

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	Lew Trenchard C of E Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021 October 2022
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Louise Hussey
Pupil premium lead	Louise Hussey
Governor / Trustee lead	Ruth Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£2754
Pupil premium funding carried forward from previous years	£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	£22,114

Part A: Pupil premium strategy plan

Statement of intent

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 be less support at home, weak language and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with 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

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- 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
- 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.
- 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 Headteacher (PP Lead) and 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.
- Maintaining appropriate class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a teaching assistant to each Year Group - providing 'Catch Up' through enhanced small group work focussed on overcoming gaps in learning
- 1-1 support and tutoring
- Additional teaching and learning opportunities provided through extra-curricular opportunities or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or above
- Additional learning support- resources for teaching and training for staff
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support if needed
- Well-being and mental health support available in school and prioritised in the school curriculum
- Working hard to ensure attendance is in line with or better than national and that specifically disadvantaged attendance is improved and persistent absence is reduced.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been disproportionately impacted by Lockdown and so the attainment gap across Reading, Writing and Maths attainment and progress has increased.
2	Outcomes and progress of the pupils are significantly affected by their SEND and home life- Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Disadvantaged pupils have lower attendance due to home issues or low importance of school for some parents.

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
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is 96+%
Improved resilience in learning	Engagement in class and home learning is significantly improved evidenced through pupil voice, learning observations and book scrutiny
Improved mental health and well-being	Reduced incidents recorded of mental health concerns and of incidents disrupting learning

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: £13,611.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced TAs allocated in identified year groups to support learning for disadvantaged pupils.</i> £9188.25/HLTA to lead group catch-up/precision teach from identified pupils with gaps in learning. £1507.50 (Additional funding from school staff budget of £10,000)</p>	<p><i>EEF (+4)</i> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><i>EEF (+3)</i> As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We believe that ensuring each class has a highly experience TA or HLTA allocated daily, this frees up the teacher to work with smaller groups of pupils and</p>	1,3

<p>Subject Leader release time – Teacher cover (1 day per half term per subject: 6 subjects x6.48hrs x£25x 3terms) £2916</p> <p>CPD – Visible learning, Babcock, TA training – training costs and staff cover (£1000from CPD budget)</p>	<p><i>specifically allows targeted help to be directed to disadvantaged pupils.</i></p> <p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p>We have looked at the capacity of staff within the school and will target support where needed using the experienced staff members to Coach and Mentor.</p> <p>Release time for subject leaders to model and mentor subjects to ensure all teaching is high quality.</p> <p>CPD planned:</p> <p>Strategies to support disadvantaged learners.</p> <p>Babcock Writing – teaching sequences for ECT.</p> <p>Effective deployment of support staff allocated in class for improving outcomes of disadvantaged pupils.</p> <p>RWI Phonics EEF +5</p> <p>Visible learning – metacognition EEF +7</p> <p>Right to Read -Reading Comprehension Strategies EEF +7</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced tutor appointed to work within identified pupils 1:1 and small group tutoring of key pupils identified at falling behind and not making ARE.</i></p> <p><i>1 pm a week x 12 weeks x 3 blocks x £25 an hour £2025</i></p> <p><i>(Trust and DFE School-led Tutoring fund)</i></p> <p><i>Tutor-led After-School maths Intervention 1hr a week x 12 weeks x 2.5 blocks x £25</i></p>	<p><i>EEF (+4)</i></p> <p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>Having analysed our cohorts we have identified 16 pupils who need support to address gaps in Writing.</p> <p>Due to Covid impacting on year 2 progress, we have identified that writing within Year 3 has some KS1 curriculum gaps that could be effectively addressed through intensive tuition.</p> <p>Teaching Assistant Interventions EEF +4</p> <p>1:1 Tuition EEF +5</p>	<p>1, 2, 3</p>

<p>£690</p> <p><i>Teacher SATs Prep Tutoring 1 hr a week x 12 x 2.5 blocks £690</i></p>	<p>Welcom Vocabulary – Oral Language Intervention EEF +5</p> <p>We have also identified additional pupils as needing intervention and therefore will use school-led tutoring for Maths and English with PPG children accessing 1:1 provision to narrow the gaps.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TIS practitioners to support children who are having difficulty accessing learning through mental health and behavioural issues, using the TIS approach to support improvement.</i></p> <p><i>TA – 1 pm a week £1482 + 1 flexible session a week £1482</i></p> <p><i>EWO termly meeting to analyse attendance and contact low attenders. (£500 from SLAs)</i></p>	<p><i>EEF (+4)</i></p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-regulation of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</i></p>	2,3
<p><i>Financial support for PPG pupils with current cost of living crisis to support well-being and reduce anxiety</i></p> <p><i>£2000</i></p>	<p><i>Funding for trips.</i></p> <p><i>Funding for uniform.</i></p> <p><i>Funding for enrichment – music and sports activities.</i></p> <p><i>Funded access to wrap-around care</i></p> <p><i>EEF Evidence:</i></p> <p><i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</i></p> <p><i>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff.</i></p>	3

	<p>Our pupil premium funds are used to provide a full range of enrichment opportunities across the curriculum. These cultural opportunities are perceived to have wider life-enhancing benefits such as instilling self-discipline. This is necessary because these are activities where children have different access depending on their ability to pay and where increasing participation would benefit life skills. We aim to widen curriculum experiences for our disadvantaged students. For this school, the financial support of pupil premium aids cultural inclusion - supporting students to learn new creative skills which in turn supports connections and socialisation with others.</p>	
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Total budgeted cost: £ 22,025.75

Intended outcome	Success criteria
Progress in Reading	<p>Achieve national average progress scores in KS2 Reading</p> <p>60% (1 EHCP pupil) below national</p>
Progress in Writing	<p>Achieve national average progress scores in KS2 Writing</p> <p>80% (above national)</p>
Progress in Mathematics	<p>Achieve national average progress scores in KS2 Maths</p> <p>20%</p>
Other	<p>Ensure attendance of disadvantaged pupils is 96+%</p> <p>95% Yearly average</p>
Improved resilience in learning	<p>Engagement in class and home learning is significantly improved evidenced through pupil voice, learning observations and book scrutiny</p>
Improved mental health and well-being	<p>Reduced incidents recorded of mental health concerns and of incidents disrupting learning</p>