# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Trewirgie Infants’ School |
| Number of pupils in school | 241 – September 2023 |
| Proportion (%) of pupil premium eligible pupils | 22% (52 pupils)  N (31) – 6.4% (2 pupils)  R (75) – 12% (9 pupils)  Yr1 (82) – 23% (19 pupils)  Yr2 (84) – 26% (22 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Cath Callow |
| Pupil premium lead | Cath Callow |
| Governor / Trustee lead | Emma Guppy-Wilcox |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £61,355.00 |
| Recovery premium funding allocation this academic year | TBC |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 |  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Trewirgie Infants’ & Nursery School, we have a clear understanding of our local area which is rated at a high level of deprivation in respect of:   * Income * Employment * Education, skills and training * Health deprivation and disability   Trewirgie Infants’ School IDACI – January 2022 indicates:   * 10%, (29) of pupils are identified as being in the 0-10% of most deprived. This is above the National figure of all schools at 6%   This level of deprivation can have an impact on children’s education and these areas will be addressed through providing children with aspirations, a high level of education through Quality First Teaching and targeted interventions.  Our ultimate intent is:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantage pupils in school to make or exceed nationally expected progress rates * To support our children’s health and wellbeing.   **Implementation: We aim to do this through:**   * Ensuring that teaching and learning opportunities meet the needs of all the pupils, and that all teaching is good or better. * Ensuring 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.   Targeted interventions for any academic support required – we recognise that not all pupils who receive free school meals will be socially disadvantaged.  Interventions include:   * Allocating a ‘Catch-up’ Higher Level Teaching Assistant to KS1providing small group work focussed on overcoming gaps in learning. * 1:1 support for reading * The Secret Reading Club – an after-school reading club for children in receipt of PP. * Additional feedback within lessons * Monitoring to focus on the progress of this group. * The development of IPMs for each PP child with SMART targets which are revised frequently. * After school learning clubs for targeted pupils * Behaviour support * Speech and language support * Pastoral care to address any wider issues such as attendance, behaviour, mental well-being and to provide support for families within the Services. * Exposure to a range of culturally rich experiences including trips, after school clubs, and special visitors. * A carefully planned curriculum that facilitates learning and the acquisition of knowledge and skills.   Engaging with parents and carers, providing them with:   * A high level of support and communication with the school. * Opportunities to provide feedback on their child and their education. * Opportunities to extend their own skills and education by attending events within the school, such as phonics information evenings. * Opportunities to attend the school to gain skills to help support their children with their schoolwork at home. |

## 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 | Narrowing the attainment gap in reading writing and maths |
| 2 | Several of our pupil premium children intersect with other vulnerable groups such as SEND, lowest 20% and highest 10%deprivation |
| 3 | The impact of the Covid 19 lockdowns on the new Reception cohort who are presenting with poor speech and language skills. |
| 4 | Attendance and punctuality issues |
| 5 | Frequent behaviour difficulties within a core group of children. |
| 6 | Communication and Language challenges |

## 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 |
| Progress in Reading, Writing and Maths | PP children achieve national average progress scores in KS1 Reading, Writing and Maths.  PP children will develop a love of reading and become self-regulated learners |
| For attendance for our PP children to be no lower than the attendance for non-PP children. For attendance to be more in line with national average of 96% | Attendance is discussed with all families at parent consultation meetings.  Children with on-going attendance concerns or persistent lateness are discussed at the weekly Vulnerable pupil’s meetings and action agreed.  Extremely poor persistent attendance (below 90%), will be challenged in line with the school’s Attendance policy. This may lead to the involvement of the TPAT Attendance Officer. |
| A strong professional dialogue will be held weekly - Vulnerable pupil meetings. Year group leads and class teachers raise concerns about vulnerable groups within their care that they are worried about. | Actions arising from this meeting will be disseminated using the My Concern system.  My Concern will continue to be used to record both safeguarding concerns and behaviour issues |
| For PP children to enjoy a wide range of enrichment activities | A wide range of extra-curricular activities will be offered to tap into our children’s interests.  Children can learn a new skill or learn to play a musical instrument.  The curriculum will be designed to include trips and specialist visitors to enhance children’s experiences. |
| For PP children to feel happy and safe in school and engage with their learning | Pupil voice surveys will report that PP children feel happy and safe in school |

## 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: £ TBC

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The best teachers, with the most experience and highest skill set in all classes in all year groups within the school.  School to retain current teaching staff. New recruitment at any level within the school must reflect the ethos of the school. | EEF guide to pupil premium –quality teaching as the top priority in terms of making a difference to children’s lives:  ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’17 May 2021  Doug Lemov – Think like a Champion | 1 |
| Development of on-going training and CPL for all staff.  The creation of the ‘Thinking School’ concept where learning is continuous.  HT to be part of the Cornwall Closing the Gap Pilot.  Continued work with the English and Maths Hubs | EEF guide to pupil premium – professional development and training.  The Thinking School -Dr Kulvarn Atwal. | 1,3 |
| Effective assessment systems, that address misconceptions and provides in the moment questioning and feedback.  Pupils develop positive self esteem through their own achievements. | Ron Berger’s Ethic of Excellence.  Rosenshine’s Principles of Instruction. | 1,3 |

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

Budgeted cost: TBC

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School-led tutoring – cost of F/T HLTA  Phonics intervention Year 2 focused on lowest 20% using RWI intervention – add numbers. | EEF (+4 months)  Small group tuition is defined as one teacher or professional educator working with 2 – 5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom. Intensive tuition in small groups is often provided to support lower attaining learners or those falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  Having analysed our cohorts, we have identified that year 2 pupils need support to address the gaps in reading. | 1,2,3 |
| Specific targeted interventions responding to need:  **Year 2**  S*ecret reading club, (TMS + MGP) add numbers.*  *Streaming for writing – an additional ‘catch up group (LH) add numbers.*  *Class based interventions – no of interventions + children attending.* | EEF (+4 months) | 1,2,3 |
| ***Year 1:***  S*ecret reading club, (TMS + MGP) add numbers.*  *Streaming for writing – an additional ‘catch up group (LH) add numbers.*  *Class based interventions – no of interventions + children attending.*  *SAL support in all year groups – add numbers.*  ***Reception:***  *Speech and Language*  *RBA assessment findings*  *Life skills linked to the above.* | EEF (+4) | 1,2,3, 6 |
| 22 children to receive 1:1 catch-up from TAs in classroom. 1 hour per week for eight weeks per term | EEF (+4)  After school catch-up clubs | 1,2,3 |
| TA delivers SAL interventions three afternoons per week to pupils identified as in need. 28 pupils in total across the school – update.  EYFS investment in WellComm speech and language assessment systems | EEF (+6) – oral language interventions consistently show positive impact on learning.  EEF (+4) – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school which increases progress and attainment.  High quality 1:1 and small group interventions | 2, 5. 6 |

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

Budgeted cost: £ TBC

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| * Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance is monitored by HT. Attendance policy in place with clear lines of support in place for families with recurring high absence.  All teachers are developing strong relationships with families and are the first line of communication when attendance issues arise.  Staff discuss attendance at parent consultation meetings – this is recorded on Provision map.  HT 3 hours per month.  Attendance Support Officer, ASO), VMcK, to track attendance and communicate directly with parents when attendance falls below 90% - 1 day per week.  Communication with parents regarding the importance of regular attendance.  Engage of TPAT’s Attendance and Inclusion Officer (RR) | EEF (+3)  Attendance data – links between progress and attendance? | 1,4 |
| Pastoral Lead to support classes with behaviour, SEND and vulnerability needs.  To deliver support for pupils who are having difficulties accessing learning through these issues.  VMcK | EEF (+4) | 5 |
| Outdoor learning encouraged.  Continuous provision developed in year 1 with access to outdoor spaces. | Pupils can extend and embed their learning in a variety of environments. | 1,2,3,5 |
| Cultural capital experiences promoted in the curriculum.  After school club provision for the Autumn term includes:  Drama, Board games, Spanish and Recorder  Sing and Sign Choir | EEF (+3)  Learning is contextualised in concrete experiences and language rich environments facilitated by enabling adults? | 1,2,3,4,5 |

**Total budgeted cost: £TBC**

# 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 2022 to 2023 academic year.

‘*Pupils now follow an ambitious curriculum that interests and excites them. They know that leaders want them to be successful. Pupils try hard to meet leaders ‘high expectations. They flourish in the safe and caring environment that leaders provide’. Ofsted March 23*

**Activity: School led tutoring**

The combination of specific 1:1 tutoring, targeted group interventions and afterschool catch up clubs led to significant progress for the PP cohort. All PP children have specific IPM targets which are updated and amended frequently. Specific monitoring of progress towards IPMs is completed half termly.

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| **Reading Attainment data** – based on SATs testing, LA moderation, and Teacher Assessment.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | READING (Year 2 - 78 pupils) | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 22 pupil – average - WTS | 0% | 50% | 45% | 5% | | NON-PP 56 pupil – average - EXS | 0% | 28% | 47% | 23% |   The reading gap between PP and Non-PP children remained the same from the from the beginning of the autumn term to the end of the academic year.  Specific targeted interventions delivered early in the autumn term had a significant impact on reading attainment and progress. The phonic knowledge of the pupils increased, but the language and reading comprehension progress that had resulted from the gaps this year groups was slowed.  **Reading progress data:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | End of KS1 | WORKING BELOW | EXPECTED | ABOVE | NO DATA | | PP – 22 pupil – average: -0.1 | 14% | 68% | 9% | 9% | | NON-PP – 56 pupil – average: -0.1 | 14% | 68% | 5% | 13% |   The % of PP children making Exp progress is equal to non-PP group.  The % of PP making accelerated progress is above that for non-PP children.  **Writing Attainment Data** – based on independent writing tasks and internal moderation.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | End of KS1 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 22 pupil – average - EXS | 9% (2 pupils) | 32% | 55% | 5% | | NON-PP 56 pupil – average - EXS | 0% | 39% | 55% | 5% |   Both PP and Non-PP children achieved the same % of EXP + at the end of the academic year.  School books reflect progress, an increased motivation to write and improved stamina – both verbal and written. Focused writing interventions were in place throughout the year.  **Writing progress data**:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Writing - End of KS1 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 22 pupil – average - +0.1 | 14% | 55% | 23% | 9% | | NON-PP 56 -pupil – average: -0.1 | 21% | 55% | 11% | 13% |   The writing gap between PP and Non-PP children closed from the from the beginning of the autumn term to the end of the academic year.  **Math Attainment Data**:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Maths - End of KS1 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 22 pupil – average - - EXP | 0% | 23% | 64% | 14% | | NON-PP 56 pupil – average - EXP | 0% | 30% | 48% | 21% |   The % of PP children achieving Exp+ in maths exceeded the number of non-PP.  **Math Progress data:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Maths - End of KS1 | WORKING BELOW | EXPECTED | ABOVE | NO DATA | | PP – 22 pupil – average - +0.1 | 5% | 59% | 27% | 9% | | NON-PP 56 pupil – average - +0,2 | 9% | 68% | 11% | 13% |   The writing gap between PP and Non-PP children closed from the from the beginning of the autumn term to the end of the academic year.  The mastery approach has ensured that all children are accessing the learning in this subject. |

**Year 1 Phonic screening test results**

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| Phonics score Year 1 – 83 pupils | WELL BELOW | EXPECTED | NO DATA |
| PP – 22 pupil – average - 30 | 27% | 73% | 0% |
| NON-PP – 61 pupil – average - 33 | 16% | 82% | 1% |

The 1 child with no data showing has EAL and started the school at the beginning of the summer term having moved to the country with no English.

The 6 pupils in the ‘Well Below’ section all had additional SEN needs with provision and support in place throughout the year. All but two of these children them made expected+ progress.

6 pupils working with ES made progress through their SAL targets – update.

EYFS - the inclusion of Drawing Club to the daily curriculum improved the SAL and communication skills of the pupils:

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| End of EYFS | Listening, Attention and Understanding | | | Speaking | | | Phonics | | | | | GLD | | |
| Pupil Premium - 22 | 9% | 91% | 0% | 9% | 91% | 0% | 5 | 5 | 18 | 68 | 5 | 3 | 68 | 0 |
| Not Pupil Premium - 62 | 3% | 94% | 3% | 6% | 90% | 3% | 2 | 3 | 24 | 66 | 5 | 18 | 79 | 3 |

**Activity - Attendance:**

The following initiatives were used to improve attendance for PP children.

* Attendance monitoring monthly.
* Good relations between teaching staff and parents encouraged open conversations which facilitated support, e.g., KK, JJ
* Support plans in place to encourage attendance for those struggling with the transition from home to school.
* Attendance certificates awarded in Celebration Assembly at the end of every month.

**Attendance Data for 2022-2023:**

End of year PP attendance - 93.13%

End of Year Non-PP attendance - 94.19%

PA - PP - KS1 6.7%

PA - NPP - KS1 - 6.7%

Unauthorised - PP - 1.73%

Unauthorised - NPP - 1.29%

Club attendance and visit opportunities – list!

# 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*

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| Programme | Provider |
| Purple Mash | Purplemash.com |
| WellComm | GL Assessment |