

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	233
Proportion (%) of pupil premium eligible pupils	17.59% (41 pupils) R – 12% (5 pupils) Yr1 – 44% (18 pupils) Yr2 – 44% (18 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	8/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	Cath Callow
Pupil premium lead	Annette Jones
Governor / Trustee lead	Emma Guppy-Wilcox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,000
Recovery premium funding allocation this academic year	£7,250
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	£71,250

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 as the highest level of deprivation in respect of:

- Income
- Employment
- Education, skills and training
- Health deprivation and disability

10% of pupils are identified as being in the 0-10% of most deprived and 26% of pupils are within the top 30% of most deprived. This level of deprivation has 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 KS1 providing small group work focussed on overcoming gaps in learning.
- ✓ 1:1 support for reading
- ✓ 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.
- 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	Many of our pupil premium children also fit into another vulnerable group such as SEND
3	The impact of the Covid 19 lockdowns on the ability of children to practice their phonic skills and develop reading fluency
4	Attendance and punctuality issues
5	Frequent behaviour difficulties within a core group of 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
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%	<p>Attendance is discussed with all families at parent consultation meetings.</p> <p>Children with on-going attendance concerns or persistent lateness are discussed at the weekly Vulnerable pupil's meetings and action agreed.</p> <p>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.</p>
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.	<p>Actions arising from this meeting will be disseminated using the My Concern system.</p> <p>My Concern will continue to be used to record both safeguarding concerns and behaviour issues</p>
For PP children to enjoy a wide range of enrichment activities	<p>A wide-range of extra-curricular activities will be offered to tap into our children's interests.</p> <p>Children are able to learn a new skill or learn to play a musical instrument.</p> <p>The curriculum will be designed to include trips and specialist visitors to enhance children's experiences.</p>
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: £ 29,371.35

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: £ 21,095.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
School-led tutoring – cost of F/T HLTA	EEF (+4) Small group tuition is defined as one teacher or professional educator working	1,2,3

<p>Phonics intervention Year 2 using RWI intervention – 20 pupils on a 1:1 basis – autumn term.</p> <p>Phonics intervention – 4 pupils – Class 7. for autumn term</p> <p>Phonics intervention – 6 pupils – Class 9. for autumn term</p> <p>Phonics intervention – 8 pupils – Class 9. for autumn term</p> <p>Phonics intervention – Word time Words – 3 pupils – Class 9 for autumn term</p> <p>Phonics intervention – 3 pupils – Class 7. for autumn term</p> <p>Phonics intervention – set 2 sounds – 6 pupils – Class 8. for autumn term</p> <p>Phonics intervention – set 1 sounds – 6 pupils – Class 8. for autumn term</p>	<p>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.</p> <p>Having analysed our cohorts, we have identified that year 2 pupils need support to address the gaps in reading.</p>	
<p>Specific targeted interventions responding to need in year 2:</p> <p>Hold a sentence for 9 pupils – class 8 – Autumn term:</p> <p>Hold a sentence for 7 pupils – class 9 – Autumn term</p>	<p>EEF (+4)</p>	<p>1,2,3</p>
<p>18 children to receive 1:1 catch-up from TAs in class room. 1 hour per week for eight weeks per term</p>	<p>EEF (+4)</p> <p>After school catch-up clubs</p>	<p>1,2,3</p>
<p>TA delivers SAL interventions three afternoons per week to pupils identified as in need. 33 pupils in total across the school.</p> <p>EYFS investment in NELI and WellComm speech and language assessment systems</p>	<p>EEF (+6) – oral language interventions consistently show positive impact on learning.</p> <p>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.</p> <p>High quality 1:1 and small group interventions</p>	<p>2, 5</p>

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

Budgeted cost: £ 23,997.44

• Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance is monitored by HT. Attendance policy in place with clear lines of support in place for families with recurring high absence</p> <p>All teachers are developing strong relationships with families and are the first line of communication when attendance issues arise</p> <p>Staff discuss attendance at parent consultation meetings – this is recorded on Provision map</p> <p>HT 1 hour per month</p> <p>SENDCo and class teacher supporting 'Step 1' of attendance policy – 2 children - 1 hour each of time for attendance meetings with parents</p> <p>Engage of LA EWO.</p>	<p>EEF (+3)</p> <p>Attendance data – links between progress and attendance?</p>	<p>1,4</p>
<p>Development of Pastoral Lead to support classes with behaviour and SEND needs. To deliver support for pupils who are having difficulties accessing learning through behavioural issues.</p> <p>Delivery of:</p> <ul style="list-style-type: none"> • Lego Therapy • Reflection club 	<p>EEF (+4)</p>	<p>5</p>
<p>Outdoor learning encouraged.</p> <p>Continuous provision developed in year 1 with access to outdoor</p>	<p>Pupils have the opportunity to extend and embed their learning in a variety of environments.</p>	<p>1,2,3,5</p>

spaces.		
Cultural capital experiences promoted in the curriculum	EEF (+3) Learning is contextualised in concrete experiences and language rich environments facilitated by enabling adults?	1,2,3,4,5

Total budgeted cost: £ 74,464.35

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Reading Attainment data – based on the PIRA standardised test.

READING -Year 2	WORKING BELOW	WORKING TOWARDS	EXPECTED	ABOVE
PP – 30 pupil – average - WTS	20%	43%	23%	13%
NON-PP pupil – average - EXS	9%	34%	43%	14%

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 reading flow and comprehension slowed as a result of the lockdown and the reduction in the frequency of reads.

Phonic screening test results

Phonics score Year 2	WELL BELOW	EXPECTED	NO DATA
PP – 30 pupil – average - 32	23%	73%	3%
NON-PP pupil – average - 36	9%	90%	1%

The 2 children with no data showing no longer attend the school

Reading progress data:

READING -Year 2	WORKING BELOW	EXPECTED	ABOVE	NO DATA
PP – 30 pupil – average - +0.6	7%	37%	53%	3%
NON-PP pupil – average - +0.5	7%	41%	47%	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.

Writing Attainment Data – based on ‘cold’ task and internal moderation.

WRITING -Year 2	WORKING BELOW	WORKING TOWARDS	EXPECTED	ABOVE
PP – 30 pupil – average - WTS	23%	47%	30%	0%
NON-PP pupil – average - EXS	10%	38%	41%	10%

Disappointing writing attainment data across the school reflected the challenges of the remote teaching and learning of the skill. School books reflect an increased motivation to write and improved stamina. The high skill set of the new writing lead led to these improvements through the implementation of the Writing Recovery plan. At the end of the Spring term. The Talk 4 Writing approach was more securely embedded with staff though training for all at the beginning of the academic year. This led to an improvement in the language use – both verbal and written

Writing progress data:

WRITING -Year 2	WORKING BELOW	EXPECTED	ABOVE	NO DATA
PP – 30 pupil – average - +0.8	0%	20%	77%	3%
NON-PP pupil – average - +0.8	0%	17%	78%	5%

Math Attainment Data:

MATHS -Year 2	WORKING BELOW	WORKING TOWARDS	EXPECTED	ABOVE
PP – 30 pupil – average - WTS	17%	47%	27%	10%
NON-PP pupil – average - WTS	9%	43%	43%	5%

More disadvantaged pupils are working at GD in maths than non-disadvantaged

Math Progress data:

MATHS -Year 2	WORKING BELOW	EXPECTED	ABOVE	NO DATA
PP – 30 pupil – average - +0.2	20%	40%	33%	7%
NON-PP pupil – average - -0.2	33%	47%	16%	5%

Specific targeted interventions delivered early in the autumn term had a significant impact on maths attainment and progress.

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