

Tittensor CE (VC) First School - Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Tittensor CE (VC) First School	
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gail Craig Headteacher
Pupil premium lead	Gail Craig Headteacher
Governor	Shaun Allen, Lead for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,895
Recovery premium funding allocation this academic year	£2,000
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	£9,895

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through targeted interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 20% of our disadvantaged pupils arrive below age-related expectations compared to 7% of other pupils. This gap narrows to the end of Year 4.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils shows that disadvantaged children have gaps in their knowledge, leading to pupils falling further behind age-related expectations, especially in writing.

4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>7 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 (4 of whom are disadvantaged) receiving small group interventions.</p>
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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
Improved reading attainment among disadvantaged pupils.	Year 4 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Year 4 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £5,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Licence for a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Y1 Phonics Screening 2023 results: 100%</p>	<p>1</p>
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access quality writing resources, texts and CPD</p>	<p>The Education Endowment Foundation, produce approaches to raise standards in writing: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 The EEF guidance is based on a range of the best available evidence. KS1 teacher assessment data for writing: EXS/GDS -84%</p>	<p>2</p>

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

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Phonics catch-up sessions for targeted support through Little Wandle.	1
Offer extra interventions to support the learning of our disadvantaged pupils. A significant proportion of the pupils who receive support will be disadvantaged, including those who are high attainers.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Pre/post teaching available for all children identified.	2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	3, 4

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Wellbeing Lead delivers weekly sessions with PP pupils We also offer extra-curricular activities to enrich the opportunities for children: Lunch club, after school team skills session, PP extra sports session, MiniMe Mindfulness sessions.</p>	
<p>Improve the confidence of our disadvantaged children</p>	<p>Rocksteady Rockband sessions offered to disadvantaged children to promote their confidence through group performances.</p>	<p>4</p>
<p>Enhance team work skills to encourage positive peer relationships and support social skills</p>	<p>There is extensive evidence around building resilience through confidence and peer support: Bee Active team skills after school club weekly session. Bee Active social skill group sessions for disadvantaged children. MiniMe Mindfulness sessions</p>	<p>4</p>

Total budgeted cost: £9,895

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.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in key areas of the curriculum. More targeted intervention has proven successful:

	Reading	Writing	Maths
WTS	12.5%	12.5%	12.5%
EXS	62.5%	87.5%	87.5%
EXC	25%	-	-

The progress of pupil premium children now shows only 12.5% (1 child) is not at the expected standard.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A member of staff has supported children including pupil premium children, delivering weekly sessions of 1:1 support to ensure we offer SEMH provision for the children.

Boxall profiles (June 2024) show a positive result for children accessing Wellbeing Support across the school. PP children have made 100% progress with wellbeing outcomes on Boxall Profile Assessments.

Children performed in a rock concert using their music and performance skills. All children showed a new level of confidence and resilience.

Externally provided programmes

Programme	Provider
Music enrichment activities to promote confidence and the opportunity to access extra-curricular activities	Rocksteady – Music lessons All pupil premium children have accessed a weekly instrument lesson. This has made a positive impact on their confidence and resilience.
Sports enrichment activities to promote confidence and the opportunity to access extra-curricular activities	BeeActive- Team Work after school club for PP children. BeeActive Fitness Session - 1 hour per week for PP chn