

Pupil premium strategy statement – Turvey Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sept 2023 -2024 Planned expenditure for Sept 24 to 25
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	S.Coles
Pupil premium lead	S.Coles
Governor / Trustee lead	H. Cunliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25160

Part A: Pupil premium strategy plan

Statement of intent

All staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. Turvey Primary School is committed to supporting disadvantaged pupils to reach their potential.

As a small village school we are able to carefully tailor our pupil premium support to meet the needs of each individual child. Additional tuition and homework support has enabled the majority of pupils to make the expected rate of academic progress. We have also used the pupil premium funding to enable pupils to participate in after school sport clubs and to learn to play a musical instrument.

High quality teaching and targeted interventions are our key approaches to close the attainment gap to benefit all pupils in our school.

We recognise the link between positive mental health and attainment and this forms part of our strategy.

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 suggest disadvantaged pupils generally have a greater difficulty in reading than their peers.
2	Assessment, observation and discussion with pupils suggest disadvantaged pupils generally have a greater difficulty in maths than their peers.
3	Assessment, observation and discussion with pupils suggest disadvantaged pupils generally have significant knowledge gaps than their peers following the pandemic.
4	Assessment, observation and discussion with pupils suggest disadvantaged pupils generally have social and emotional difficulties often with low self-esteem which contributes to a lack of engagement in learning. A lack of enrichment activities contributes to this.
5	Our observations suggest that some disadvantaged families find it harder to engage with the school and support learning.

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
To improve reading attainment across the school	Outcomes show all disadvantaged pupils made the expected rate of progress.
To improve maths attainment across the school	
To improve writing attainment across the school	
To increase engagement in learning for all pupils	Observations show that disadvantaged pupils are engaging well in learning.
To improve wellbeing and academic resilience for all pupils	Observations show that disadvantaged pupils have a positive wellbeing and show academic resilience.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Join the Association for Character Education. Introduce a new framework for Character Education in the school. Deliver CPD to all staff and produce a 3 year action plan to embed Character Education in the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life. Resilience and emotional regulation have been an area of focus for us this year. Association for Character Education Metacognition-and-self-regulation EEF EEF Improving social and emotional learning in primary schools	4

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

Budgeted cost: £ 22387

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised programme of 1-1 and small group support. This is in school support from the HLTA or after school tuition with their class teacher.</p>	<p>Tuition 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: One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1,2,3</p>
<p>Introduction of online intervention programmes – Nessy (English) and Dynamo (Maths) Purchase online resources that can also be used at home –Sats companion, TT rockstars & Sumdog maths. Use of Accelerated Reader Programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1,2,3</p>

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

Budgeted cost: £ 2320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We support all pupils to feel valued, included and part of the school community.</p> <p>Individual music and piano lessons</p> <p>Extra-curricular sports clubs</p> <p>Headteacher/Sendco/Safeguarding lead support via regular family meetings</p> <p>School uniform to be purchased for children</p> <p>School visit costs to be covered by the school</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>5</p>

Total budgeted cost: £ 25207

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

For the academic year 2023/2024 we had 18 children eligible for pupil premium. 12 of these pupils also have SEN

1 child in EYFS achieved a good level of development.

0/2 children in Year 1 passed the phonics screener

Out of 17 KS1 & 2 pupils	Reading	Writing	Maths
Number of children & percentage at the expected standard	7 = 41.2% At the expected standard	4 = 23.5% At the expected standard	5 = 29.4% At the expected standard
Number of children & percentage making the expected rate of progress	14 = 82.4%	12 = 70.6%	12 = 70.6%

66.7% of our disadvantaged pupils have SEND

We have very small cohorts and know our children well. The majority of disadvantaged pupils (excluding some children with SEN) made good progress. The interventions in place had a positive impact on progress.

Overall attendance of pupil premium pupils is high. 1/18 had attendance below 90% at 88.4%. This one family/pupil received additional support regarding attendance.

Based on our analysis of disadvantaged pupils progress and attainment was as expected.

We have reviewed our strategy plan and will continue with a similar approach next year.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This includes the Eco-club and school choir.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated impact from previous years.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.