

South Tawton Primary School Pupil Premium strategy statement



Pupil Premium Plan 2021- 2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Tawton Primary School
Number of pupils in school	184 (210 with preschool)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	31/10/2022
Date on which it will be reviewed	30/09/2023
Statement authorised by	Sarah Marvin
Pupil premium lead	Sarah Marvin
Governor / Trustee lead	Mel Holyoak/Elizabeth Davidson

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
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	£20,775

Part A: Pupil premium strategy plan

Statement of intent

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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 of what they can achieve

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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 pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2.	Internal and external (where available) assessments indicate that maths' attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across the whole school, 72.2% of pupils are currently at or above ARE compared with 33.3% of disadvantaged pupils.
3.	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils. 35% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by Covid school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

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.

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Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall attendance rate for all pupils being more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</p> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>An overall rise in attainment</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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.

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Talk homework, Maths problem solving oral explanations</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by Covid 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, especially in maths.</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2,3,4</p>

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<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <table border="1"> <tbody> <tr> <td>Recommendation 1</td> <td>Teach SEL skills explicitly</td> </tr> <tr> <td>Recommendation 2</td> <td>Integrate and model skills through everyday teaching</td> </tr> <tr> <td>Recommendation 3</td> <td>Plan carefully for adopting a SEL programme</td> </tr> <tr> <td>Recommendation 4</td> <td>Use a 'SAFE' curriculum: Sequential, Active, Focused and Explicit</td> </tr> <tr> <td>Recommendation 5</td> <td>Reinforce SEL skills through whole-school ethos and activities</td> </tr> <tr> <td>Recommendation 6</td> <td>Plan, support, and monitor SEL implementation</td> </tr> </tbody> </table>	Recommendation 1	Teach SEL skills explicitly	Recommendation 2	Integrate and model skills through everyday teaching	Recommendation 3	Plan carefully for adopting a SEL programme	Recommendation 4	Use a 'SAFE' curriculum: Sequential, Active, Focused and Explicit	Recommendation 5	Reinforce SEL skills through whole-school ethos and activities	Recommendation 6	Plan, support, and monitor SEL implementation	<p>3,4</p>												
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Speech link purchased and used across school	1
Fast track tutoring for phonics through RWI programme	EEF suggest oral reading interventions have a good impact on pupil Reading ability	1
Pre teaching and Precision teaching in maths	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	2,
Lego therapy	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Fun fit	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4

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

Budgeted cost: £ 1275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Improve access to enrichment opportunities such as clubs. Musical instrument lessons and trips.</p>	<p>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)</p>	<p>3,4</p>
<p>Improve relationships and communication with parents of disadvantaged children. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3,4</p>

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<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 20775

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activities had on pupils in the 2021 to 2022 academic year.

Intended outcomes	Progress in 21/22
Improved oral language skills and vocabulary among disadvantaged pupils.	All pupils screened with Laurel Trust DMAT S&L therapist employed who has assessed and made recommendations for disadvantaged pupils with low oral skills or speech and language difficulties Pupils assessed with Speech link Additional oracy activities in EYFS and KS1 Oracy homework given across school
Improved maths attainment for disadvantaged pupils at the end of KS2.	Frequent maths focus in staff meetings Audit of existing maths concrete resources and purchase of additional resources to support maths learning Whole staff training on use of manipulatives in teaching maths Greater focus on explanations and problem solving in maths Maths interventions and 1-2-1 support Pre and post teaching in maths
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Development of DMAT attendance community of practice Close work with EWO Attendance playbook produced Attendance letters and meetings Annex R for school refuser successfully used to reintegrate back into full time education Work with Inclusion team and alternative providers

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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>SCARF PSHE lessons in all classes weekly SCARF certificates in assembly Grief first aid training for all staff Pastoral support worker carrying out individual and group interventions TAF meetings Mental health assemblies Buddy system for younger and older pupils</p>
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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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

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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.