

Pupil premium strategy statement – Turves Green 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	381
Proportion (%) of pupil premium eligible pupils	61% 233/381
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Debbie Holland
Pupil premium lead	Leanne Foster-Clee
Governor / Trustee lead	Hayley Wadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,090
Recovery premium funding allocation this academic year	£34,330
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£388,420

Part A: Pupil premium strategy plan

Statement of intent

Ofsted has stated, “At Turves Green Primary School, everyone is valued and included.” When deciding on how best to support all children in our school, it is important to consider the children, families and their backgrounds and the community we serve. This means identifying the challenges that can arise for our children.

We use research from the Education Endowment Foundation to identify areas for development to improve outcomes and opportunities for our disadvantaged children to achieve at least the age-related expectation in all areas of the curriculum. We want our disadvantaged children to make better than expected progress to close the gap between disadvantaged and non-disadvantaged children. We want our children to have the best start to their education so that they are ready to start secondary school.

We also consider the challenges faced by vulnerable children, such as those who have a social worker assigned to them, and those with SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for the pupil premium funding or not.

High quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will at the same time benefit the non-disadvantaged children in the school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged children’s 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 for children whose education has been worst affected, including non-disadvantaged children. 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 children excel.

Our key principles:

- We will adopt a whole school approach in which all staff take responsibility for disadvantaged children’s outcomes and raise expectations and aspirations.
- We will ensure high-quality teaching and learning is supported through robust research-based approaches in developing both staff and children.
- We will ensure disadvantaged children are challenged in the learning they are set.
- We will ensure wider experiences are available for all disadvantaged children.

- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and child or group of children the school legitimately identifies as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged review, assessments, observations and discussions with children indicate low language and communication skills with gaps in vocabulary knowledge.
2	Disadvantaged review, assessments, observations and discussions with children show a lack in metacognitive skills.
3	Disadvantaged review shows children lack wider experiences.
4	Our observations and discussions with children and families have identified social and emotional issues for many of the children.
5	Attendance data from the academic year 2021-2022 indicated that attendance among disadvantaged children has been lower than for non-disadvantaged children. More of our disadvantaged children have been 'persistently absent' compared to their peers during that period. Absenteeism negatively impacts pupil progress.

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 oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged children.	The phonics check will show very little disparity between disadvantaged and non-disadvantaged children.

Improved attainment at the end of year 6 in reading, writing and maths, particularly for disadvantaged children.	End of KS2 results show more disadvantaged children achieve age-related expectations in reading, writing and maths.
To achieve and sustain improved wellbeing for all children in our school, particularly among disadvantaged children.	Sustain high levels of wellbeing from 2024- 25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from child and parent surveys and teacher observations.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<ul style="list-style-type: none"> • The overall absence rate for all children being no more than the national average, and the attendance gap between disadvantaged children and non-disadvantaged children is reduced from the 2021 - 2022 figure. • The percentage of all children who are persistently absent being below the national average and the gap between disadvantaged children and their peers reducing.

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: £135,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Excellent teaching in all year groups</p> <p>Priority as all children achieve best through effective class teaching, link to school development plan.</p> <ul style="list-style-type: none"> • Use of CPL approach based on Walkthrus 	<p>There is strong evidence that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It also says that promoting effective professional development improves classroom practice and pupil outcomes.</p> <p>EEF statement on closing the disadvantage gap using</p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> • Use of Iris to support teacher self and coach evaluation • Leadership release time to support planning and paired teaching • Cover for supported observations • Coaching for all teachers • Improve subject knowledge • Planning clinics • Enrol all early career teacher into ECT programme led by the Arthur Terry Learning Partnership • Improve children’s metacognition to develop resilience and independence using Let’s Think in English 	<p>metacognition: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p>Use of oracy to improve language and vocabulary for all to raise attainment in all subjects Priority identified as many children arrive at school with lower-than-average communication and language skills, many children disadvantaged through language poor backgrounds.</p> <ul style="list-style-type: none"> • Focus in EYFS to on language development for all • Oracy taught throughout the school to improve children’s communication skill 	<p>There is strong evidence that suggests that oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on attainment.</p> <p>EEF statement on closing the disadvantage gap using Oral Language Interventions: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral Language Interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some</p>	1

	disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment in Key Stage 2 in all subjects for all pupils eligible for Pupil Premium Grant so that it is in line with national figures.</p> <p>Priority identified as historic data shows children in KS2 do not perform as well as disadvantaged children nationally (note: no KS2 (published) data available for 2020-22 due to COVID19 restrictions).</p> <ul style="list-style-type: none"> • Read Write Inc groups to be continued throughout lower key stage 2 • First Class Maths intervention to be delivered by TAs • Smaller teaching groups in Year 6 to enable increased focus of teaching. • Small group interventions • Use of pupil progress meetings to track progress of disadvantaged children 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one to one and in small groups.</p> <p>EEF statement on closing the disadvantage gap using One-to-One Tuition and Small Group Tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	1, 4, 5

<p>Use of assessment for learning and summative assessment data to ensure gaps are closing</p>		
<p>To reduce number of disadvantaged children assessed to be working at SEND Universal Provision Priority identified as percentage of disadvantaged children with identified SEND is higher than the percentage of disadvantaged children in school.</p> <ul style="list-style-type: none"> • Wellcomm assessments and interventions to take place in EYFS and Y1 as appropriate • Small group phonic intervention as needed 	<p>There is strong evidence that suggests that oral language and synthetic phonic interventions, including activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on attainment.</p> <p>EEF statement on closing the disadvantage gap using Phonics: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1, 4, 5</p>

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

Budgeted cost: £147,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral manager to support families with attendance and acute need Priority identified as overall school attendance has historically been below national average with a small number of families with multiple</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life</p> <p>EEF social and emotional learning pdf.</p> <p>The DfE guidance to reduce levels of absence and persistent absence</p>	<p>3, 4, 5</p>

<p>difficulties requiring intensive support.</p> <ul style="list-style-type: none"> • To continue work with families with poor attendance offering support as appropriate • To improve parental engagement with school initiatives • Use of pastoral team to support children with acute SEMH need including one to one and small group interventions by learning mentors 	<p>has been used to inform our support for families who struggle with school attendance.</p>	
<p>Increased opportunities to engage with wider learning experiences – visits, visitors – to raise aspirations and provide life experiences</p> <p>Priority identified as many children do not have the opportunity to engage with cultural experiences outside of the school environment.</p> <ul style="list-style-type: none"> • At least one subsidised trip or visitor planned for each year group. • Programme to include a range of activities to cover full curriculum and additional wider experiences. • Purchase ‘Now Press Play’ •Purchase OPAL to increase engaging activities to support self-regulation. 	<p>There is evidence to suggest that children learn best when there is a mix of experiential learning paired with theoretical learning. Disadvantaged children have less access to a variety of life experiences to build on.</p>	<p>2, 3, 4, 5</p>

Contingency fund for acute issues	Based on our experiences we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5
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Total budgeted cost: £388,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2021-2022, teacher assessments and standardised tests show that as disadvantaged children are progressing through the key stages, the disadvantage gap is closing, especially with regards to age-related expectations in reading, writing and maths. The gap has been closed considerably between Key Stage 1 and Key Stage 2. By the end of Key Stage 2, the disadvantage gap is closest in reading and the combined reading, writing and maths results.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment
TT Rockstars	TT Rockstars
Mathletics	3P Learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)