

# Pupil premium strategy statement

## Terrington Primary School 2022 - 23

This statement details our school's use of pupil premium (and recovery premium for 2022 to 2023 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	Terrington Primary School
Number of pupils in school	26 main school 4 nursery
Proportion (%) of pupil premium eligible pupils	<b><u>6 Pupil Premium (23%)</u></b> 1 Previously Looked After Children (PLAC) 5 Free School Meal (FSM) Eligible
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22 / 23
Date this statement was published	December 22
Date on which it will be reviewed	Feb 23
Statement authorised by	Helen Ashdown
Pupil premium lead	Katie Stringer
Governor / Trustee lead	SEND Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5180 Total Received (some children arrived after census)
Recovery premium funding allocation this academic year	£2000 Plus tuition funding of £168.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7348.75
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# Part A: Pupil premium strategy plan

## Statement of intent

*In line with our vision we aim for every child to reach their full potential whatever their experiences and abilities. We aim to provide the tools and resources to enable all pupils to flourish and make rapid progress.*

*Through the use of targeted pupil premium funding we focus on removing the barriers for disadvantaged children through additional adult support, interventions focussing academic and social and emotional barriers, resourcing and development of teacher subject knowledge in order for every child to have equity in their educational experience.*

## Challenges

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

Challenge number	Detail of challenge
1	Children are well regulated and ready and able to learn.
2	To close the attainment gaps in maths learning due to pandemic.
3	To close the attainment gap in reading.

## 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
<b><u>Social Emotional Mental Health (SEMH) – Self Regulation</u></b> For all children to be ready to learn and be well-regulated, using self-regulation strategies.	<ul style="list-style-type: none"><li>• Children to complete mental health check in daily.</li><li>• Children’s basic needs are met and are ready to learn.</li><li>• To work closely alongside parents to support families.</li><li>• Children to identify when they are ready to learn.</li><li>• Children are taught regulation strategies to manage their emotions.</li></ul>

	<ul style="list-style-type: none"> <li>• Specific lessons are taught throughout the year to teach the children about self-regulation.</li> </ul>
<p><b><u>Cognition-Maths</u></b> To make rapid progress in maths in order to close the attainment gap.</p>	<ul style="list-style-type: none"> <li>• Gaps in learning are identified through effective assessment. Teachers plan retrieval activities within lessons to build on prior knowledge.</li> <li>• Evidence based interventions are used (numicon) to close attainment gaps.</li> <li>• The use of effective feedback in lessons.</li> <li>• For EAL children to be meet ARE.</li> </ul>
<p><b><u>Cognition- Reading</u></b> To make rapid progress in reading and comprehension skills in order to close the attainment gap.</p>	<ul style="list-style-type: none"> <li>• The libraries in school are used purposefully to foster a love of reading.</li> <li>• Class readers are carefully chosen to foster a love of books.</li> <li>• To adopt the new phonics scheme Little Wandle as advised by the DFE.</li> <li>• Rec-Y1 to have two guided reading sessions a week.</li> <li>• To adopt the 'whole class approach' to guided reading.</li> <li>• To use reading comprehension strategies.</li> <li>• For EAL children to be meet ARE and pass phonics check.</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: £ 1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Self-Regulation</b> To continue daily mental health check in, worry monsters, worry button, PSHE sessions and mental health week.</p>	<p>Metacognition and self-regulation +7 months Education Endowment Foundation (EEF) (Katie to lead)</p>	<p>1- Children are well regulated and ready and able to learn.</p>
<p><b>Maths</b> To provide high quality feedback in mathematics to support children's understanding.  To ensure collaborative learning in maths to improve outcomes.</p>	<p>Feedback +6 months EEF (Maths leader to focus)  Collaborative learning approaches +5 months EEF (maths leader to focus)</p>	<p>2- To close the attainment gaps in maths learning due to pandemic.</p>
<p><b>Reading</b> All staff to undertake high quality planned continual professional development in phonics and reading.</p>	<p>Phonics +5 months EEF (Early reading leader to focus on)  Reading comprehension strategies +6 months (Early reading leader to focus on)</p>	<p>3- To close the attainment gap in reading.</p>

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

£168 tuition funding plus £2000 recovery funding

Total allocated £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver effective and appropriate self-regulation interventions to ensure children are ready and able to learn.	Metacognition and self-regulation +7 months EEF	1-Children are well regulated and ready and able to learn.
Focussed tutoring sessions in maths delivering evidence based interventions (numicon).	Small group tutoring +4 months EEF	2-To close the attainment gaps in maths learning due to pandemic.
Adoption of new phonics scheme which provides intervention books for children who require extra support	EEF phonics +5 months EEF	3-To close the attainment gap in reading.

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

Budgeted cost: £ 3348

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide extracurricular activities to increase a love of learning and opportunities.	Arts participation +3 months EEF	All challenges addressed
To ensure children are ready for the school day by providing breakfast through breakfast club provision.	Extending school time +3 months EEF	All challenges addressed
To appoint a pastoral lead to work closely with parents and improve engagement.	Parental engagement +4 months EEF	All challenges addressed
To use a range of approaches with the aim to improve school attendance.	Parental engagement +4 months EEF	All challenges addressed
To use a whole school approach in supporting pupils' social, emotional and behavioural needs.	Metacognition and self-regulation +7 months EEF	All challenges addressed

**Total budgeted cost: £ £7348.75**





## 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.

Aim	Outcome
To make rapid progress in early reading and comprehension skills in order to close the gap with other learners	<ul style="list-style-type: none"> <li>• Improvement in phonics teaching across the school through CPD opportunities.</li> <li>• New reading scheme bought. Funding secured from the reading hub to support.</li> <li>• New library spaces in each school set up and ready to use.</li> <li>• The library launch event was successful.</li> <li>• Author visit to improve a love for reading was successful.</li> <li>• All children targeted to pass phonics screening achieved this.</li> <li>• All children reached targeted outcomes in EYFS, KS1 and KS2 assessments.</li> </ul>
For all disadvantaged children to make rapid progress towards closing the gap with peers through careful planning of knowledge progression	<ul style="list-style-type: none"> <li>• Experiment with retrieval practice in all subjects and training received</li> <li>• Evidence based interventions for maths in place (numicon)</li> <li>• Closing the attainment gap for some children in maths.</li> <li>• All children reached targeted outcomes in EYFS, KS1 and KS2 assessments.</li> </ul>
For EYFS children to close the gap with peers by the end of EYFS.	<ul style="list-style-type: none"> <li>• Staff are more confident in supporting children with SEMH needs.</li> <li>• CPD opportunities for ADHD, challenging behaviour and autism.</li> <li>• Children completed regular forest school sessions.</li> <li>• 1 pupil now in full time education from a part time timetable.</li> <li>• The gap was closed for some children in EYFS.</li> </ul>

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*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*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Letters and sounds

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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.*