

# Trull Church of England VA Primary School



## **Pupil Premium/Recovery Premium strategy statement 2021-2022**

*I have come that they may have life, and have it to the full. John 10:10*

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. A per pupil sum of £1,345 has been delegated to schools to support each Ever 6 FSM child. £310 has been delegated towards Ever 6 Service children and £2,345 to LAC children.

## Who is eligible?

Pupils eligible for this funding are identified in the different ways as follows:

- FSM-This refers to a child who is eligible for Free School Meals
- EVER 6 FSM - This refers to a pupil who is entitled or may have been eligible for Free School Meals (FSM) in the last 6 years.
- SERVICE CHILD- This refers to a pupil who is a child of a member of Service Personnel.
- LAC - This is defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

## Identification

- Pupil premium funding will be allocated following a termly needs analysis which will identify priority classes, groups or individuals.
- We will use our school assessment processes (progress grids) to enable us to identify need. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Children may move out of the group outside the normal assessment cycle if progress has been made and is likely to be sustained. Other children may move in to take their place.
- There may be children who are making expected or above expected progress who's needs will also be addressed throughout the year.
- The progress of all children will be monitored on at least a termly basis and children identified quickly if they start to fall behind. This may include children who have already received intervention.
- Depending on need some children may receive more than 1 intervention at a time, although the school is mindful of 'over intervening.

## How can the Pupil Premium be spent?

Headteachers and school leaders decide how to use the Pupil Premium to meet the particular needs of their pupils and will also be held accountable for the difference it makes.

At Trull CE VA Primary School we monitor the progress and attainment of all children along with particular groups so that we can adjust our curriculum and support to raise standards.

We use our pupil premium funding to support the children in a number of ways relevant to the specific needs of the individual. The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this –including improving the quality of teaching – will also benefit other groups, which is good too. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need. the Pupil Premium will sit at the heart of our whole school effort, with all staff understanding the strategy and their role within it.

For some children the money is used to fund intervention support for English. For others extra support is provided in Maths. Some children are able to attend booster groups to ensure they are ready for the transition to secondary school. For other children we provide additional forest school provision which supports pupils in developing socially and emotionally. In addition to this, as a school we also identify and supply extra-curricular provision for targeted pupils.

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	Trull Church of England VA Primary School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	10% 26 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly but full review again in September 2022
Statement authorised by	Tanya Hughes (Chair of Governors)
Pupil premium lead	Karen Wedlake
Governor lead	Mrs S Killick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,100
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,537 ( <i>minus £2,585 claw back on Buff form</i> )
<b>Total budget for this academic year</b>	£27,822

## Part A: Pupil premium strategy plan

### Statement of intent

At Trull Church of England VA Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. All members of staff have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential and succeed as they move on into later life.

This strategy outlines what we at Trull aim to achieve with the extra funding.

### Challenges

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

Challenge number	Detail of challenge
1	The school has identified pupil premium pupils that need rapid first interventions to catch up quickly, or to develop their previous ability to challenge themselves at greater depth. This is also as a result of the various lockdowns from the last two academic years.
2	Pupils that have low self-esteem and confidence/SEMH struggle to achieve their true potential, by raising esteem and confidence children can succeed.
3	The school has identified Pupil Premium pupils who would benefit significantly from targeted 1-1 support which would enable higher attainment in English and Maths with a particular focus on reading and writing stamina as identified in the SDP. Opportunities to read and discuss so developing comprehension and deduction skills.
4	Costs for residential visits put them outside reasonable expenditure for some of our Pupil Premium families especially with other siblings.
5	Pupils who have a greater attendance at school have better opportunities to access the required learning to have higher attainment. Analysis of attendance data showed some instances of poor attendance from Pupil Premium children.

### 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
Interventions will highlight that Pupil Premium Pupils will accelerate their progress whatever their starting points. This will be notable in KS1 with regard to Phonics and then with Reading stamina and comprehension skills in KS2. Leading on from this will be the impact on writing through the introduction of 'The Write Stuff' writing strategy	Quality first teaching will support this in line with targets set on the SDP. Pupil Progress data will highlight that the gap against others is diminished and data on Educator will evidence this. The introduction of The Write Stuff by Jane Considine will

<p>throughout the school, greater depth of reading and increased vocabulary use and immersion. This will be measured through Educater data drops, Pupil Progress meetings with all staff and book scrutinies.</p>	<p>build a more robust and secure vocabulary base and develop reading and writing skills as the children progress through KS1 and KS2.</p>
<p>As a result of counselling with a staff member pupil premium pupils will be able to express their emotions more and feel more confident. This will impact on their self worth and emotional well-being and allow them to focus on their learning habits. Discussions with children and through children questionnaires will allow us to closely monitor and measure the effect this has had. Staff planning will evidence where additional support for PP children has taken place so that the impact can be measured. Outdoor education sessions for specific small groups of children will encourage communication skills and team work as well as build up SEMH in the children.</p>	<p>Pupil Progress data will highlight that gap is narrowed; Pupil Interviews will highlight PP pupils to have increased confidence, stamina and better SEMH so allowing for greater self- confidence and accelerated progress in learning will be evident throughout.</p>
<p>Pupils will have residential experiences and other visits so that they can have life experiences to provide them with the opportunity to develop personal learning experiences and Culture Capital.</p>	<p>Pupil Premium pupils to use residential and other school visits as a way to develop their writing skills and vocabulary and use their experiences as part of their writing.</p>
<p>Support for Pupil Premium pupils across the school will help to close the gap between PP pupils and others. Targeted support provided in the afternoons as extra to basic skills taught in the morning sessions, especially extra maths support with regard to reasoning and vocabulary as identified in the SDP. Baseline attainment has been secured this term (Autumn 2021) to allow for a measured assessment at regular intervals. Parents to be invited in more, to view and share in their child's learning.</p>	<p>Pupil Premium pupils to develop all the necessary skills and confidence to enable them to achieve. Greater chances for teamwork and communication will help build up the confidence of the children and support their learning. Increase parental participation aids the development of work at home and shows a united front from school and home. The gap in attainment between PP children and others will diminish.</p>
<p>Greater emphasis on attendance will aid the children's learning and they will not miss key learning opportunities. Analysis of attendance data on a regular basis will ensure we are closely monitoring and intervening quickly to avoid any issues arising or embedding deeper.</p>	<p>Children will achieve more as they are not missing days to go off on holiday and if they do, the parents will be subject to an interview at school and be held to account for the missed learning.</p>

### Activity in this academic year 2021-2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Effective strategies which have previously worked will continue to be supported by the Pupil Premium Grant**

### Teaching (for example, CPD, recruitment and retention)

A Budgeted cost: £18,676.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality first teaching</i>	Sutton Trust 2011 report, EEF High Quality teaching and learning should be prioritised over intervention. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> - Pupil Premium should be used to ensure disadvantaged children access excellent teaching and learning every day	1,2,3
<i>Metacognition and self-regulation.</i>	Rosenshines Principles in action-‘Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong.’ Focusing on metacognition comes at the top in terms of the impact on progress made by Pupil Premium children, that is, focusing on reflective learning and the learning to learn agenda. This is often missing for Pupil Premium children and a lack of resilience is often an issue. Retrieval Practice by Kate Jones highlights ways pupil retrieve information use of the retrieval ‘Four grid ‘approach support this EEF guide to learning behaviours highlights that this approach will help by increasing the impact by +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3
<i>The Write Stuff- Jane Considine</i>	Vocabulary enrichment- CPD for all staff so they are confident in this new approach and develop vocabulary and stamina for writing	1,2,3
<i>CPD sessions for all staff</i>	As above- CPD sessions for ALL staff including support assistants so everyone is following and understands same approach.	1,2,3

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

B Budgeted cost: £5,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 teaching support.</i>	Across the week, about 15% minimum, of teaching assistant time is used to support and challenge disadvantaged pupils. This dedicated additional one to one support from a teaching assistant will help close the gap for disadvantaged pupils and challenge them too. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do. In some classes depending on need, further TA time is provided. Research on TAs delivering targeted interventions in one-to-one or small group settings, shows a consistent impact on attainment on approximately three to four additional months' progress.	1,2,3
<i>Small group pre teaching</i>	Targeted, structured academic support can have a positive impact on children's learning. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. Research on TAs delivering targeted interventions in one-to-one or small group settings, shows a consistent impact on attainment on approximately three to four additional months' progress. <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>	1,2,3
<i>In class support</i>	Assistants are used to support children within the class and ensure they understand or have the help they need to achieve the desired learning outcomes	1,2,3

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

C Budgeted cost: £3,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school provision.</i>	Ensuring provision for quality first intervention for children with specific areas of need to support well-being, language development and enrichment, self-worth and self-confidence in learning. Understanding barriers to learning and socio-economic disadvantage is key to	1,2,3

	the success of this group. This is also a targeted activity ensuring that children have access to high quality language, activity and learning using Forest school provision. Identified children will have the opportunity to explore, team build and problem solve outdoors so building their confidence and ability to communicate effectively	
<i>Elsa/PFSA support</i>	Ensuring children have access to and work with a trained well-being mentor- ELSA and PFSA. Pupil Premium children are prioritised for these sessions through teacher identification, parental request and as part of termly pupil progress meetings. Understanding barriers to learning is key to the success of this group. For example problems within families, e.g. marital breakdowns or poor parenting skills present barriers to learning when children are in school. Children will attend school regularly, believe in themselves and be in the right frame of mind to learn. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
<i>Lego therapy</i>	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims <b>to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names</b> and problem-solving	
<i>Attendance officer time</i>	Attendance officer/secretary to track and liaise with parents on ensuring that all Pupil Premium pupils attend school and work towards their 97% attendance target. School to support with punctuality and work with families on punctuality. Pupils who have a greater attendance at school have better opportunities to access the required learning to have high attainment. Analysis of attendance data showed some instances of poor attendance from Pupil Premium children. DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions. Pupils that have 97% attendance and arrive punctually are far more likely to reach age related expectations. Being punctual is far less disruptive to the class and pupils and from pupil interviews pupils are far more confident in their attitudes to school.	5
<i>Subsidy of Educational visits, uniform, resources for learning</i>	Enabling participation of ALL pupils in all events or activities where financial contributions are required and not manageable for parents. Pupil Premium funding to be used to subsidise activities, e.g. educational visits including residential visits, after school sport clubs (x1 per child), music tuition, resources etc. where eligible parents have difficulties in managing the full cost. As a Church of England school, Inclusion is one of our core values and we believe that all children have the right to the same experiences as their peers. All children receive and are part of a fully inclusive curriculum including residential, educational visits and music lessons/sports activities.	4

**Total budgeted cost: £18,676.66+ £5,096 + £3,634 = £27,406.66**

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

### Pupil premium strategy outcomes

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

<b>PRIMARY PUPIL PREMIUM OBJECTIVES 2020/2021</b> Due to COVID, official data is unavailable for the end of the school year.										
Item/project	Objective	Impact								
SEN staffing	Support is in addition to regular lessons. Experienced teachers and teaching assistants may deliver programmes in maths and English, focusing on key skills in maths, comprehension, phonics and grammar in English. Regular monitoring of feedback ensures pupils are clear about how to achieve and reach expected standards. Focused intervention and pastoral support (including nurture provision) are rigorously timetabled to ensure maximum impact. Focused intervention will ensure that pupils leave equipped for secondary school and achieving at least expected progress.	Children have made good progress and have attained virtually equally with all children. Maths is the area of focus but the difference we feel here, was the reasoning aspect of maths and the need for mathematical vocabulary to be a focus. This is in the SDP for 2021/2022  <b>DATA BELOW is from the Summer Term TA 2021</b> <table border="1"> <thead> <tr> <th>All PP Children</th> <th>All Children</th> </tr> </thead> <tbody> <tr> <td>Writing: 81%</td> <td>Writing: 81%</td> </tr> <tr> <td>Reading: 81%</td> <td>Reading: 83 %</td> </tr> <tr> <td>Maths: 69%</td> <td>Maths: 76 %</td> </tr> </tbody> </table>	All PP Children	All Children	Writing: 81%	Writing: 81%	Reading: 81%	Reading: 83 %	Maths: 69%	Maths: 76 %
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1:1 Teaching Provision										
Teaching Provision Teaching Assistant Provision										
Extra-Curricular Provision	Vulnerable pupils should have the same life chances as every other pupil.	All children were able to participate in extra curricular activities, equal chances and opportunities for for all.								
PFSA (Parent and Family Support Adviser)	Support is bought in to support children with the need to have extra support- someone to talk to. The families themselves also benefit from our PFSA	Children have had a support network in place which has given them the ability to offload and therefore focus on the academic side								
1:1 Outdoor education staffing	Outdoor provision is provided on a small group basis for those children requiring extra SEMH support	Children's behaviour and confidence improved which in turn enabled them to maximise their learning								
Swimming pool hire	Specific swimming therapy was provided for pupils with specific needs	Therapy sessions helped with fine and gross motor skills								
Educational equipment	Extra technological equipment was bought as an identified need with spelling was identified with the premium children. This allowed them to continue to make the progress as other pupils.	Spelling ages and quality of spelling in writing improved, so raising standards								

### 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
The Write Stuff English programme	Jane Considine
Lego Therapy	Dan LeGoff

### 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?	PfSA Support for SEMH support due to mobility or loss
What was the impact of that spending on service pupil premium eligible pupils?	They all had the chance to have external support to discuss the issues they were facing. This allowed them to feel listened to and supported and able to focus on the academic work.