

## 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	447
Proportion (%) of pupil premium eligible pupils	27%
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 23
Date on which it will be reviewed	July 24
Statement authorised by	S French
Pupil premium lead	A Walpole
Governor / Trustee lead	K Monk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,740
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <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.</i>	£0
<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>	£208,740

## 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.

	<p>Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend.</p> <p>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.</p>
3	<p>Assessment and observations indicate that the education of many disadvantage children has been impacted by partial school closure. These findings support the national picture.</p> <p>There are gaps in learning Mathematical fluency and automaticity leading to pupils falling further behind.</p>
4	<p>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.</p> <p>A small group require bespoke intervention to help them to access learning positively.</p> <p>Service children can be negatively affected by mobility and/or the deployment of a parent.</p>
5	<p>Our attendance data indicates that disadvantage children's' attendance is lower than that of non-disadvantaged.</p> <p>Our assessments and observations confirm that this negatively impacts on progress.</p>

### 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>1. Gaps in early reading, fluency and comprehension are closed; accelerated progress is made.</p> <p>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.</p> <p>Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p>	<p>80%+ achieve age related expectations in reading.</p> <p>Year 1 phonics check is achieved by the vast majority of children.</p> <p>Year 2 phonics target 80%+ achieve pass.</p> <p>Children read widely and for pleasure.</p>
<p>2. Accelerate progress in writing and increase stamina. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p>	<p>80%+ achieve age related expectations in writing.</p> <p>Children produce high quality writing, sustained for extended periods.</p>

Behaviour for Learning is excellent.	
3. 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.
4. Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supported.	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)

Budgeted cost: £3,000+£30,000+£18,000+£2,000+ £32,800+£6000+£3000 = £106,000

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
CPPD and appraisal for teachers and leaders implemented  Whole school BIG SHIFT x3 <ul style="list-style-type: none"> <li>Questioning &amp; feedback</li> <li>Explaining &amp; Modelling</li> <li>Practise &amp; retrieval</li> </ul> Accelerated Reader diagnostic reading and gap analysis Mastering Number Maths Whizz Number Sense	Incremental coaching model and evidence informed practice.  Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF): <i>+ 5 months</i>  Evidence suggests high quality oral language interventions and high-quality classroom discussions have a positive impact on reading (EEF): <i>+ 6 months</i>  Evidence based approaches 'Maths guidance KS1 and KS2 publishing.service.gov.uk'  Herts Fluency Reading strategy supported by EEF intervention suggests accelerated progress: <i>+6 months</i>	1, 2, 3 SDP Priority 1, 3, 4& 5

X tables Rock Stars Y3&4		
Post teach mathematics & writing 1:1 and 1: group (30 mins per class per day)	Supported by EEF intervention suggests accelerated progress: + 4 months	1, 2, 3, 4 SDP priority: 1, 3, 4, 5
TA support (3 TAs across the school).	"Teaching assistants can provide a large positive impact on learner outcomes." EEF : + 4 months	
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 & 5
Senior Mental Health Lead Accreditation Team Teach Level 1 escalation	NPQ qualification in Mental Health & Well-being raises expertise Additional support for children with support staff.	4 SDP Priority 2
Improve the quality of B4L, SEL and oracy.	Extensive evidence suggests teaching social and emotional skills improves school outcomes, friendships and behaviour (EEF) + 5 months	1, 2 SDP Priority 4, 5

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

Budgeted cost: £1000+£8300+£3000+£2000+£2500+£3660= £20,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics additional post teach keep up RWI Speed Up Pinny Time Nessy Structured intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils; particularly from disadvantaged backgrounds EEF: +5 months	1, 2, 3 SDP Priority 1
'Fresh Start' RWI used for Year 4,5 & 6	As above	1, 2, 3 SDP Priority 1

<i>Structured intervention</i>		
Herts fluency intervention <i>Structured strategy</i>	EEF Fluency evidence: + 6 months	1, 2, 3 SDP Priority 1
Accelerated Reader	EEF Fluency evidence: + 6 months	1, 2, 3 SDP Priority 1
Intervention group to raise the % of PP achieving GDS at the end of KS2.  Three year 6 classes now split into 4 so all children working in smaller classes for one day a week- increasing interactions for PP with quality teaching.	Small group work with quality first teaching to focus on accelerating progress in our Y6 cohort. EEF group work evidence: + 4 months.  Instant feedback delivered in small group: +6 months	1, 2, 3 SDP Priority 1
1:1 reading top up before school – short regular sessions with trained TAs	One to one tuition EEF: + 5 months	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 month	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: + 6 months	1, 2, 3 SDP Priority 1, 5
Service Pupil Premium pastoral and emotional support during challenging times.  Lead the SPP strategy for the Trust. Appoint a SPP lead within the school. Assess the need of SPP children.	To mitigate the negative impact of service children of parental deployment.  Improve the level and means of communication to support SEMH. Service group- TIS based activities and activity day in the summer term.  EEF: + 4 months	4 SDP Priority 2

<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)

Budgeted cost: £500+£12,600+£46,833+£2470+£5000+£10774+£4,133= £82,280

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 2</p>
<p>Improve the quality of B4L, SEL and oracy.</p> <p>“Zoned” lunchtimes to improve behaviour, increase opportunities and skills.</p> <p>Pastoral Lead to have time out of class to ensure support is planned and actioned for those that need it most</p>	<p>Extensive evidence suggests teaching social and emotional skills improves school outcomes, friendships and behaviour (EEF): + 4 months</p>	<p>1, 2</p> <p>SDP Priority 4, 5</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 2</p>

Attendance and DSL Lead to work with families and liaise with professionals.		
Motional therapy will be used to target those in most need further supported by Restorative Justice & THRIVE strategies	Diagnostic assessment will be used to support children in need; improving academic performance, attitudes, and peer relationships EEF social and learning PDF: + 4 months	4 SDP Priority 4
Contingency fund for acute issues	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.	
Music therapy will be used to target those in most to improve self esteem and confidence; this is in addition to Rock Steady who have dedicated spaces to PP children.	<p>“Music Therapy can help people to</p> <ul style="list-style-type: none"> <li>• feel more motivated</li> <li>• express themselves creatively</li> <li>• develop their social and communication skills</li> <li>• gain greater awareness of self and others</li> <li>• build their self-esteem</li> <li>• think about the impact music has on their lives</li> <li>• become more confident in making choices</li> <li>• feel that they are in a secure and accepting environment, where positive change can take place”</li> </ul> <p><i>British Association for Music Therapy.</i></p> <p>CMST will support targeted learners and use the Leuven scale to track effectiveness.</p> <p>Rock Steady</p>	4 SDP Priority 4
“Wow” days, trips and residential are subsidised to enable them to be accessible for all.	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away	4 SDP-3, 5



	<p>from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing.- <i>Unequal playing field, Social Mobility Commision.</i></p>	
<p>Lunchtimes set the school's culture and prepare children with skills for life.</p> <p>Family service will be developed in the "canteen" to develop social and emotional skills, oracy and manners,</p>	<p>"More than that, lunch is the only time of day when the whole school – children and teachers – have a chance to come together. The atmosphere of the canteen sets a tone for the rest of the school and helps to establish the school's culture." <i>Sir Michael Wilshaw, Chief Inspector of Schools- The School Food Plan.</i></p>	<p>4 SDP priority 4, 5</p>

**Total budgeted cost: £208,740**

## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

#### Pupil questionnaire results tell us:

- 94.7% of pupils enjoy school
- 96.9% enjoy learning at this school
- 96.1% of pupils say teachers help them to do their best
- 90.2% think teachers give them work that is challenging
- 93.3% say there is an adult in school that they can talk to if something is worrying them
- 95.5% say that teachers listen to what they say in lessons
- 98.1% say that the behaviour of other pupils in lessons is good
- 97.9% say that behaviour around the school is good
- 96.7% say that bullying doesn't happen at Treloweth
- 95.6% say they feel safe at Treloweth
- 95.8% say that Treloweth encourages them to look after their physical health
- 92.7% say that Treloweth encourages them to look after their emotional and physical health
- 78.8% say that they part in activities outside of lessons
- 94.2% say that the school encourages them to be independent and take on responsibilities.
- 96.6% say that the school encourages them to respect people from other backgrounds and treat everyone equally
- 96% say that the school provides information about their next steps
- 98.4% would recommend Treloweth to a friend moving to the area

Good Level of Development in EYFS – reading 76.7%, writing 73.3%, number 83.3%

Year 1 phonics 90% pass for all children 81% of PP, 95% not PP.

KS1 reading 50% PP/ 72.9% not P, writing 33% PP/73% not PP, maths 58% PP/77% not PP.

KS2 Reading 68.4% PP/88.1% not PP expected, Writing expected 63.2% PP/ 76.2% not PP, Mathematics expected 68.4% PP/ 92.9% PP and combined RWM 52.5% PP/ 73.8% not PP. A significant proportion of PP 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.

## 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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>