# 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

|  |  |
| --- | --- |
| Detail | Data |
| School name | Trewirgie Infants’ School |
| Number of pupils in school | 241 - Nov 2022 |
| Proportion (%) of pupil premium eligible pupils | 16% (44 pupils)  N - 4.5% (2 pupils)  R – 13.6% (6 pupils)  Yr1 – 36.3% (16 pupils)  Yr2 – 45.4% (20 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 | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Cath Callow |
| Pupil premium lead | Annette Jones + Clair Bateman |
| Governor / Trustee lead | Emma Guppy-Wilcox |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £55, 253. 00 final numbers tbc |
| Recovery premium funding allocation this academic year | £5,220.00 |
| 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 | £60,473.00 final numbers tbc |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| 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   12% of pupils are identified as being in the 0-10% of most deprived and 27% of pupils are within the top 30% of most deprived. 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 will 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 * 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 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.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Narrowing the attainment gap in reading writing and maths |
| 2 | A number of our pupil premium children also fit into another vulnerable group such as SEND, lowest 20% and highest 10%deprivation |
| 3 | The impact of the Covid 19 lockdowns on the current year 2 who missed a term of their foundational year in reception. The focus with this cohort is their overall maturity, resilience and reading fluency and comprehension. |
| 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.

|  |  |
| --- | --- |
| 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 EWO. |
| 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 are able to 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

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Experienced teacher recruited to lead English to support the improvement in the teaching of Talk 4 Writing within school; and Year 1 t strengthen the quality of teaching and provision | EEF guide to pupil premium – tiered approach teaching as the top priority | 1 |
| On-going training and CPD for all staff including the reading lead being part of an OU reading group and Trust level training with Director of Education and Writing and Maths leads. Continued work with the English and Maths Hubs | EEF guide to pupil premium – professional development and training. | 1,3 |
| Investment and training for all staff on the Provision Map system | All staff have increased confidence in developing SMART targets for pupils and assessing the impact of interventions. | 1,3 |

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

Budgeted cost: TBC

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| School-led tutoring – cost of F/T HLTA  Phonics intervention Year 2 using RWI intervention – | EEF (+4)  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 in ***year 2***:  Hold a sentence for 13 pupils (AJ)  Reading intervention - 4 (LMC)  1:1 lowest 20% 31 pupils (LH)  Sentence writing - 6 (LH)  Phonic intervention - 19 (LMC +KP) | EEF (+4) | 1,2,3 |
| Specific targeted interventions responding to need in ***year 1:***  13 pupils are having 1:1 support with letter formation/handwriting  13 pupils are having 1:1 support with reading/phonics  8 pupils are having 1:1 support with place value maths  4 pupils are having S&L support | EEF (+4) | 1,2,3, 6 |
| 22 children to receive 1:1 catch-up from TAs in class room. 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.  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: £ *23,997.44*

|  |  |  |
| --- | --- | --- |
| * 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 1 hour per month  SENDCo and class teacher supporting ‘Step 1’ of attendance policy – 2 children - 1 hour each of time for attendance meetings with parents  Engage of LA EWO. | EEF (+3)  Attendance data – links between progress and attendance? | 1,4 |
| Pastoral Lead to support classes with behaviour and SEND needs. To deliver support for pupils who are having difficulties accessing learning through behavioural issues.  Delivery of:   * Reflection club | EEF (+4) | 5 |
| Outdoor learning encouraged.  Continuous provision developed in year 1 with access to outdoor spaces. | Pupils have the opportunity to 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 2021 to 2022 academic year.

**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Attainment data** – based on SATs testing and Teacher Assessment.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | READING -Year 2 - 75 pupils | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 17 pupil – average - WTS | 18% | 35% | 41% | 6% | | NON-PP 58 pupil – average - EXS | 3% | 17% | 57% | 21% |   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 experienced during lock down, was slowed.  **Phonic screening test results**   |  |  |  |  | | --- | --- | --- | --- | | Phonics score Year 2 | WELL BELOW | EXPECTED | NO DATA | | PP – 17 pupil – average - 32 | 18% | 71% | 12% | | NON-PP - 58pupil – average - 36 | 2% | 95% | 3% |   The 2 children with no data showing had EHCPs and were dis-applied from the phonic screening test.  The 3 pupils in the ‘Well Below’ section all had additional SEN needs with provision and support in place throughout the year. Two of these children them made accelerated progress and 1 made expected progress.  **Reading progress data:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | READING -Year 2 | WORKING BELOW | EXPECTED | ABOVE | NO DATA | | PP – 17 pupil – average - +0.5 | 6% | 41% | 47% | 6% | | NON-PP - 58 pupil – average - +0.3 | 5% | 62% | 31% | 5% |   There is clear progression for these children. One thing to note is that the behaviour in classes/in LH group was positive as all the work was achievable and pitched at the correct level. Some children were taken out as enough progress had been made to allow them to access work in class again.Of the 3 pupils who had not achieved the PSC, 2 of them made accelerated progress and 1 had made expected progress  The 1 PP child who had not made expected progress was a child with an EHCP who had high absence due to brain surgery.  **Writing Attainment Data** – based on independent writing tasks and internal moderation.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | End of KS1 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 17 pupil – average - WTS | 12% | 47% | 35% | 0% | | NON-PP 58 pupil – average - EXS | 3% | 26% | 59% | 10% |   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 -Year 2 | WORKING BELOW | EXPECTED | ABOVE | NO DATA | | PP – 17 pupil – average - +0.4 | 6% - 1 pupil | 41% | 41% | 12% | | NON-PP 58 -pupil – average - +0.3 | 0% | 71% | 26% | 3% |   As a whole the PP group made higher than average progress than the Non-PP equivalent.  **Math Attainment Data**:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | MATHS -Year 2 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE | | PP – 17 pupil – average - WTS | 6% | 53% | 59% | 21% | | NON-PP 58 pupil – average - EXP | 3% | 16% | 43% | 5% |   **Math Progress data:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | MATHS -Year 2 | WORKING BELOW | EXPECTED | ABOVE | NO DATA | | PP – 17 pupil – average - +0.1 | 0% | 76% | 12% | 12% | | NON-PP 58 pupil – average - +0,2 | 7% | 67% | 24% | 3% |   Specific targeted interventions delivered early in the autumn term had a significant impact on maths attainment and progress. |

6 pupils working with ES made progress through their SAL targets

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| End of EYFS | Listening, Attention and Understanding | | | Speaking | | |
| Pupil Premium - 12 | 8% | 83% | 8% | 0% | 92% | 8% |
| Not Pupil Premium - 74 | 9% | 84% | 7% | 11% | 82% | 7% |

**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. KJ
* 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 2021-2022:**

End of year PP attendance - 91.86%

End of Year Non PP attendance - 93.93%

PA - PP - KS1 6.7%

PA - NPP - KS1 - 6.7%

Unauthorised - PP - 1.73%

Unauthorised - NPP - 1.29%

Consider the use of PP budget to fund Breakfast club for PP children and ease the start of the morning for parents

# 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 |
| Purple Mash | Purplemash.com |
| WellComm | GL Assessment |