

Pupil premium strategy statement 2021-22

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	TRELOWETH PRIMARY SCHOOL
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	29.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Linda May
Pupil premium lead	Annie Walpole
Governor / Trustee lead	Freida Nichols

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,470.00
Recovery premium funding allocation this academic year	£18,125.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£200,595.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention for all pupils to make good progress and achieve high levels of attainment across all areas of the curriculum regardless of the challenges they face, their background or starting point. It is this strategy that will help us to achieve that goal, including those who are more able or have special educational needs. We include those who have additional challenges, such as those with a social worker or who are young carers.

Our strategy has wider school plans for education recovery; is responsive to need and rooted in diagnostic assessment. We aim to offer ambitious learning for those from lower starting points or with SEND, raise levels of numeracy, literacy and oracy, pursue a rich, joyous use of words to create successful, ambitious and confident young people, give access to powerful knowledge and cultural capital, increase retrieval and retention, challenge negativity regarding education and school experience and care for those with mental health anxieties.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and, for an exciting future and changing world.

Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We will:

- address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- target poor attendees and persistent lateness
- adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessment, observation, and discussion with pupils tells us that oral language skills are under-developed and there are vocabulary gaps among many disadvantaged children.
2	Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers. Assessment in writing and discussions with pupils tells us that writing was the least engage in activity during online learning and school closure. This has negatively impacted on basic grammatical structures, stamina for writing and creativity.

3	<p>Assessment and observations indicate that the education of many disadvantage children has been impacted by partial school closure. These findings support the national picture.</p> <p>There are gaps in learning Mathematical fluency and automaticity leading to pupils falling further behind.</p>
4	<p>Children and families tell us that the social emotional well-being of children has been affected for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated.</p> <p>A small group require bespoke intervention to help them to access learning positively.</p>
5	<p>Our attendance data indicates that disadvantage children's' attendance is lower than that of non-disadvantaged.</p> <p>Our assessments and observations confirm that this negatively impacts on progress.</p>
6	<p>School closure has shown us that parental engagement for online/home learning was accessed to a lesser degree in disadvantaged families. Access to remote IT devices has been a challenge for some.</p>

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
<p>Gaps in early reading, fluency and comprehension are closed; accelerated progress is made.</p> <p>Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2.</p> <p>Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p>	<p>80%+ achieve age related expectations in reading.</p> <p>Year 1 phonics check is achieved by the vast majority of children.</p> <p>Year 2 target 80%+ achieve pass.</p> <p>Children read widely and for pleasure.</p>
<p>Accelerate progress in writing and increase stamina.</p> <p>Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p> <p>Behaviour for Learning is excellent.</p>	<p>80%+ achieve age related expectations in writing.</p> <p>Children produce high quality writing, sustained for extended periods.</p>
<p>Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics.</p> <p>Behaviour for learning is excellent.</p>	<p>80%+ achieve age related expectations in mathematics</p>
<p>Children attend school regularly and on time.</p>	<p>To achieve 96+% attendance.</p>

Families facing the greatest challenges to be engaged and supportive. Access to remote devices is not a barrier to learning.	The family is positive and aspiration for education and learning.
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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: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPPD appraisal for teachers and leaders implemented	Incremental coaching model and evidence informed practice. Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF) Evidence suggests high quality oral language interventions and high quality classroom discussions have a positive impact on reading (EEF) Evidence based approaches 'Maths guidance KS1 and KS2 publishing.service.gov.uk'	1, 2, 3
CPPD for support staff	Intervention training to develop expertise in Reading, Writing and Mathematics Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)	1, 2, 3
Senior Mental Health Lead Accreditation Team Teach Level 1 escalation Improve the quality of B4L and SEL	NPQ qualification Extensive evidence suggests teaching social and emotional skills improves school outcomes, friendships and behaviour (EEF)	4, 5
Motional therapy will be used to target those in most need	Diagnostic assessment will be used to support children in need; improving academic performance, attitudes, and peer relationships	4, 5
Devices for remote learning (when in isolation) will be made available	Digital access to home learning support will remove barriers to access	6

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

Budgeted cost: £189,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Ink phonics additional post teach keep up <i>Structured intervention</i> Classroom and home learning additional reading resources – Monster Phonics	Nationally recognised synthetic phonics programme EEF 'Phonics'	1 All disadvantaged and all others in EYFS and KS1
'Fresh Start' RWI used for Year 4,5 & 6 <i>Structured intervention</i>	Nationally recognised synthetic phonics programme	1 Children requiring additional phonics intervention
Reading Eggs for Years 2, 3 and 4 <i>Structured intervention</i>	Self-diagnostic reading programme for phonics, fluency and reading comprehension	1, 2 210 pupils + Y5 and 6 PP children
1:1 reading top up before school – short regular sessions with trained TAs	EEF recommended strategy EEF 'One to one tuition'	1, 2 Bottom 20% of pupils PP focus
1:3 writing intervention – after school x 2 hours (10 weeks) with teachers	In school tutoring strategy: word work, grammarsaurus and sentence structure EEF 'Smal group tuition'	2
Mathswizz <i>Structured intervention</i>	EEF recommended and Internationally recognised tutoring programme	3 100 PP children
Number Sense mathematics	NCTEM and EEF recommended synthetic programme	3 Bottom 20% PP focus
Mastering Number programme (HLTA cover)	NCTEM and EEF recommended	3 KS1 and EYFS
Letter Join	Cursive handwriting – dyslexia friendly approach	2 Whole school

	Helping children with the mechanics of writing fluently	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional use of Education Welfare Officer x 6 sessions	Government 'safer in schools' bill DFE 'Improving school attendance'	5 All disadvantaged persistent absentees and others
Calming boxes and beanbags for children in crisis	Team Teach Level 1– positive behaviour management strategies and de-escalation training for staff EEF 'Behaviour interventions'	5 All those in need

Total budgeted cost: £200,595.00

For the 2020-21 review, please see separate document published.

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.

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?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.