



Pupil premium strategy statement: Turners Hill CofE Primary School

School overview

Metric	Data
School name	Turners Hill CofE Primary School
Pupils in school	146
Proportion of disadvantaged pupils	9.6%
PPG allocation this academic year	£15,840 (2 PP children joined post census)
Academic years covered	2021/2022 to 2023/2024
Publish date	23 rd November 2021
Review date	31 st October 2022
Statement authorised by	Ben Turney, Headteacher
Pupil premium lead	Alex Constable, Senior Teacher (Inclusion), Ben Turney (Headteacher)
Governor lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,840
Recovery premium funding allocation this academic year	£11,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2021/2022)	£27,590

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure PPG pupils receive tailored intervention to enable them to close the gaps with their peers
Priority 2	Ensure identified PPG pupils are ready for learning and are emotionally supported to learn with their peers
Projected spending	£15,840

Part A: Pupil premium strategy plan

Statement of intent

At Turners Hill CofE Primary School our intention is that all learners, irrespective of their background or the challenges they face, make 'good' progress and achieve to a high standard.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve in-line with non-disadvantaged pupils.

We will assess and evaluate each cohort separately, using this data to shape our strategy and approach.

Quality first teaching is at the heart of our approach as we see this as the way to support all children, including those identified as disadvantaged, in making sustained progress and in enjoying their education. High-quality teaching is at the heart of our approach.

The overarching aims of our Pupil Premium Strategy are:

- To use assessment evidence to support identifying gaps in learning/next steps
- To provide targeted support in order for children to make at least 'good' progress, addressing any gaps in learning, including those as a result of COVID
- To provide pastoral support for disadvantage pupils whose academic progress or well-being is impacted by external factors, including COVID
- To ensure a whole school attitude in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To ensure equity in provision by supporting extracurricular activities, uniform and visits

Our strategy dovetails with the whole school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment among disadvantaged pupils is currently significantly below that of non-disadvantaged pupils: Reading = -23% Writing = -19% Maths = -21%

2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations.</p> <p>For disadvantaged pupils, the gap has widened from -5% in 2019 to -36% in 2021 (RWM combined).</p> <p>For non-disadvantaged pupils, attainment has been less impacted by closures with RWM combined going from 75% in 2019 to 72% in 2021, a drop of 3%.</p>
3	<p>Our systems and observations have identified social and emotional issues for many pupils in receipt of Pupil Premium funding:</p> <p>57% of disadvantaged pupils currently require additional emotional and/or social support from the Inclusion Team, this is compared to 16.6% of non-disadvantaged pupils.</p>
4	<p>The % of disadvantaged pupils with Special Educational Needs and Disability is above that of non-disadvantaged pupils (28.6% compared to 11.3%)</p>

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 reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Reading outcomes in 2023/2024 show the gap between disadvantaged pupils and non-disadvantaged pupils is <10% (not including those children with high level SEND needs e.g. EHCP) Children in receipt of PPG, reach their individual targets
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Writing outcomes in 2023/2024 show the gap between disadvantaged pupils and non-disadvantaged pupils is <10% (not including those children with high level SEND needs e.g. EHCP) Children in receipt of PPG, reach their individual targets
Improved maths attainment for disadvantaged pupils.	<ul style="list-style-type: none"> Maths outcomes in 2023/2024 show the gap between disadvantaged pupils and non-disadvantaged pupils is <10% (not including those children with high level SEND needs e.g. EHCP) Children in receipt of PPG, reach their individual targets
To support the wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice and teacher observations

particularly our disadvantaged pupils	<ul style="list-style-type: none"> an increase in participation in enrichment activities of disadvantaged pupils
To ensure that children in receipt of Pupil Premium funding and who have additional needs, receive the appropriate level of support to allow them to achieve their individual targets	<ul style="list-style-type: none"> for children with SEND, termly evaluation for their provision shows that appropriate progress is being made pupil progress meetings show that all pupils, including those PP/SEND pupils, are making appropriate progress toward their individual (challenging) targets
Children who join the school at times other than the usual time of transfer, e.g. in year admissions, appropriate provision, depending on any identified needs	<ul style="list-style-type: none"> baseline data (reading, writing and maths) collected within 2 weeks or starting, allowing appropriate support/groups to be implemented if appropriate, new pupils to join interventions groups to address specific gaps in learning accurate assessment and tracking data allows pupils to be monitored

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: **£6,915**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Anticipated cost (£)
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 4	£1915
<p>An appropriate intervention strategy, deliver by the Classteacher, including small group interventions, supported through release time</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4	£5,000

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

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Anticipated cost (£)
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4	£1,500
An appropriate intervention strategy, deliver by support staff, including small group interventions, 1-2-1	The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Individualised instruction EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2	£7,000
Purchase of appropriate materials to facilitate effective intervention strategies, e.g. <ul style="list-style-type: none"> • Doodle Maths • Doodle English • GL assessments • Fiction Express • Read Write Inc. 1-2-1 • TTRockstars • Literacy Shed Plus 	The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk)	1, 2, 4	£2,600
Purchase of appropriate materials to facilitate effective intervention strategies for children with additional needs, i.e. Rapid	The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4	£600

	Individualised instruction EEF (educationendowmentfoundation.org.uk)		
	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)		

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

Budgeted cost: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Anticipated cost (£)
Provide ELSA training for 2 members of staff	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3	£1,500
Improve the quality of social and emotional learning through strategies such as ELSA and Learning Mentor support	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3	£2,000
Ensure equity of provision and experience e.g. subsidized trips, school uniform, extra-curricular club participation, access to technology	Uniform: School uniform EEF (educationendowmentfoundation.org.uk) Access to technology for intervention strategy: Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Potentially, depending on trips/extra-curricula opportunities: Arts participation EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4	£5,000

Total budgeted cost: £27,115

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.

Aim	Outcome
<p>Promptly address social and emotional needs, including behavioural issues.</p>	<p>5 x PP children regularly accessed Learning Mentor support during the 2020/2021 academic year. A minimum of 3 of these children will require ongoing support</p> <p>1 x PP child accessed high level therapeutic support, funded through PP money.</p>
<p>Access to the whole curriculum including extra-curricular activities and residential trips.</p>	<p>Not utilised for this purpose due to COVID restrictions. Funding diverted to Inclusion Support for vulnerable pupils PP funding used to support EYFS/.KS1 maths manipulatives. PP children in 2019/2020 meeting ARE = 50% from a starting point of 0% on track to meet ARE. All PP children made appropriate progress in maths</p>
<p>Ensure eligible children with additional needs meet their personal targets- currently we have 2 PP children with an EHCP, using RWM data may not accurately show the progress of these learners</p>	<p>While potentially impacted by lockdowns, children eligible for PP funding received additional support facilitating a significant majority making appropriate progress to meet individual targets during the 2020/2021 academic year: % on track to meet individual targets in READING 90% % on track to meet individual targets in WRITING 90% % on track to meet individual targets in MATHS 100%</p> <p>However, attainment is not high enough and additional 1-2-1/small group tutoring should be employed to support increased attainment in the 2021/2022</p>
<p>If appropriate, to ensure that PP children have targeted support in reading</p> <p>Home supports accelerated progress in reading for identified PP children</p>	<p>Resource purchased and staff training completed. However, the identified children (2) have both left the school during this academic year. Some work was started with the children and progress was seen. Therefore, we will use this resource to support appropriate children in the future.</p>
<p>Children are suitably attired for school</p>	<p>All children entitled to PP funding received this support.</p>