

Pupil Premium Strategy Statement - Dec 2023

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	Trefonen C.E. Primary
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	7% (9 PP pupils and 3 PP+ pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 (1 Year Plan) Due to current small pupils numbers and significant year to year fluctuations in funding, in our small school our pupils needs are currently best met through annual review of funds available against the needs of our few specific pupils.
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Cathy Dunleavy Headteacher
Pupil premium lead	Cathy Dunleavy Headteacher
Governor / Trustee lead	Malcolm Kirk Chair of Goverbors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 850
Recovery premium funding allocation this academic year	£2000
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	£22, 850
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Part A: Pupil premium strategy plan

Statement of intent

Trefonen Primary School is a place where we aim to ensure that every child can succeed and thrive, whatever their socio-economic status or other particular challenges. The core purpose of our pupil premium funding is to ensure that pupils who are disadvantaged due to socio-economic reasons are supported in having the highest aspirations, can achieve and make progress, at least in line with their non-disadvantaged peers. This includes academic, social and emotional progress. We aim to achieve this vision through the targeted and strategic use of our pupil premium funding.

In order to achieve this we:

- *ensure that teaching and learning opportunities are designed to meet the needs of all of our pupils using the Mastery approach, leaving no child behind*
- *recognise when pupils particular circumstances or gaps in their experience leave pupils vulnerable to underachievement and need support that is additional to or different from their peers*
- *concentrate on the core areas of language and communication, literacy, numeracy and emotional resilience to break down the main barriers that cause difficulties for our pupils and would otherwise prevent them from accessing the full curriculum, achieving their potential and flourishing in all areas.*

In order to identify the best ways that we can help to break down barriers we:

- *focus, wherever possible on high quality teaching, rather than relying on interventions to compensate.*
- *use tracking data intelligently to analyse and identify where children are underachieving and why*
- *use the outcomes of our analysis to ensure that our funding is targeted well*
- *make good use of research evidence to help us to identify key whole school strategies as well as specific interventions or activities, and check that these are planned and taught well and are impacting positively on our most vulnerable pupils*
- *systematically provide pupils with clear feedback and advice for improving their work, being aware of the need for increased emotional and aspirational input with our most vulnerable pupils to help them to increase their self-belief and self-efficacy, in order to increase their next step development as well as their future aspirations*
- *make frequent use of achievement data to check the effectiveness of our strategies, interventions and techniques, and adjust them where required*
ensure that teachers and support staff are trained well and are aware of, and take responsibility for the progress of, the specific pupils identified through pupil premium
- *understand that our strategies for academic improvement need to be used alongside strategies to improve pupils emotional literacy, resilience, self-efficacy, engagement, attendance, behaviour and family links, where these are an issue.*

Our School's Specific Circumstances:

Benefit:

- As a small school, with fewer than the average number of children identified through pupil premium, we are able to drill down, identify and respond to the particular needs of specific pupils rather than generalised groups of pupils. This means that we are good at knowing our particular pupils, knowing what they need and responding to their particular needs. We are able to use the lessons learnt to support pupils across the school , including those who may be on the fringes, but don't quite hit the threshold for pupil premium.

Challenge:

- As a small school, we receive significantly less pupil funding than other schools nationally through pupil premium funding. This makes it much more difficult to fund and sustain long-term improvement strategies. As a consequence, in order to provide the best strategies to benefit children identified through pupil premium, we use our pupil premium funding alongside our other school funding to provide strategic responses that also benefit the needs of our wider school population.
- There are many more strategies which our school have implemented to support our disadvantaged pupils, beyond those identified within this statement. The purpose of this statement is to identify how the specific funding allocated by the DfE has been used.

Challenges

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

Challenge number	Detail of challenge
1	Gaps / delays in speech, language and verbal communication, including poor vocabulary.
2	Gaps / delays in phonic skills. This has impacted on pupils decoding skills. Poor decoding skills results in lack of fluency and automaticity. This, combined with deficits in vocabulary and experiential learning impacts on comprehension in reading. Reading is the gateway to future learning.
2	Gaps in mathematical knowledge, specifically relating to number sense and subitisation in the early years / KS1 and Number facts. KS 2 Place value & Times tables

3	Emotional and social regulation: Deficits in self-organisation, self-regulation, resilience and self-efficacy.
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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
1	<p>Gaps in speech and language (Receptive and Expressive) are closed as early as possible resulting in increased verbal literacy.</p> <p>Increased vocabulary enables pupils to access the wider curriculum</p>	<p>Pupils are able to process and make sense the language that they hear (Receptive)</p> <p>Pupils are able to use the own language successfully to express both their needs and their learning (Expressive)</p> <p>Pupils have an understanding of a wide vocabulary and this helps them to make sense of their learning across the curriculum and express their understanding of what they have learnt.</p>
2	<p>Improved fluency and automaticity in reading</p> <p>Younger pupils have many opportunities to practice and embed their developing phonic knowledge through 1:1 reading and consequently meet age related expectations in their reading</p> <p>Older pupils increase their fluency and automaticity in reading through supported reading of age appropriate books that match their phonic understanding.</p>	<p>Pupils develop fluency and automaticity in their reading as quickly as possible, through supported reading using stage / age appropriate books.</p> <p>This accelerates their reading competence and their desire to read more independently.</p> <p>Improved reading fluency and comprehension of reading material enables increased access to the other curriculum areas.</p> <p>KS2 reading outcomes in summative assessments evidence that disadvantaged and vulnerable pupils meet age related expectations and achieve in line with their peers.</p>
3	<p>Improved maths attainment for disadvantaged pupils by the end of KS2. Disadvantaged pupils see themselves as successful mathematicians, who through hard work and practice are getting better.</p> <p>Children report that they enjoy taking part in maths lessons and being challenged in maths.</p>	<p>Reduction in pupils experiencing ‘Maths Anxiety’.</p> <p>KS2 maths outcomes show that most disadvantaged pupils meet age related expectations and achieve in line with their peers, and those that don’t show significant progress against their baseline.</p>

4	<p>Disadvantage pupils are able to organise and manage their equipment, their time and themselves for optimal learning.</p> <p>Disadvantaged pupils have high aspirations for themselves as learners and understand that they will get even better through effort and practice.</p> <p>Disadvantaged learners are able to manage challenge positively, ask for help when they need it and cope with disappointments and setbacks. This is evident in good behaviour and high achievement in lessons.</p>	<p>Disadvantaged pupils engage positively in lessons, ask for help when they need it, respond positively to feedback and achieve well, making good progress against their own baselines.</p> <p>Improved social, emotional and academic resilience is evidenced in pupil feedback, parent and teacher observations.</p>
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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.

COST (Teaching, CPD, recruitment and retention)

Budgeted cost: £22,850

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Talkboost KS1 & KS2 Programmes	2 progs x 3 per wk Aut & Spr £2,160	EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Phonics intervention KS1	2.5 hrs p/wk Aut & Spr £2,700	EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Phonics intervention KS 2 (Nessy)	Exact cost TBC £1,500	EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Use of Teaching Assistants alongside teachers within the daily Maths Mastery lessons to enable achievement for all	£12,000 1 TA x 5 classes per week Aut, Spr & Sum	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term <ul style="list-style-type: none"> • Mastery approach • EY & KS1 NCTEM Prog Mastering Number • Additional small group pre-teaching / post teaching practice and/or catch up, including additional White Rose intervention for Yr 6 • 1:1 gap tasking in calculation strategies (Yr6) • This enables the teaching to focus exclusively on a small number of learners on specific gaps / 	3

		<p>misconceptions / practice to close gaps and embed learning.</p> <p>Average impact of 4+ months additional progress over the course of the year.</p>	
<p>Staff training.</p> <p>Provision of breakout room /safe space (Owls Nest)</p>	<p>£1500</p> <p>3 x training progs</p> <p>Physical Resources:</p> <p>£3000</p> <p>Staff cover TBC</p>	<p>EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Staff training:</p> <ul style="list-style-type: none"> • Trauma informed approaches (TIA) • Managing low level disruption (LLD) • Managing Flashpoints in the classroom 	4
Total Cost	22,860		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS 1</p> <p>Additional phonics sessions for KS1 pupils who have not met ARE (Yr2) or are at risk of not meeting ARE (Yr1)</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Digital Literacy Programme to improve reading, spelling and writing.</p>	<p>The EEF toolkit has found that using digital technology in the classroom is associated with four months additional pupil progress over a year. This means that studies have found, on average that pupils in classes where digital technology supplements other learning methods make four months more progress by the end of the year than pupils in comparable classes who start the year at the same level.</p>	2

(Nessy)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term The programmes provide personalised assignments and also allow parents and carers to review their progress on line.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Resilience Programme ('No Worries') used alongside Mental Health intensive Programme	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Literacy (SEL) can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	3

Total budgeted cost: £ 20,618

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 2022 to 2023 academic year.

Nessy Reading & Spelling and Writing Beach Intervention Programmes:

Thirty pupils in KS 2 participated in the online Nessy interventions. Pupils engaged easily with the programs. Adult intervention was minimal. Monitoring was easy. Progress was identified and celebrated readily.

Pupiltheir confidence in their own abilities improved. Elements of learning that required further attention were easily highlighted and could be practised in a positive, constructive way, without withdrawal from other areas of the curriculum.

The 'Nessy' intervention proved to be a great way to settle and focus pupils who had difficulties engaging in their learning. The chapters progressed at a good pace, in small bites, so their attention was maintained and encouraged more independent work. Furthermore, pupils did not miss out on other morning activities because they could complete a chapter in a relatively short space of time. The pupils were positive about the activities and actively sought permission to log in.

Mastering Number

Early evidence of positive impact. In KS1, the Mastering Number programme resulted in improvements in pupils' understanding of number, ability to subitise and their and number fluency. The programme was significantly disrupted by staff turnover requiring new staff to be trained. Inability to access materials linked to retired staff made it difficult to maintain continuity of the programme during staff changeover. Materials only available to trained and named staff. Huge issues with passwords and access to materials slowed progress against this otherwise very strong programme.

White Rose

The White Rose intervention was used well to support the recovery of learning through intervention for a small group of Yr 6 pupils with gaps in their mathematical knowledge, particularly in place value, calculation and fractions. This gave learners who processed more slowly positive opportunities to see their own success and share their mathematical understanding with other in a safe environment. This impacted positively on their self-efficacy and aspirations – they could see themselves as successful mathematicians!

Fine motor control/ letter formation / handwriting - small group support

Identified pupils received small group targeted tuition once per week for 5 - 6, focussing on fine motor control, letter formation, handwriting,

KS1 &KS2 pupils were screened and selected on the basis of improving letter formation. At the end of the programme every child involved had made progress, with most making significant improvements to the formation of letters, including sizing and positioning on a line. Pupils were successful in transferring these skills into their class writing across the curriculum, making their writing more fluid and readable.

Phonics

In KS 1 three phonic groups ran through the Aut & Sum Terms, focussing on decoding and encoding skills. Identified pupils made good progress and steadily moved through the intervention scheme. The impact was evidenced through the pupil's increased progression in reading book-bands as well as formal screening.

Black Sheep (Receptive & Expressive Language)

The Black Sheep Early Language Screen was used to identify pupils in Reception with Receptive & Expressive language delays. Outcomes were used to target pupils using the Early Talkboost programme. Identified pupils took part in a 10 week programme. All pupils showed significant progress against their baseline, especially in their understanding of narrative structure and concentration span. A few pupils were identified to participate in the second part of the programme. Outcomes evidence positive improvement in both language skills and engagement in learning activities

Self-regulation, Emotional Literacy and Mental Health Support

A three- tier approach to social and emotional literacy and positive mental health support was utilised, including:

Tier 1:

Universal strategies (Happy Centre Schools & Jigsaw PSHE). Feedback from pupils and staff was very positive.

Tier 2:

No Worries programme and focussed resilience workshops for pupils in year 6. Individual evaluations evidenced positive improvement for all pupil participants.

Tier 3:

Individual pupil and / or family support from the mental Health Practitioner

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
Nessy Reading & Spelling	Nessy on-line
Nessy Writing Beach	Nessy on-line
Black Sheep Language Screen	Black Sheep
Jigsaw PSHE	Jigsaw group

This report will be reviewed and updated Dec 2024

Cathy Dunleavy