

# Pupil premium strategy statement

## Terrington CE VA Primary School 2023- 2024

This statement details our school's use of pupil premium and recovery premium for 2023 to 2024 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	Terrington CE VA Primary School
Number of pupils in school	30 main school 3 nursery
Proportion (%) of pupil premium eligible pupils	<b><u>5 pupils main school (17%)</u></b> 5 children- Free School Meal (FSM) Eligible
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Sarah Moore, Headteacher
Pupil premium lead	Katie Stringer, Assistant Headteacher
Governor / Trustee lead	FST Federation Helen Ashdown, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7275
Recovery premium funding allocation this academic year	£2000 recovery grant Plus tuition funding of £67.50 per PPG (£337.50)

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	£9612.50

## Part A: Pupil premium strategy plan

### Statement of intent

*In line with our vision we aim for every child to reach their full potential whatever their experiences and abilities. We aim to provide the tools and resources to enable all pupils to flourish and make rapid progress.*

*Through the use of targeted pupil premium funding we focus on removing the barriers for disadvantaged children through additional adult support, interventions focussing academic and social and emotional barriers, resourcing and development of teacher subject knowledge in order for every child to have equity in their educational experience.*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Communication</b> Some of our pupils have underdeveloped oral language skills and vocabulary. There are some experiential language and vocabulary gaps among this group of pupils compared to their peers. This impacts on social and communication skills as well as their phonics, reading and writing. Some of these children are quiet in the classroom and will not input their ideas into discussions.
2	<b>Learning, Attainment and Progress</b> The main challenges for this group are specific SEND and cognitive needs as 60% of the Pupil premium pupils have some SEND needs. This group also has low attainment compared to their peers; most Pupil Premium pupils (60%) are working towards national expectations, only 20% of the Pupil Premium group are working at national expectations related expectations in Reading, Writing and Maths. 0% are working at Greater Depth in Reading, Writing and Maths The challenge is to increase this group's attainment and progress across Reading, Writing and Maths. Through high quality teaching and planned interventions and support.
3	<b>Attendance</b> Our attendance data for PP pupils is generally good, the majority of pupils have excellent attendance. Attendance data over the last year indicates that attendance among disadvantaged pupils was lower than that for non-disadvantaged pupils. Attendance in 2022/23 for Pupil Premium pupils was 89.42 and non- Pupil Premium pupils was 94.22%. Our assessments and observations indicate that this absenteeism is negatively impacting this group's progress. It has also impacted on their wellbeing and mental health.

4	<p><b>Inclusion and enrichment</b></p> <p>Some of the pupils have limited access to extra-curricular activities and find it difficult to pay for educational visits, extra-curricular clubs and sports/music tuition. Some clubs are offered with free/subsidised places. Visits and residential are subsidised, as are music and sporting opportunities.</p>
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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
<p><b>1. Communication</b></p> <p>1.1 To develop oral language skills and vocabulary.</p> <p>1.2 An improved confidence in speaking and listening activities.</p> <p>1.3 To use high quality texts, modelling and challenging vocabulary, talk and discussion across whole curriculum to develop oracy and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Oracy, language skills and vocabulary are improved.</li> <li>• High quality texts, strategies to improve discussion and vocabulary are used across whole curriculum.</li> <li>• High quality interventions support and develop vocabulary and oracy and improved confidence in speaking and listening.</li> <li>• Drama sessions have a positive impact on pupils confidence.</li> </ul>
<p><b>2. Learning, Attainment and Progress</b></p> <p>2.1 To ensure QfT in all classrooms so that children in every class have the best possible education.</p> <p>2.2 To raise pupil attainment in reading, writing and maths</p> <p>2.3 To ensure disadvantaged children make expected or more than expected progress in reading, writing and maths</p> <p>2.4 To give children targeted support in small groups in addition to work covered in class.</p>	<ul style="list-style-type: none"> <li>• QfT is seen in all classrooms in lesson observations/learning walks.</li> <li>• Pupils attainment is increased so that more pupils reach the expected in Writing, Reading and Maths and some achieve the greater depth standard.</li> <li>• Pupils progress is increased so that more pupils reach the expected standard and more achieve greater depth in Writing, Reading and Maths.</li> <li>• Targeted support planned and taught to small groups.</li> <li>• Century is used regularly to identify and close attainment gaps.</li> </ul>
<p><b>3. Attendance</b></p> <p>3.1 To support children that have poor attendance or are regularly late for school and improve their overall attendance.</p> <p>3.2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance is improved through working with families and outside agencies.</li> <li>• Pastoral lead supports families.</li> <li>• Families are supported to arrive at school on time (early) through meet and greet, before school activities and subsidised breakfast club sessions.</li> </ul>
<p><b>4. Inclusion and enrichment</b></p> <p>4.1 To provide a range of school visits, visitors and experiences that they may not have been able to do without the financial subsidy.</p> <p>4.2 Enhance and develop learning and experiences that develop children's cultural capital.</p>	<ul style="list-style-type: none"> <li>• A wide range of subsidised school visits, visitors and experiences are provided, all PP pupils expected and supported to attend.</li> <li>• Pupils knowledge, vocabulary and cultural capital improved, shown thorough pupils voice.</li> </ul>

## 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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and modelling high quality vocabulary.	Teaching and modelling vocabulary <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary&amp;utm_source=early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabulary">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary&amp;utm_source=early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabulary</a>	1
To provide high quality feedback in lessons to support progress of all learners.	Feedback +6 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2
To improve teacher knowledge on effective teaching and learning strategies, including high quality modelling and scaffolding.	High quality teaching and learning through modelling and scaffolding <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a>	2, 4
To improve comprehension and reading strategies for KS2, including fluency and reading interventions, developing a love for reading.	Reading comprehension strategies + 6 EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 4

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

£337.50 tuition funding plus £4000 recovery funding

Total allocated £4337.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver effective speaking and listening interventions.	Oral Language Interventions +6 EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 4

Focussed tutoring sessions in maths to close attainment gaps.	1:1 tuition +5 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  Small tuition groups +4 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4
Reading interventions to develop fluency and comprehension skills.	Reading comprehension strategies + 6 EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 4

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

Budgeted cost: £4,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts participation (drama, music and dance, residential) and extra-curricular opportunities.	Arts participation +3 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2, 3, 4
Breakfast club offer to improve attendance.	Attendance report due <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	1, 2, 3, 4
Pastoral lead to work closely with parents and improve engagement.	Parental engagement +4 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 3

Total budgeted cost: £9612.50

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged children

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Due to the size of our cohorts across the school, our school data is suppressed.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that as a school we face many challenges including: progress and achievement, attendance, social emotional and mental health needs, communication needs and inclusion.

Based on all the information above, the performance of our disadvantaged pupils met our expectation, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that we achieved our previous strategy aims:

- Children are quickly identified if they are not well-regulated or ready to learn.
- Discussions take place with the class teachers, SENCO and pastoral lead to ensure children's needs are well met in school.
- There is close communication between home and school to identify barriers to learning.
- Regulation strategies are used to support children through morning check ins.
- For those children with SEMH identified needs, time accessing learning within the classroom environment is increasing.
- Retrieval is used to recap learning and ensure long term knowledge is retained.
- Precision teaching is used to close the attainment gap with instant recall facts.
- Children are making good progress with their maths, the attainment gap is closing.
- Libraries in each school and some classes are using these to develop a love for reading.
- New long-term plan for class reading books is in place and children are listening to a wider variety of key books.
- Highly effective implementation of Little Wandle by experienced reading lead.

- Strong phonics screening results.
- Whole class approach to guided reading.
- Two guided reading sessions per week in place support progress in reading.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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
Little Wandle	Letters and sounds
Literacy Shed	Visual Literacy
Talk Boost	Speech and language UK

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## 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.*