

Pupil premium strategy statement – Turvey Primary School

This statement details our school's use of pupil premium (and recovery 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	88
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 and 2023/2024 planned
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
Statement authorised by	S.Coles
Pupil premium lead	S.Coles
Governor lead	Wendy Stark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year (zero carried forward)	£2000
Total budget for this academic year	£20,005

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.

This strategy also incorporates our approach to education recovery following the Covid 19 pandemic.

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 them.

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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 700

Activity	Evidence that supports this approach	Challenge 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.	<p>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.</p> <p>Association for Character Education Metacognition-and-self-regulation EEF EEF Improving social and emotional learning in primary schools</p>	4

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

Budgeted cost: £ 16632

Activity	Evidence that supports this approach	Challenge addressed
Personalised programme of 1-1 and small group support. This is in	<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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p>	1,2,3

<p>school support from the HLTA or after school tuition with their class teacher.</p>	<p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Introduction of online intervention programmes – Nesy (English) and Dynamo (Maths) Purchase online resources that can also be used at home – Espresso, 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: £ 3223

Activity	Evidence that supports this approach	Challenge 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>	5

Total budgeted cost: £ 20555

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 2022/2023 we had 16 children eligible for pupil premium. 10 of these pupils also have SEN. 2 children have EAL.

0% of disadvantaged children in EYFS got a GLD.

100% passed the phonics screener.

29% of disadvantaged pupils met the expected standard in reading, writing and maths in KS1 and KS2.

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. 12% of disadvantaged had attendance below 90%. 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.