to play an instrument and perform in front of an audience. • Increases memory skills • Teaches perseverance and creates a sense of achievement. • Improves coordination • Improves listening and social skills 	1,3,4
<i>Pupil Tracker</i> £65	<ul style="list-style-type: none"> • Supports the tracking of progress of pupils 	2,5
<i>One Decision</i> £265	PSHE programme that supports pupils well being and ensure curriculum coverage	1,4,
<i>CPOMS</i> £475	<ul style="list-style-type: none"> • Supports the wellbeing of the children and parents. Ensures staff fully informed and aware of individual needs and how these can be supported.-along with outside agencies. 	1,3,6

Total budgeted cost: £10,631 (£8,631 PP & £2,000 RP)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

. Due to the small size of the cohort (under 10) it could be possible to identify an individual pupil or pupils so the data is held within the school for internal analysis

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths intervention programme	Third Space learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

See note below

The impact of that spending on service pupil premium eligible pupils

Due to the small size of the cohort (under 10) it could be possible to identify an individual pupil or pupils so the data is held within the school for internal analysis.

Further information (optional)

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.