

## Tittensor CE (VC) First School - Pupil premium strategy statement 2024-25

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  | 74   |
| Proportion (%) of pupil premium eligible pupils   | 11%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                       |
| Date this statement was published   | September 2023                               |
| Date on which it will be reviewed   | July 2025                                    |
| Statement authorised by   | Gail Craig<br>Headteacher                    |
| Pupil premium lead  | Gail Craig<br>Headteacher                    |
| Governor  | Hannah Mosley, Lead for Disadvantaged pupils |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £10,360 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £10,360 |

## 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.<br>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> |
|---|---|

## 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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |

## 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: £3,095**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training for staff to ensure assessments are interpreted and administered correctly.   | 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:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  | 1, 2, 3, 4                    |
| Licence for a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.   | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a><br>Y1 Phonics Screening 2024 results: 100%   | 1                             |
| Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access quality writing resources, texts and CPD | The Education Endowment Foundation, produce approaches to raise standards in writing:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a><br><br>The EEF guidance is based on a range of the best available evidence.<br>KS1 teacher assessment data for writing:<br>EXS/GDS – 90% | 2                             |

## 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a><br>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.<br><br>1:1 targeted support sessions  | 2                             |

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

Budgeted cost: £3975

| 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.<br><br>SEL approaches will be embedded into routine educational practices and supported by professional | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | 3, 4                          |

|  |  |   |
|--|--|---|
| development and training for staff.  | Wellbeing Lead delivers weekly sessions with PP pupils<br>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.  |   |
| Improve the confidence of our disadvantaged children   | Rocksteady Rockband sessions offered to disadvantaged children to promote their confidence through group performances.   | 4 |
| Enhance team work skills to encourage positive peer relationships and support social skills      | There is extensive evidence around building resilience through confidence and peer support:<br>Bee Active team skills after school club weekly session.<br><br>Bee Active social skill group sessions for disadvantaged children.<br><br>MiniMe Mindfulness sessions<br><br>A weekly session with the Wellbeing Lead | 4 |
| Funding for a residential to promote independence and exposure to alternative outdoor activities | Team building to promote resilience in a different environment: Stanley Head   | 4 |

**Total budgeted cost: £10,360**

## 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.

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 |
|------------|---------|---------|-------|
| <b>WTS</b> | 12.5%   | 12.5%   | 12.5% |
| <b>EXS</b> | 62.5%   | 87.5%   | 87.5% |
| <b>EXC</b> | 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<br>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.<br>BeeActive Fitness Session - 1 hour per week for PP chn  |