

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Turves Green Primary School |
| Number of pupils in school | 379 |
| Proportion (%) of pupil premium eligible pupils | 237/379 - 63% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 to 2024-2025 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Debbie Holland |
| Pupil premium lead | Heather Rowlands |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 318,765 |
| Recovery premium funding allocation this academic year | £ 27,115 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 345,880 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they or their families face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker assigned to them. 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. To ensure they are effective we will:

- Ensure disadvantaged children are challenged in the learning they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's 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 children indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged children. These are evident from EYFS through to KS2. |
| 2 | Assessments, observations and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers to support available and opportunities to read at home. This negatively impacts their development as readers. |
| 3 | Our observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. This has resulted in knowledge gaps leading to children falling further behind age related expectations. |

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| 4 | Our observations and discussions with children and families have identified social and emotional issues for many children and a lack of enrichment opportunities during school closure. These challenges have particularly affected disadvantaged children, including affecting their focus on their learning. |
| 5 | Our attendance data in the academic year 2018-19 indicated that attendance among disadvantaged children have 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. |
| 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 student voice, student and parent surveys and teacher observations |
| To achieve and sustain improved attendance for all children, particularly our disadvantaged children | Sustained high attendance from 2024-25 demonstrated by: <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 2018-19 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: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Excellent teaching in all year groups 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 Rosenshein principles • 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 • Enroll all early career teacher into ECT programme led by the Arthur Terry Learning Partnership • Improve children's metacognition to develop resilience and independence | <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>1, 2, 3, 4, 5</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</p> | <ul style="list-style-type: none"> • 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. • Oral language interventions EEF toolkit | <p>1</p> |

| | | |
|--|--|--|
| <p>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 skills | | |
|--|--|--|

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

Budgeted cost: £ 100,000

| 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 data available for 2019-20 or 2020-21 due to COVID-19 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 | <ul style="list-style-type: none"> • 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 • EEF One to one tuition and small group tuition EEF toolkit | <p>1, 2, 3, 4</p> |

| | | |
|--|---|------------|
| <ul style="list-style-type: none"> • Use of assessment for learning and summative assessment data to ensure gaps are closing | | |
| <p>To reduce number of disadvantaged children assessed to be working at SEND Universal Provision</p> <p>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> | 1, 2, 3, 4 |

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

Budgeted cost: £145,880

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Pastoral manager to support families with attendance and acute need</p> <p>Priority identified as overall school attendance has historically been below national average with a small number of families with multiple 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 | <ul style="list-style-type: none"> • There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life • EEF social and emotional learning pdf • The DfE guidance to reduce levels of absence and persistent absence have been used to inform our support for families who struggle with school attendance. | 4, 5 |

| | | |
|--|---|---------------|
| one to one and small group interventions by learning mentors | | |
| <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 experiences. • Purchase 'Now Press Play' | <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> | 4 |
| <p>Contingency fund for acute issues</p> | <p>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.</p> | 1, 2, 3, 4, 5 |

Total budgeted cost: £345,880

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 2020 to 2021 academic year.

Our plans to develop a CPL approach to support teachers in developing their expertise from their own starting points began last academic year. It was well received by staff when it was launched after the Christmas break, however the partial school closure, followed by some staff changes altered the way we had planned to move forward with this. We were able to make a start in the summer term but this academic year we intend to refocus the attention and develop the plans to ensure that all teachers receive the support and guidance they need to become excellent practitioners.

Our link with Voice 21 to develop our oracy teaching and learning last year supported us in developing some good foundations around how to support children with their speaking and listening skills. We have worked on different roles within a conversation or discussion, how to challenge or build on other's ideas. We have also worked on ensuring children speak in full sentences.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged children was lower than their non-disadvantaged peers in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to COVID-19 impact which disrupted all subject areas to a varying degree. As evidenced in schools across the country school closure was most detrimental to disadvantaged children. We continued to provide high quality curriculum and provision during the partial school closures and used a variety of online tools to support this. We were also able to provide a laptop computer or additional Wi-Fi/data to all children who reported having difficulty accessing online content and teaching.

Although overall attendance was significantly lower than preceding years, this can be attributed to absence due to the COVID-19 pandemic. Attendance has been difficult for our school community for some years now and is a major focus. We are tenacious with our monitoring and support for families who struggle with attendance.

Our observations indicated that social and emotional development as well as children's mental health were affected by the disruptions caused by the school closures and other changes to provision in the school due to the COVID-19 pandemic. We used pupil premium funding to provide targeted well being support for all children and interventions where required. We continue to support children who show signs of poor mental health or difficulties with socialising or making sense of their emotions. This remains a focus of our strategy.

In our previous strategy we planned for additional funding to be spent on trips and visitors for the children to experience first-hand some of the aspects of their curriculum. Trips to other locations and outside visitors were not possible due to Covid restrictions.

Externally provided programmes

| Programme | Provider |
|----------------------------|-----------|
| Voice 21 – Oracy programme | School 21 |

Further information

Additional activity

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

- Offering a wide range of extra curricula activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on team building, confidence, resilience and socialising.
- Coaching for teachers

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including teacher assessments, book scrutiny, conversations with children, their parents and teachers in order to identify the challenges faced by our disadvantaged children.

We looked at a number of reports, studies and research papers about effective use of the Pupil Premium funding, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also considered how the impact of the pandemic may have affected disadvantaged children.

We used the EEF's implementation guidance to help us develop our strategy, as well as the EEF toolkits.

We are planning an evaluation framework to support us with adapting our plan over the three years and will adjust it to secure better outcomes for the children.