**Tregony Community Primary School overview**

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| **Detail** | **Data** |
| School name | Tregony Community Primary School |
| Number of pupils in school | 150 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Kate Douglass Headteacher |
| Pupil premium lead | Kate Douglass |
| Governor / Trustee lead | Lisa Michell |

**Percentage of disadvantaged pupils making progress for last academic year throughout the school during 2021/2022**

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| **Measure** | **Score** |
| **Reading** | 100% |
| **Writing** | 100% |
| **Mathematics** | 100% |

**Funding overview 2022-2023**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,775 |
| Recovery premium funding allocation this academic year | £2,175 |
| 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 | £22,950 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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 Headteacher and data lead. 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 narrow 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.

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| **Challenge number** | **Detail of challenge** |
| 1 | A number of Pupil Premium Pupils have additional Special Educational Needs |
| 2 | Enhancement of parental support with reading and all aspects of school life including attendance |
| 3 | Enhancement of cultural capital |
| 4 | To raise resilience and emotional regulation |
| 5 | Raise standards in achieving the expected standard in reading, writing and mathematics |

**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.

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| **Intended outcome** | **Success criteria** |
| Timely identification and intervention for PP pupils with SEN needs | Pupils with additional SEN make accelerated progress |
| Further improve parental engagement, support, and expectations including attendance | All pupils are supported with reading at home and attend school in line with government expectations |
| Raised aspirations due to funding to support families with clubs/residential/trips as well as workshops and professional visitors to school. | All pupils have the opportunity to take part in enrichment activities |
| Emotional resilience and self-regulation addressed through TIS practitioners, a strong PSHE curriculum and good classroom practice. | Pupils are emotionally equipped in order to be able to learn |
| Improved mathematics and reading outcomes | Pupils make expected or more than expected progress |

**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: £8,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Regular CPD for all staff. All pupils have access to quality first teaching. | 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 EEF. | 1, 2, 4 and 5 |
| Implementing a well-structured curriculum that is accessible to all and is broad and balanced. As part of this a list of key experiences we would like all children to have whilst at the school. | Ofsted Developing cultural capital influences long term life opportunities Children need exposure to what is on offer in life including a range of careers. | 1, 3, 4 and 5 |
| Implementation of a curriculum that identifies the small steps of learning | One of Rosenshine’s Principle and endorsed by Tom Sherrington Breaking the curriculum down into smaller steps makes it more accessible to all children | 1, 4 and 5 |
| Comprehensive training in new, validated phonics scheme (Read Write Inc.) - ensure that there is high quality whole staff training, new resources so that the phonics scheme is introduced with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. | EEF – phonics has high impact for low cost, based on very extensive evidence - +5 months 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 | 1, 2 and 5 |
| Creating and resourcing a carefully planned long term class novel and non-fiction rolling programme for each class, plus 10 recommended reads per year group so that all children are exposed to a range of high-quality texts | This develops cultural capital-high quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary. Evidence shows that prolific readers are better writers | 1, 4 and 5 |
| Develop teaching and learning through CPD and amend expectations to reflect new practices. This will include: Training linked to Rosenshine’s Principles of instructions. 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. | There is a lot of evidence 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. | 1, 3, 4 and 5 |

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

Budgeted cost: £10.000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Individual, group and class interventions. | 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. 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. | 1, 5 |
| RWI phonics interventions | 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. |  |
| 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, 5 |
| Mastering Number programme from NCETM | 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 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 | 1, 5 |
| 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. EEF analysis of results comparing Autumn 2019 and 2020 1,2,5 6 indicates that pupils from socioeconomically deprived backgrounds have fallen further behind since the start of the pandemic. | 1, 2, 3, 4, 5 |
| NELI- speech and language intervention programme for early years training and delivery | DfE backed programme Having good language skills is a key requirement to succeed at school and beyond | 1, 3, 5 |

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

Budgeted cost: £ 4,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| EWO employed to support the implementation of our new attendance policy and to offer support in improving attendance with a focus on pupil premium children. | Children’s attendance has a huge impact on their education. This is recognised by OfSTED. | 1, 2, 3, 4, 5 |
| Offer a range of after school activities, in-school experiences, trips and visits linked to learning, a broad assembly plan, additional music tuition, sporting activities, links with MAT school both secondary and primary and a range of activities that enhance cultural capital. | The work of Bourdieu and other sociologists on the impact of developing cultural capital. EEF - evidences the positive impact on well-being on outdoor and enrichment activities. | 3 |
| Encourage support from external services such as PSA | EEF’s evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. EEF analysis of results comparing Autumn 2019 and 2020 indicates that pupils from socioeconomically deprived backgrounds have fallen further behind since the start of the pandemic. Support 4 7 from the PSA includes one to one sessions with pupils and parents. | 1, 2, 4, 5 |

**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.**

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| **Aim** | **Outcome** |
| Priority 1: Phonics and reading To ensure that phonics provision is in line with the new framework and equips all pupils with the skills to ensure they become confident readers and writers. | 92% of pupils passed the check  Pupils who do not read at home were  read with at school and all staff were aware of these  pupils. This improved confidence and self-esteem in lessons Family Learning sessions were run to increase parental  engagement and knowledge. Specific families targeted  Whole school, year group based vocabulary  lessons  EYFS Reading ELG were above national averages  KS1 Reading SATS were above national averages  KS 2 Reading SATs were above national averages  In 4/6 year groups, PP pupils made more progress than non-PP. |
| Priority 2: Attendance of PP children is at least 97% | Regular visits from EWO and Family Support Worker to establish home/school links.  Attendance rigorously tracked and recorded on SIMs to identify any trends or patterns.  Letters sent to parent(s)/carer(s) for those below expected attendance this resulted in improved attendance over time.  Whole School Attendance: 95%  Pupil Premium Attendance: 94.26% |
| Priority 3: Staff Development - Quality first teaching | Four staff engaged with NPQs  Investment in Early years CPD ad resourcing  Investment in whole staff CPD ot improve questioning techniques |
| Priority 4: Parental Engagement so that parents/carers are partners in pupils education | A return to events that invite parents into the school to build and develop home/school relationships  Family Learning sessions |