# 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  | 280 – October 2024 Whole School |
| Proportion (%) of pupil premium eligible pupils | 29% (81pupils whole school )30% (72 without nursery)N (40) – (9pupils)R (73) – (16 pupils)Yr1 (79) – (16 pupils)Yr2 (90) – (28 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-252025-262026-27 |
| Date this statement was published |  |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Cath Callow |
| Pupil premium lead | Clair Bateman |
| Governor / Trustee lead | Emma Guppy-Wilcox |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £73457.40 |
| Recovery premium funding allocation this academic year | £2500 |
| 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 2024 indicates:* 7%, of pupils are identified as being in the 0-10% of most deprived. This is above the National figure of all schools at 6%
* 94% of pupils are identified as being below 50% of most deprived. This is above the national figure of all schools at 81%.

The map below highlights the Index of Multiple Deprivation for the surrounding our school. The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in EnglandPeople may be considered to be living in poverty if they lack the financial resources to meet their needs, whereas people can be regarded as deprived if they lack any kind of resources, not just income.We also recognise that not all pupils who are experiencing disadvantage are registered or qualify for free school meals. We therefore support any pupils who school have identified as being disadvantaged or have additional vulnerabilities such as SEN or EALThis 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 begin to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
* To support our children’s health and wellbeing.

**Implementation: We aim to do this through using evidence based research to inform our strategy.****“**Understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils” Sarah Stock Director of Newcastle Research School EEF Guide to PP* **Ensuring a relationship centred practice to continue to develop relationships with our children and their families which ensures that we overcome barriers and challenges and meets the needs of all pupils.**

“English and maths are the cornerstones of a broad, academic and knowledge-richcurriculum.” DFE 2024* **A Teaching and Learning Rubric consisting of the cycle of diagnostic assessment (EEF) Quality First Teaching focusing on high quality phonics, reading and maths teaching followed by accurate assessment and targeted interventions.**

EEF- “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker (Social and Emotional Learning) SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”* **Targeted SEL Skill support from our Thrive trained Pastoral lead.**

“Excellent pupil attendance at school is important for children’s wellbeing, safety and long term development. The barriers to regular school attendance are wide-ranging and specific to individual children, and can be complex” DEF 2024* **Supporting families to talk to school about barriers to consistent attendance.**

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
* Oracy focus through the development of philosophy time across the school
* 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.
* Children developing problem solving skills through class discussion

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.
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## 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 through the implementation of a the Trewirgie Way Walkthrus and rigorous weekly CPL to support teaching teams.  |
| 2 | Several of our pupil premium children intersect with other vulnerable groups such as SEND, lowest 20% and highest 10%deprivation 14 children are SEN and PP |
| 3 | School ReadinessSurveys in reception to reflect the provision for the cohort including life skillsYear 1 children who did not meet GLD in Reception to be a focus. 19 children did not achieve GLD of which 9 were PP, 7 were SEN and 4 were both SEN and PP |
| 4 | Attendance and punctuality issues |
| 5 | Parent Voice 2024 highlighted that parents main challenges are:* Finding affordable, suitable housing
* The cost of living
* Additionally costs from school, such as uniform and charity days
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| 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 |
| To begin to eradicate the attainment gap in reading, writing and maths. | Implementation of the Trewirgie Way Walkthrus and weekly CPL shows a consistent teaching and learning approach with a PP focus. 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.All children are assessed on entry to Trewirgie Infants’ School including language comprehension and those who need it have intervention to quickly close any gaps. PP children leave EYFS having reached the ELG for Speaking and Listening. |
| All disadvantaged pupils who did not reach GLD progress to ARE by the end of KS1 | Pupils are assessed and starting points to close learning gaps are well known amongstthe team.PP data profiles from EYFS are known by Year 1 class teachers and pupils arediscussed during transition conversations.KS1 teams plan ‘closing the gap’ activities for target pupils.The barriers for disadvantaged pupils are well known and understood by the whole classteam.Year Group Teams understand the needs of all pupils and ensure that learning I sequenced appropriately, incorporating any gaps in learning. |
| All disadvantaged pupils achieveabove the national average in PSC,Reading, Writing and Maths.  | The Trewirgie Infants’ School localised curriculum, provides all pupils with the knowledge and understanding of the wider world in which they live, whilst also helping them to feel rooted in their local community. Trewirgie Infants’ School will be implementing the Disadvantaged Reading project to support the gaps in children’s reading ability. All staff to receive high quality CPD to support in the planning and delivery of a high-quality curriculum with a consistent approach across KS1. All gaps in pupils’ composite skills/knowledge are identified and the curriculum is shaped to meet these gaps. Teaching and learning is effective to individual needs and quickly moves pupils forward from their post closure starting points. Assessments are frequent and purposeful, supporting the future learning of pupils. Planning and teaching is reflective of assessments and effective in closing gaps in learning.  |
| 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.All class teachers are vigilant on any attendance issues and report concerns. Extremely poor persistent attendance (below 90%), will be challenged in line with the school’s Attendance policy. This will lead to the involvement of the TPAT Attendance Officer in line with the new tracking system for attendance.  |
| 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 CPOMs system.My CPOMs will continue to be used to record both safeguarding concerns and behaviour issues |
| For PP children to enjoy a wide range of enrichment activities | Disadvantaged pupils are encouraged to attend any extracurricular clubs. They willreceive priority placements for all clubs on offer.School provides PE uniform and a water bottle for every reception child. 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 |
| For parents to feel supported by school and engage in their children’s school journey.  | Parent voice has been listened to and acted on.  |

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 2021Doug Lemov – Think like a Champion“English and maths are the cornerstones of a broad, academic and knowledge-richcurriculum.” DFE 2024 | 1 |
| Development of on-going weekly 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 which now needs to be expanded outside of the classroom.Continued work with the English and Maths HubsDHT to be part of the SW100’s work around eradicating educational equality.  | The Thinking School -Dr Kulvarn Atwal.“Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.” EEF 2024“Endemic educational inequality isn’t complicated—it’s complex. Framing and accepting the issue as such gives shape to how we approach it. As with all complex problems, we know there’s no magic bullet that’ll solve it and no one person or organisation has all the answers. It’s a shared challenge impervious to lone interventions.That means the programme isn’t about sharing tips, tricks and toolkits with a bunch of individuals but, rather, establishing a powerful network of leaders, organisations and institutions to integrate actions and achieve systems-level change. Nobody is as smart as everybody.” SW 100 | 2 |
| Effective assessment systems, that address misconceptions and provides in the moment questioning and feedback.A developed teaching and learning rubric consistently embedded across the school.Pupils develop positive self esteem through their own achievements. | Ron Berger’s Ethic of Excellence.Rosenshine’s Principles of Instruction.“A professional development programme built using WalkThrus is supported by: evidence from cognitive science which provides a clear model for learningevidence from the study of effective professional development” Tome Sherrington- Walkthrus | 1,2 |
| Transition from reception to Y1 is smooth. Staffensure that thecurriculum leads onfrom where they leftoff in EYF. Two teachers are focusing on this as part of their CPL this year.  | EYFS- early Years ToolkitChildren are transitioning from a long period of holiday back to school, and they have a change in classroom, teacher and support staff. Our rationale is to keep as many things the same aspossible in terms of teaching style and pedagogy during this period of transition. | 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 KS1 focused on lowest 20% using RWI intervention  | 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 Ks1 pupils need support to address the gaps in reading. | 1,2 |
| Specific targeted interventions responding to need:**KS1**S*ecret reading club, (ZH and MGP) 12-25 children* Lowest 20% catch up with HLTA each term *Class based interventions – changes with the needs of the children. Every day*  | EEF (+4 months) | 1,2 |
| ***Reception:***Speech and LanguageRBA assessment findingsLife skills linked to the above.School readiness surveys used to plan provisionShREC approach to high quality adult interactions  | EEF (+4)“As highlighted in the EEF guidance report Preparing for Literacy: ​“When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial.” ShREC EEF  | 3 |
| Children to receive 1:1 catch-up from TAs in classroom. 1 hour per week for eight weeks per term | EEF (+4) | 2 |
| TA delivers SaLT interventions one morning and 5 afternoons a week. 28 children receive this intervention.EYFS investment in WellComm speech and language assessment Progression Tools for nursery children.  | EEF (+6) – oral language interventions consistently show positive impact on learning.High quality 1:1 and small group interventions  | 1,2,3 |

**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) and EWO (EB) | EEF (+3)Attendance data – Current year 1 attendance data shows that- Only one children was above 95% for 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 Thrive Trained | EEF (+4)EEF“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker(Social and Emotional Learning) SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.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. | 5 |
| Cultural capital experiences promoted in the curriculum.After school club provision for the Autumn term includes:Drama, Board games, Spanish and RecorderSing and Sign Choir | EEF (+3)Learning is contextualised in concrete experiences and language rich environments facilitated by enabling adults. | 2,3 |
| Targeted support for those who did not make GLD in EYFS | Additional support is provided and delivered by highly trained staff within the context of the new year 1 class. Parents are regularly informed on the gaps so that they can work in partnership with the school.  | 1,2,3 |
| Targeted support to the cost of living parental survey 2024. | School Pantry set up to support parents with food and clothing donations.Every child has toast, fruit snack and lunch offered at no cost. On entry to reception each child is given a PE kit and water bottle. School support with applying for transport or offering to collect children. Pastoral lead available to signpost families to further financial or emotionally support.  | 2 |

**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 2023 to 2024 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, internal moderation, and Teacher Assessment.

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| READING (Year 2 - 83 pupils) | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE |
| PP – 24 pupil – average - WTS | 3% | 45% | 34% | 17% |
| NON-PP 59 pupil – average - EXS | 4% | 20% | 54% | 22% |

The reading gap between PP and Non-PP children widened 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. As well as the children’s ability to read fluently and at speed this is a focus for 2024-25.**Writing Attainment Data** – based on independent writing tasks and internal moderation.

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| End of KS1 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE |
| PP – 24 pupil – average - EXS | 0% | 46% | 54% | 0% |
| NON-PP 59 pupil – average - EXS | 4% | 35% | 60% | 1% |

Attainment gap between PP and non- PP narrowed in writing. Books show increased accuracy in writing and with regards to length of writing and content. Writing remains a focus this year with a focus on transcription. **Math Attainment Data**:

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| Maths - End of KS1 | WORKING BELOW | WORKING TOWARDS | EXPECTED | ABOVE |
| PP – 24 pupil – average - - EXP | 3% | 28% | 62% | 7% |
| NON-PP 59pupil – average - EXP | 4% | 20% | 57% | 19% |

The gap narrowed between PP and non PP in maths.  |

**Year 1 Phonic screening test results**

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|  Phonics score Year 1 – 88 pupils | WELL BELOW | EXPECTED |
| PP – 25 | 4% | 96% |
| NON-PP – 63 | 11% | 89% |

One PP child did not pass the phonics screening.

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 | GLD |
| Pupil Premium - 18 | 6% | 94% | 0% | 6% | 94% | 0% | 56 | 44 | 0 |
| Not Pupil Premium - 59 | 8% | 90% | 3% | 10% | 88% | 3% | 15 | 83 | 3 |

**Activity - Attendance:**

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

* Attendance monitoring weekly and fortnightly tracker update.
* Support from TPAT EWO
* Good relations between teaching staff and parents encouraged open conversations which facilitated support.
* 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 2023-2024:**

End of year PP attendance – 94.55%

End of Year Non-PP attendance - 94.89%

PA - PP - KS1 6.7%

PA - NPP - KS1 - 6.7%

Unauthorised - PP - 1.73%

Unauthorised - NPP - 1.29%

Currently 12 PP children are accessing clubs outside of school time.

# 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 |