

Pupil premium strategy statement 2021 - 2024

2022/23 UPDATES IN **YELLOW**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Teversham CE Primary School	
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	41%
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	December 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Barney Brown
Pupil premium lead	Barney Brown
Governor / Trustee lead	Fiona Herczog

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,640
Recovery premium funding allocation this academic year	£11,890
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	£127,530

Part A: Pupil premium strategy plan

Statement of intent

Objectives: to narrow the gap between the progress made by disadvantaged pupils and those with no disadvantage, to support children with disadvantage to maximise their learning at primary school to build the key skills that they need to be successful at secondary school, including strong learning habits, key skills such as reading, strong vocabulary and mental maths skills – and therefore to make a significant difference to their life chances.

Our pupil premium strategy plan works towards achieving these objectives:

- by focusing on providing high quality first teaching for all children, ensuring that wherever possible disadvantaged children access the full curriculum;
- by providing a curriculum that enables children to build cultural capital through enriching experiences;
- by supporting children and their families to address any additional barriers to learning such as attendance, behaviour or social and emotional difficulties.

Key Principles:

1. implementing whole school strategies that benefit all children, since a significant additional number of our children sit just above Pupil Premium criteria
2. balancing rigour and high expectations for ALL children with supportive, inclusive strategies that aim to meet the needs of individuals
3. Maintaining our distinctive supportive ethos that enables us to support and engage with all parents to address the barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Communication and language especially vocabulary when starting school – oral language skills
2	Reading and phonics
3	Writing including vocabulary and basic skills
4	Mental maths skills especially recall to calculate accurately and confidence in maths

5	Social, emotional and mental health difficulties
6	Attendance including punctuality
7	Behaviour as a result of emotional and mental health difficulties
8	Lack of home support for reading and home learning
9	Cultural Capital

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
Children will have good oral language skills and develop a wider range of vocabulary.	Evidence of a wider range of vocabulary used by children both orally and in writing.
PP children will have a strong knowledge of phonics and develop good reading skills at age related expectations and above. PP children will develop a love of reading, develop good reading habits and improve their reading skills to at least age related expectations.	95% of Year 1 children* achieve year 1 phonics standard by the end of year 1. 100% of children* achieve year 1 phonics standard by the end of year 2. (*children who are eligible to take the test.) There is an increase in % of PP children achieving Battle of the Books each week. There is an increase in the number of weeks that PP children complete Battle of the Books.
PP children will make good progress in maths and develop strong mental maths skills and increase in confidence in their maths skills.	% of PP children achieving age related expectations in maths will be higher than last year. % of PP children achieving the Times Table Test in year 4 will be higher than last year and the gap with non-PP children will be smaller.
Emotional and mental health difficulties are supported and the impact on their learning is reduced. Children are happy, settled and ready to learn. Behaviour at break and lunch times does not impact on learning in lessons.	% of children who are settled, happy and ready to learn both mornings and afternoons is increased. % of PP behaviour incidents at break and lunch times is reduced.
Attendance and punctuality is good with very few persistent absentees. Children are not last for school and are therefore able to access basic skills practice each morning.	% attendance of PP children improves from last year. Number of persistent absentees reduces. Lateness is rare and all children regularly access early morning basic skills practice.
Behaviour in all classes means that children are able to learn and make good progress.	Fewer behaviour incidents on playground and in class. % of children making good progress and achieving expected standard in reading, writing and maths is greater than last year.
Parents engage well with the school, attending all parent's evenings and meetings. Children will complete their homework and achieve Battle of the books each week.	School is actively engaging with a high % of parents. % of parents who attend parent's evenings increases.

Parents will support their children in home learning, including reading regularly at home.	% of PP children who do not engage with homework and home reading is reduced.
The curriculum meets the needs of PP children and includes in a wide range of trips, visitors and experiences, and builds cultural capital for all children.	% of PP children taking part in a wide range of experiences is high. Children are engaged and develop a love of learning, developing good cultural capital. They are able to talk about their experiences.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist leaders – English, maths and assessment	EEF – The Guide to Pupil Premium – key principles. ‘Good teaching is the most important level school have...’	2, 3, 4
CPD – Quality first teaching, English and maths	EEF - Reading comprehension strategies. ‘Reading comprehension strategies are high impact on average (+6 months).’ EEF – Feedback. ‘Feedback appears to have slightly greater effects for primary school age pupils (+7 months)’	1, 2, 3, 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher support for individuals and small groups focusing on high quality feedback – teacher released by French teacher.	1-1 feedback has good impact on progress. Education Endowment Foundation evidences high impact of quality feedback on progress.	1, 2, 3,

Support for mental maths skills - Times Table Rockstars	Accurate and confident recall of key maths facts reduces cognitive overload during reasoning problems. Practise embeds learning.	4,
TA led interventions Lego Therapy, Sensory Circuits...	All interventions backed by data/research. EEF Teaching and Learning Toolkit – Individualised instruction (+3)	1, 5
Musical Instrument Lessons	Increase the opportunities for PP children to take part in cultural opportunities. Learning to play a musical instrument has an impact on ability to learn in other areas, including developing skill of practise, perseverance, mindfulness, success. EEF Teaching and Learning Toolkit – Arts participation +3 months	5, 9,
Targeted adult support for early language skills in EYFS and behaviour support in identified classes.	1-1 and small group intervention has had a good impact on progress in EYFS. Adult support for behaviour ensures that barriers to learning are reduced in all classes.	1, 3, 5, 6, 7
CPD Training for TAs CPD - in house training and outside agencies • Time to enhance teaching and learning to ensure it is consistent and high quality in all areas. • Up-do-date CPD provided for all to get staffing thinking about teaching styles and the impact this has on learning.	https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/ EEF Teaching and Learning Toolkit – Mastery learning (+5) DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.	1, 2, 3, 4, 7, 8

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New attendance officer in place	EEF Teaching and Learning Toolkit – Parental engagement (+3)	6
Play Therapy	Children with emotional and mental health difficulties struggle to access learning.	5, 6, 7
Talk Time Plus (Tier 2 mental health support)	Children with emotional and mental health difficulties struggle to access learning.	5, 6, 7

	EEF Teaching and Learning Toolkit – behaviour interventions (+3) & Social and emotional learning +4 months	
<p>Lunch club and Premier Education</p> <ul style="list-style-type: none"> the children can attend lunch club if they struggle to access the outdoor provision, have friendship issues or are identified by either home, school or by the children themselves as finding outdoor challenging. 	<p>EEF Teaching and Learning Toolkit – behaviour interventions (+3)</p> <p>- Physical activity +1 month</p>	1, 7
CEC's Career-related learning in primary schools programme	<p>Participation in this programme will help to:</p> <ul style="list-style-type: none"> Increase awareness and aspirations amongst primary aged children of the range of jobs and career pathways available to them in the future Decrease in the extent to which stereotypes limit children's thinking about their future careers Provide children with a forward looking, realistic view of the jobs and the way that we work Develop understanding amongst children of the link between what they learn in school, skills and the world of work Increase in parental engagement in supporting children to think broadly about future careers. Increase the efficacy of the curriculum in building pupil's personal development, as required by Ofsted. 	1, 9
<p>Enrichment opportunities</p> <ul style="list-style-type: none"> Perse maths project Year six residential STEM opportunities 	<p>EEF Teaching and Learning Toolkit – Arts Participation (+2)</p> <p>EEF Physical activity +1 month</p>	
Specialist Music teacher Employed teacher 2 days a week to provide high quality Music lessons all children.	EEF Teaching and Learning Toolkit – Arts Participation (+2)	

Total budgeted cost: £120,000

Part B: Review of outcomes in the previous academic year – see previous plan 2020 – 2021 for review

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2021-2022 outcomes:

- Increase in % of pupils achieving PSC- 95% passed (100% of children eligible for PP)
- KS1 results: whole cohort (PP)

At ARE:	Above:
Reading: 80% (67%)	Reading: 27% (8%)
Writing: 77% (58%)	Writing: 13% (8%)
Maths: 73% (50%)	Maths: 23% (8%)
Combined: 73% (50%)	Combined: 13% (8%)

- MTC check: Mean average for whole cohort was 22.5. 45% of whole cohort scored 100%, 27% of PP children scored 100%
- KS2 results:

At ARE:	Above:
GPS: 74% (PP 69%)	GPS: 11%
Reading: 78% (PP 62%)	GPS: 7%
Writing: 63% (PP 46%)	Writing: 0%
Maths: 67% (PP 54%)	Maths: 15%
Combined: 56% (PP 46%)	Combined: 0%

- % of pupils engaging with Battle of the Books has increased (average of 75%)
- Incidents of disruptive behaviour has reduced

2022-23 outcomes:

- 83% of pupils passed the Y1 PSC (80% of PP pupils)
- KS1 results:

	Reading		Writing		Maths		Combined	
	At or Above	GDS	At or Above	GDS	At or Above	GDS	At or Above	GDS
Whole Cohort	82%	18%	82%	14%	82%	27%	77%	14%
PP/NPP	91%/82%	9%/27%	90%/46%	0%/27%	91%/73%	9%/45%	90%/82%	0%/18%

- MTC check:

	Scoring 100% (25/25)	Scoring 70%+ (18+/25)	Scoring 50%+ (13+/25)
Whole cohort	27.5%	76%	86%
PP/NPP	14%/33%	50%/93%	71%/100%

- KS2 results:

	SPAG		Reading		Maths		Teacher Assessment Writing		Combined	
	At or Above	GDS	At or Above	GDS	At or Above	GDS	At or Above	GDS	At or Above	GDS
Whole Cohort	66.6%	25%	62.5%	29.1%	50%	12.5%	62.5%	4%	46%	4.1%
PP/NPP	41.6%/92%	8.3%/41.6%	41.6%/83.3%	0%/50%	25%/83.3%	8.3%/16.6%	33%/92%	0%/8%	16.6%/75%	0%/8.3%

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 Phonics	Wandle Learning Trust
Times Tables Rock Stars	Maths Circle