

# Treloweth Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-24
Date this statement was published	December 22
Date on which it will be reviewed	July 23
Statement authorised by	L May
Pupil premium lead	A Walpole
Governor / Trustee lead	F Nichols

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,275
Recovery premium funding allocation this academic year	£18,125
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.	£
<b>Total budget for this academic year</b>  <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>	£177,400

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention for all pupils to make good progress and achieve high levels of attainment across all areas of the curriculum regardless of the challenges they face, their background or starting point. It is this strategy that will help us to achieve that goal, including those who are more able or have special educational needs. We include those who have additional challenges, such as those with a social worker, service children or young carers.

Our strategy has wider school plans for education recovery; is responsive to need and rooted in diagnostic assessment. We aim to offer ambitious learning for those from lower starting points or with SEND, raise levels of numeracy, literacy and oracy, pursue a rich, joyous use of words to create successful, ambitious and confident young people, give access to powerful knowledge and cultural capital, increase retrieval and retention, challenge negativity regarding education and school experience and care for those with mental health anxieties.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and, for an exciting future and changing world.

Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We will:

- address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- target poor attendees and persistent lateness
- adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation, and discussion with pupils tells us that oral language skills are under-developed and there are vocabulary gaps among many disadvantaged children.
2	Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers.  Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend.  Assessment in writing and discussions with pupils tells us that writing was the least engage in activity during online learning and school closure. This has

	negatively impacted on basic grammatical structures, stamina for writing and creativity.
3	Assessment and observations indicate that the education of many disadvantage children has been impacted by partial school closure. These findings support the national picture. There are gaps in learning Mathematical fluency and automaticity leading to pupils falling further behind.
4	Children and families tell us that the social emotional well-being of children is a factor for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. A small group require bespoke intervention to help them to access learning positively. Service children can be negatively affected by mobility and/or the deployment of a parent.
5	Our attendance data indicates that disadvantage children's' attendance is lower than that of non-disadvantaged. Our assessments and observations confirm that this negatively impacts on progress.

## 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
Gaps in early reading, fluency and comprehension are closed; accelerated progress is made. Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.	80%+ achieve age related expectations in reading. Year 1 phonics check is achieved by the vast majority of children. Year 2 phonics target 80%+ achieve pass. Children read widely and for pleasure.
Accelerate progress in writing and increase stamina. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching. Behaviour for Learning is excellent.	80%+ achieve age related expectations in writing. Children produce high quality writing, sustained for extended periods.
Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics. Behaviour for learning is excellent.	80%+ achieve age related expectations in mathematics.
Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supportive.	To achieve 96+% attendance. The family is positively engaged and aspirational for education and 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised and diagnostic assessments	Insight into specific strengths and weaknesses of each Pupil/Cohort EEF standardised tests PDF Testbase, CPG SP&G	1, 2, 3 SDP Priority 1
<p>CPPD and appraisal for teachers and leaders implemented</p> <p>Whole school BIG SHIFT x3</p> <ul style="list-style-type: none"> <li>• Questioning &amp; feedback</li> <li>• Explaining &amp; Modelling</li> <li>• Practise &amp; retrieval</li> </ul> <p>Accelerated Reader diagnostic reading and gap analysis</p> <p>Mastering Number</p> <p>Maths Whizz</p> <p>Number Sense</p> <p>X tables Rock Stars Y3&amp;4</p> <p>Post teach mathematics &amp; writing</p>	<p>Incremental coaching model and evidence informed practice.</p> <p>Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)</p> <p>Evidence suggests high quality oral language interventions and high-quality classroom discussions have a positive impact on reading (EEF)</p> <p>Evidence based approaches ‘Maths guidance KS1 and KS2 publishing.service.gov.uk’</p> <p>Herts Fluency Reading strategy supported by EEF intervention suggests accelerated progress</p>	1, 2, 3 SDP Priority 1, 2 & 4
CPPD for support staff	Intervention training to develop expertise in Reading, Writing and Mathematics Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)	1, 2, 3 SDP Priority 1, 2 & 4
<p>Senior Mental Health Lead Accreditation</p> <p>Team Teach Level 1 escalation</p> <p>Improve the quality of B4L and SEL</p>	<p>NPQ qualification in Mental Health &amp; Well-being raises expertise</p> <p>Extensive evidence suggests teaching social and emotional skills improves school outcomes, friendships and behaviour (EEF)</p>	4 SDP Priority 4

	NPQSL Pupil Premium training for senior leader	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Ink phonics additional post teach keep up RWI Speed Up Pinny Time Nessy <i>Structured intervention</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils; particularly from disadvantaged backgrounds EEF	1, 2, 3 SDP Priority 1
'Fresh Start' RWI used for Year 4,5 & 6 <i>Structured intervention</i>	As above	1, 2, 3 SDP Priority 1
Herts fluency intervention <i>Structured strategy</i>	EEF Fluency evidence	1, 2, 3 SDP Priority 1
National Tutoring Programme - A significant proportion of the pupils receiving tutoring will be disadvantaged <i>Structured intervention</i>	One to one tuition EEF (top up funding from Recovery Funding 40%) Small group tuition EEF	1, 2, 3 SDP Priority 1
1:1 reading top up before school – short regular sessions with trained TAs	One to one tuition EEF	1, 2, 3 SDP Priority 1
Fun Fit <i>Structured intervention</i>	There is positive evidence to suggest that physical development approaches impact cognitive outcomes EEF	1, 2, 3 SDP Priority 1
Speech and Language therapy <i>Structured intervention</i>	Oral language interventions can have a positive impact on children's language skills. Focus on Sp&L shows a positive impact on attainment. Oral Language interventions EEF	1, 2, 3 SDP Priority 1
Service Pupil Premium pastoral and emotional support during challenging times. Lead the SPP strategy for the Trust.	To mitigate the negative impact of service children of parental deployment.  Improve the level and means of communication to support SEMH.	4 SDP Priority 4

<p>Appoint a SPP lead within the school.</p> <p>Assess the need of SPP children.</p> <p>Liaise with parents, children and teachers.</p> <p>Purchase supporting resources.</p> <p>Calendar of deployment/events.</p> <p>Link with education service teams.</p>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning</p> <p>Culture of the Heart – values driven emotional literacy strategy</p>	<p>C o t H Whole school approach to developing confident emotional language and valuing self and others – children and adults</p> <p>EEF social and emotional learning PDF</p>	<p>4</p> <p>SDP Priority 3</p>
<p>Embedding principles of good practice as set out in the DFE's Improving School Attendance 2022</p> <p>This involves training and release time for staff to develop and implement new procedures</p>	<p>DFE guidance</p>	<p>5</p> <p>SDP Priority 3</p>
<p>Motional therapy will be used to target those in most need further supported by Restorative Justice &amp; THRIVE strategies</p>	<p>Diagnostic assessment will be used to support children in need; improving academic performance, attitudes, and peer relationships</p> <p>EEF social and learning PDF</p>	<p>4</p> <p>SDP Priority 4</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £177,400**

## Part B: Review of the previous academic year 2021-22

### Outcomes for disadvantaged pupils

#### Pupil questionnaire results tell us:

- 97% of pupils enjoy school
- 95% think that teachers expectations are clear and easy to follow
- **91%** of pupils say they get help when they need it
- 94% think marking helps
- 97% feel that teachers are interested in what they say
- 94% know what they need to do to improve their learning
- 97% think it's a friendly atmosphere in their classroom
- **87%** enjoy reading
- 97% agree that reading is encouraged in our school
- 98% are able to name an adult they would go to if worried
- 98% believe they have a voice
- 96% are proud of themselves and the school
- 96% feel safe
- 95% feel lessons are interesting and challenging
- 96% know what to do if they get stuck
- 98% believe the diamond rules are fair
- 97% know that they teachers will praise them if they do well
- **92%** of children feel respected
- 93% of children feel looked after at playtimes
- **81%** feel that their homework helps with their learning
- 98% know how to keep healthy
- 95% enjoy PE lessons

Good Level of Development in EYFS – reading 65%, writing 65%, number 70%

Year 1 phonics 70% pass for PP children. Year 1 reading 64%, writing 55%, maths 82%.

KS1 (Age-related expectations) reading 28% exp, writing 17% and mathematics 22%. This cohort has a large number of SEND and high mobility.

Year 3 reading 68%, writing 69%, maths 84%.

Year 4 reading 60%, writing 43%, maths 69%

Year 5 reading 74%, writing 58%, maths 68%

KS2 Reading 35% expected, Writing expected 35%, Mathematics expected 20% and combined RWM 15% (unvalidated results). A significant proportion of these children belonged to an additional group e.g. EAL, SEND and high mobility.

These cohorts have been largely impacted by staff absence and covid-related illness.

Attendance in lockdown – 24/60 attended school in lockdown Y2 and in Y6,16/61.

## Part B: review of academic year 2022-23

Attendance persistent absenteeism has reduced but attendance remains a priority for this group of children.

Phonics Year 1 data Spring 23 **16/21 on track to pass = 76%**

Pupil Premium Progress making at or above expected progress:

Year group	Reading	Writing	Maths
Year 2	7/11	10/11	7/11
Year 3	18/18	18/18	18/18
Year 4	19/21	15/21	15/21
Year 5	24/33	27/33	25/33
Year 6	15/19	18/19	17/19

## 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

## 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**

<b>The impact of that spending on service pupil premium eligible pupils</b>

