



Tregony Community Primary School

Pupil premium strategy statement: 2023-2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Tregony Community Primary School
Number of pupils in school	151 (R-6) 37 (Nursery)
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date this statement was reviewed	Autumn 2024
Date on which it will next be reviewed	Autumn 2025
Statement authorised by	Kate Douglass
Pupil premium lead	Laura Read
Governor / Trustee lead	Lisa Michell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,300
Recovery premium funding allocation this academic year	£0
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	£33,004

Part A: Pupil Premium Strategy Plan

Statement of Intent

We recognise that not all children who receive the Pupil Premium Grant will be socially disadvantaged and we also recognise that not all children that are disadvantaged are eligible for free school meals. As a result, we allocate some pupil premium money to ensure that all children have their needs met. We organise teaching and learning at Tregony School in a way that meets the individual needs of all children.

When making decisions about using Pupil Premium funding, the school considers the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, supports the strategy to be developed. EEF research states that, "The attainment gap is the most stubborn test facing English schools". The impact of the pandemic also suggests that "primary aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils".

Pupil Premium funding provides funding, with a focus on improving the achievement of children from disadvantaged backgrounds. For disadvantaged pupils at Tregony Primary School, our aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which is paramount in allowing pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Each member of staff knows who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our Assistant Headteacher, SENDCo and Pupil Premium Leader, in collaboration with the Deputy Headteacher and Executive Headteacher. Timely support, whether it is academic or emotional, is provided. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure 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.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantages.
- To close the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two.
- To aspire to disadvantaged pupils exceeding nationally expected progress rates to reach Age Related Expectation at the end of Year 6 so they are ready to access the next stage of their education successfully.

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 has shown that many of our disadvantaged pupils have greater difficulty with phonics, vocabulary and reading comprehension
2	A number of disadvantaged pupils have additional Special Educational Needs (and some speak English as an Additional Language).
3	Assessment and analysis of data suggests that some disadvantaged children do not achieve the expected standard in reading, writing and maths at the end of KS2.
4	Analysis of school attendance data suggests that some disadvantaged children attend school less than the expected government standard.
5	Through close relationships with our families, we have identified a need to support development of children's 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
Further improve attendance and engagement in home learning for disadvantaged pupils	<ul style="list-style-type: none"> All disadvantaged pupils will be supported with reading at home and attend school in line with government expectations The gap between non-disadvantaged pupil attendance and disadvantaged pupil attendance will close.
Timely identification and intervention for disadvantaged pupils (with SEN needs) with termly assessment and discussion	<ul style="list-style-type: none"> Disadvantaged pupils with additional SEN will make accelerated progress from their individual start points. Evidence of EEF's 'Five-a-Day' approach in classrooms, to support disadvantaged pupils
Improved reading, writing and mathematics outcomes for disadvantaged pupils at the end of KS2	<ul style="list-style-type: none"> More disadvantaged pupils will achieve at least the expected standard in Reading, Writing and Maths at the end of KS2.
Raised aspirations due to funding to support families with clubs/residential/trips as well as workshops and professional visitors to school.	<ul style="list-style-type: none"> All pupils have the opportunity to take part in enrichment activities as part of the school's wider curriculum
Disadvantaged pupils' speaking, vocabulary and reading skills will improve.	<ul style="list-style-type: none"> KS1 Phonics results will continue to be at least in line with national expectations or above Speech and Language training will enable staff to provide high quality support in the classroom

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular CPD for all staff. All pupils have access to quality first teaching.</p> <ul style="list-style-type: none"> ● Retrieval techniques ● Questioning ● Cold Calling ● Knowledge Organisers ● Live Marking 	<p>Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching. The work on CPD will be supported by renowned training materials such as Walkthrus https://walkthrus.co.uk/</p>	<p>1, 2, 3</p>
<p>Sustain the implementation of the school's well-structured and sequenced curriculum. Continue to ensure that is accessible to all and is broad and balanced.</p> <p>To support wider opportunities and aspiration, a list of key experiences for children to complete before leaving the school will be established.</p>	<p>The Ofsted Inspection Framework assesses whether <i>'the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents'</i> and <i>'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy'</i>. https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023</p>	<p>1, 2, 3, 4, 5</p>
<p>Sustained implementation of a curriculum that identifies the small steps of learning.</p> 	<p>Research by Rosenshine demonstrates that curriculum being broken into smaller parts make learning more accessible to all children. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p> <p>The work of Rosenshine, which is further endorsed by Tom Sherrington, will support development of curriculum planning and delivery.</p>	<p>1, 2, 3, 4, 5</p>

<p>Continued, comprehensive training in validated phonics scheme (Read Write Inc.)</p> <p>Regular monitoring and work with the English Hub will ensure that there is high quality whole staff training and coaching.</p> <p>Regular work with RWI consultant to ensure the scheme continues to be implemented with fidelity, monitored closely and that pupils making below expected progress are identified in target setting meetings.</p> <p>CPD opportunities for Early Reading and Phonics Lead</p> <p>Continued opportunities for Early Reading and Phonics coaching.</p>	<p>Based on EEF research, high quality phonics teaching makes high impact for low cost (+5 months).</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Develop continued family learning to support parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3, 5</p>
<p>Create and resource a carefully planned, long-term reading rolling programme for each class, to ensure all children are exposed to a range of high-quality texts.</p>	<p>Evidence from a range of sources suggests that reading for pleasure has greater impact on children's future success than their socio-economic background or previous life experiences.</p> <p>https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p>	<p>1, 2, 3, 5</p>
<p>Develop teaching and learning through CPD and amend expectations to reflect new practices. This will include: Training linked to Rosenshine's Principles of instructions.</p> <p>Reviewing learning becoming a key feature of lessons and learning, Training linked to metacognition so staff can effectively promote metacognition and growth mind-set with pupils.</p> <p>Direct coaching and mentoring.</p>	<p>There is plentiful evidence to support this approach in the classroom. e.g. Rosenshine's Principles paper, research included in books such as, 'Make it Stick' by Brown, Roediger and McDaniel and it is also recommended by EEF.</p> <p>EEF research into the importance of CPD: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3</p>
<p>Continued implementation of Mastering Number programme</p>	<p>This project from NCETM aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over</p>	<p>1, 2, 3, 5</p>

	<p>time is that children will leave KS1 with fluency in calculation and confidence and flexibility with numbers. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Develop continued family learning to support parents.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual, group and class interventions. (Pre-teach, same day intervention)	<p>EEF evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.</p>	1, 2, 3
RWI phonics interventions	<p>There is a variety of evidence to support and is an EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio.</p> <p>Use of RWI portal and resources for home learning on an individual basis.</p>	1, 2, 3
In class adult support	Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	1, 2, 3

Provide additional individual/small group support from Parent Support Adviser to support pupils with a range of emotional challenges.	EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. Anecdotal evidence from previous years of using this strategy shows that children and parents feel positive about the impact of this support on children and families.	1, 2, 3, 4, 5
NELI- speech and language intervention programme for early years training and delivery	DfE backed programme. Research shows that having good language skills is a key requirement to succeed at school and beyond. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 2, 3, 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer employed to support the implementation of our new attendance policy and to offer support in improving attendance with a focus on disadvantaged children.	Children's attendance has a huge impact on their education. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	1, 2, 3, 4
Offer a range of: <ul style="list-style-type: none"> • after school activities • in-school experiences • trips and visits linked to learning • a broad assembly plan • additional music tuition • sporting activities • links with MAT schools (secondary and primary) • a range of activities that enhance cultural capital. 	The work of Bourdieu and other sociologists report on the impact of developing cultural capital for children. https://www.culturallearningalliance.org.uk/what-is-cultural-capital/ EEF - evidences the positive impact of outdoor and enrichment activities on well-being.	4, 5
Encourage support from external services such as Parent Support Advisor	EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising	1, 2, 3, 4

	<p>attainment. Support from the PSA includes weekly one to one sessions with pupils and parents.</p> <p>Anecdotal evidence from previous years of using this strategy shows that children and parents feel positive about the impact of this support on children and families.</p>	
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Total budgeted cost: £33,000

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

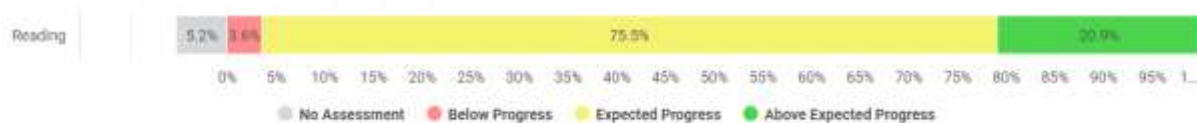
This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

The table below shows the KS2 outcomes for disadvantaged pupils at the end of the 2023-2024 academic year, compared to the outcomes for disadvantaged pupils nationally.

	School	National Average
Reading	Average Scale Score 99.0	Average Scale Score 102.8
Writing	Achieving 'Expected' 66.7%	Achieving 'Expected' 58.9%
Maths	Average Scale Score 102.7	Average Scale Score 101.5

Further to the data above, the following impact was recorded:

- School's Graduated Response Flowchart continues to be embedded and shared with all staff to facilitate the early identification of pupils with SEND.
- Regular discussion around children's individual progress is planned into staff meetings
- SAP (Student Achievement Plan) meetings are held with parents every term and SMART targets are agreed by the team around the child.
- Intervention groups are planned regularly, delivered in a short term manner and are reviewed thoroughly to measure impact.
- Pupils with SEN made accelerated progress in reading, writing and maths in most cases (based on internal data analysis)
- Investment in reading has led to the development of a well-stocked library and classroom environments that promote reading across the curriculum. Pupil voice showed that 100% of children enjoyed visiting the library each week.
- Parent RWI sessions have been held to involve parents in the whole school scheme. These were well attended. Attendance will continue to be measured across the course of the next academic year.
 - Investment in new reading material (Little People, Big Dreams series) to inspire aspiration through reading along with a new reading curriculum based upon high quality whole texts. Internal reading progress across the school has been analysed and shows that 96.4% disadvantaged pupils made at least good progress from Spring to Summer 2024.



- First Access Music Lessons supported two year groups to access regular music lessons in the past academic year. Pupils learned ukulele and performed in assemblies to their families. Staff confidence in teaching the instrument increased and means that the tuition can continue with class teachers.
- Many pupil premium pupils accessed subsidised music tuition (42% of KS2 PP children - 6 out of 14).

- Pupils are all welcome at extra-curricular clubs; PP uptake was 55% in the Summer Term of 2024.
- Jigsaw lessons are delivered weekly to all children from EYFS to Y6
- New RE scheme implemented which follows the same mindful approach as Jigsaw.
- Classrooms follow a neutral policy and are clutter-free
- Visual timetables support children's routines
- Behaviour policy includes set routines and expectations for the whole school to promote consistency.
- The three year outcomes trend for the school is positive. The percentage of children achieving the expected standard or above in Reading, Writing and Maths remains above the local and national average (data to follow when available).
- Over a three-year period, an increasing percentage of disadvantaged children are participating in extra-curricular clubs:

2021-2022	2022-2023	2023-2024
14.29%	35.71%	71.43%

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
Times Table Rockstars	Maths Circle Ltd