

Pupil premium strategy statement South Tawton Primary

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	211
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	November 2023 – November 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lisa Paton
Pupil premium lead	Emma Goodwin
Governor / Trustee lead	Emma Neath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,175.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£22,950

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our pupils to achieve and aspire at South Tawton Primary.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal regardless of their starting point.

We will consider the barriers faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, based on robust, ongoing assessment. To enable our approaches to be effective we will:

Ensure a relational approach in all interaction and work to support disadvantaged pupils and their families

ensure disadvantaged pupils are challenged appropriately

act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Mental health and wellbeing
3	Gaps in learning and progress from starting points
4	Access to wider opportunities and enrichment

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
<p>Raise standards of attendance for pupil premium pupils</p>	<p>Attendance data shows increase in the percentage of pupils reaching the Trust attendance target of 97%.</p> <p>A positive ethos and culture ensuring pupils are included and engaged.</p> <p>Successful attendance support plans that are timely and result in improvements in attendance.</p> <p>Reduction in lateness and improvements in punctuality.</p> <p>Nurturing approaches and a safe space where disadvantaged learners can thrive</p> <p>Addressing barriers to learning and participation, considering the needs of all young people</p> <p>Successful positive and relational relationships with children, staff and parents.</p> <p>Positive, open, and effective communication between home and school that has a positive impact on attendance.</p>
<p>Staff have tools to promote positive mental health and wellbeing in pupils</p>	<p>Mental Health Champion is appointed and trained</p> <p>Mental Health First Aider is appointed and trained</p> <p>Pupils are assessed for mental health and interventions and support made available as needed.</p> <p>Staff promote mentally healthy attitudes in all areas of school life</p> <p>Staff have CPD in adverse childhood experiences (ACES), neuroscience, attachment theory and child development</p> <p>All staff use a trauma Informed, relational approach with pupils.</p>

	Zones of Regulation introduced and utilised
<p>Close gaps in learning between disadvantaged and non-disadvantaged children.</p>	<p>Relational practice from all staff ensures children feel psychologically safe and ready to learn. They see themselves as learners able to be the best that they can be.</p> <p>Whole school focus on positive learning behaviours instils a culture of focus and attention.</p> <p>Read Write Inc enables pupils to catch up where phonics and early reading gaps are detected – this continues into KS2 (including Fresh Start) for those children who need it.</p> <p>The Academy Improvement Plan details specific strategies in all curriculum areas to scaffold learning in order to facilitate learning and promote rapid progress.</p>
<p>All pupils have access to a wide range of activities to build cultural capital</p>	<p>Clubs, visits and visitors organised to support extra-curricular learning opportunities</p> <p>Finance available to provide subsidies costs for PP children to attend clubs, activities and trips</p> <p>PP families are actively encouraged to enroll children in extra-curricular activities and residential</p> <p>All PP children are encouraged to have roles and responsibilities in school (school council, monitors, play leaders etc)</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in playground disputes

	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £20,655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed high quality first teaching involving impactful feedback for pupils and supportive, research-based pedagogy	The best available evidence indicates that great teaching is the most important lever schools have for improving outcomes for their pupils. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,3
Continue to develop relational approaches used by all staff.	Understanding a pupil's context will inform effective responses to behaviour. Every pupil should have a supportive relationship with a member of school staff. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1,2,3
Embed Read Write Inc through continued CPD	The Sutton Trust (2011) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	3

including peer observations, videoing sessions and on line training sessions	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
CPD for teachers and support staff with a focus on Math and English pedagogy to enable high quality teaching for all	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	3
Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Subject leaders to attend curriculum community meetings and disseminate to staff	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	3
All staff to lead a club or activity after school over the year.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
All staff attend training in	There is extensive evidence associating childhood social and emotional skills with improved outcomes	2

neuroscience, attachment theory and child development.	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)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fidelity to RWI programme – teaching and training	Phonics Toolkit Strand Education Endowment Foundation EEF	3
Phonetically decodable books matched to child ability	Books aligned with Phonics teaching in RWI	3
Speech and language intervention (Speechlink)	Implemented across KS1 to support language and communication – as per County guidance	3
1:1 reading with disadvantaged groups and lowest 20% at least weekly	The Sutton Trust (2011) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3

Pre teaching and Precision teaching	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	3
Lego therapy	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,2,3
Fun fit	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £1147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent Workshops</i>	Sharing school aims, subject specific knowledge, and consultations, enabling parents to be able to support school mission	1,2,3,4
Extra-curricular enrichment for pupils eligible for PP	EEF research suggests these provide life skills that are important in determining life chances	1,2,3,4
Funding for breakfast to be available at beginning of the day	EEF Evidence shows that children who have eaten before school are more likely to perform well in the morning	1,2,3
Attendance Embedding principles of good practice set out in DFE's 'Improving School Attendance'. Establish 'easy to access' information for parents about	Embedding principles of good practice set out in DFE's 'Improving School Attendance'. Establish 'easy to access' information for parents about children's absence and the potential impact on their education.	1,2,3

<p>children's absence and the potential impact on their education.</p> <p>Establish support as necessary to improve the attendance of disadvantaged pupils.</p>		
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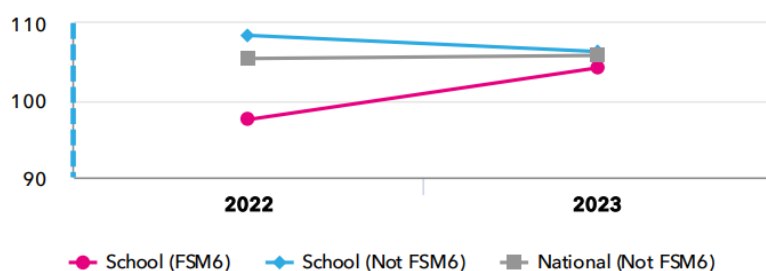
Total budgeted cost: £22,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

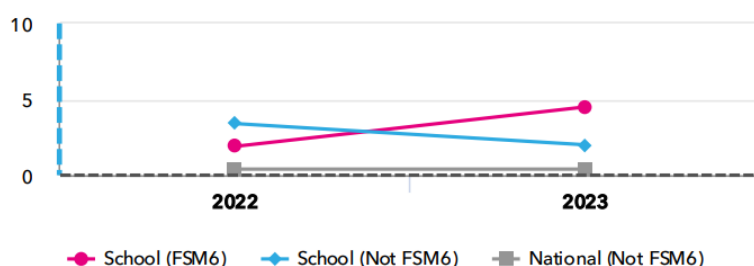
KS2 attainment for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

In EYFS and children achieving a good level of development, there were 2 disadvantaged children neither of whom achieved GLD compared to 81% of the non-disadvantaged cohort. The 2 disadvantaged pupils achieved 100% in language, 50% in literacy and 50% in maths.

In KS1 children 4 out of the 23 children were disadvantaged and 25% achieved the expected standard in reading, writing and maths compared to non-disadvantaged children of which 53% achieved the expected standard.

In the Phonics Screen check 2 out of the 24 children were disadvantaged and 50% achieved the expected standard compared to 86.4% non disadvantaged.

In KS2 6 out of the 31 pupils were disadvantaged and 50% achieved the expected standard in reading, writing and maths compared to non disadvantaged children of which 76 % achieved the expected standard.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present are not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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

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***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.