# 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

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| Detail | Data |
| School name | Torkington Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 4.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 to  2025/2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Andy Buckler Headteacher |
| Pupil premium lead |  |
| Governor / Trustee lead | Helen Merriick |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £14,949 |
| Recovery premium funding allocation this academic year | £1,015 |
| 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 | £15,964 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * 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 learners in our school. * Our pupil premium cohort is very small and a bespoke and personalised approaches is used to ensure the right learners receive the right support at the right time. Targeted academic support is offered through classroom intervention, tutoring sessions and bespoke learning offers. Wider strategies support the well-being of the pupil premium learner in terms of social, emotional and behavioural needs. * Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. * Our strategy is also integral to wider school plans for education, social emotional and wellbeing recovery. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident in EYFS and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments and observations suggest some disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact their development as readers. |
| 3 | Approximately, half of our pupil premium children have a lower prior attainment, compared to non PPG. |
| 4 | Some pupil premium children can find the basic skills within reading writing and maths difficult to acquire. They can make progress at a slower rate compared to non PPG. |
| 5 | Three of our pupil premium learners also have additional needs including being supported by SEND |
| 6 | Ensuring access to the necessary resources eg.uniform, enrichments opportunities, wider opportunities outside of the school day. |
| 7 | Our knowledge of the children and discussions with them and their families have identified social and emotional issues for our pupil premium children. This has a wider impact on the children including their attainment. |

## 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 |
| Higher levels of attainment for our pupil premium children | At least expected progress measure achieved for all of our pupil premium children achieved.  Where appropriate our pupil premium children meet age related expectations or better.  Quality first teaching, bespoke interventions and school led booster sessions in unison to maximise the progress made. |
| Improved confidence when acquiring basic skills in relation to the core basic skills in reading, writing and maths | Pupil premium children to achieve the pass threshold in Year 1 phonics screening.  Pupil premium children successfully apply their phonic skills for reading to their writing (spelling).  Pupil premium children acquire the appropriate maths year group age related expectations |
| Pupil premium children are supported with any additional needs, including SEND, social and emotional needs and well-being. | Maximised academic progress for children with additional needs supported by relevant agencies and school based SEMH interventions, for example, Turn the Page Counselling and Inclusion (Diana Sullivan) |
| Pupil premium children are supported to access wider curriculum opportunities. | Pupil premium children attend residential, school trips and extra-curricular activities where a cost is involved and early release dates for after school clubs. Children and families are supported to provide the relevant equipment for activities. |

## 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.

**Budgeted cost: £10850**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deploy funds to the teacher and TA budget to enable support for pupil premium children above and beyond the normal staffing levels. | As per the guidance and evidence from the EEF we promote and encourage effective use of teaching assistant time whereby in class support and intervention complement each other and work in tandem.  Additional adults within the classroom enables teachers to be able to support more learners in the moment and to create more effective groupings to target learners. | 1, 2, 3, 4 |
| A high-quality programme of phonics teaching for all children who need this as part of their curriculum. | We teach phonics using a systematic, synthetic approach which is based on a scheme which has been approved by the DfE.  Our reviewed and evaluated book scheme allows our children to be able to access decodable books both within phonics teaching and as part of home learning. | 1,2 |

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

**Budgeted cost: £8000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to one or small group intervention to support closing the gap  Intervention outside of quality first teaching | Speech and Language interventions (Esther Willets) have a positive impact on pupils’ language skills. Our interventions e.g. Tales Tool Kit is an approach that focuses on speaking, listening and a combination of the two shows a positive impact on attainment. Other interventions include, WELLCOMM and Speech Link in EYFS and ELKLAN in EYFS and KS1. Word Shark is also implemented for KS1 and KS2 and Precision Teaching for KS2. | 1, 2, 4 |
| Interventions specifically targeted at pupil premium children | Our systematic Phonics approach has provided evidence indicating a positive impact on pupils, particularly from disadvantaged backgrounds. These targeted and streamed phonics interventions are evaluated and reviewed each half term. Highlighted PP Pupils and those at risk of not making expected progress. Also, see interventions above. | 1, 2, 4 |
| CPD to deliver named interventions | CPD is provided to ensure the consistent and effective delivery of inventions for all pupils, including those with PP.  e.g. Tales Tool Kit, EKLAN, Word Shark and Speech Links. | 1,2,3,4,5 |

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

**Budgeted cost: £8500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access to high quality SEMH provision for all children – pupil premium learners are prioritised within this. | The school has a proven track record of a mindfulness approach with Wellbeing Trained staff in both Ks1 & KS2 to support nurture groups or 1:1 sessions on site as needed.  EYFS/KS1 offer a Forest School based outdoor learning programme which is proven to have a positive impact in on wellbeing and the development of the Growth Mindset ethos.  The recently introduced a Counsellor who provides weekly sessions for targeted groups of children and provides self-referral drop in sessions to support the well-being of children (Joanna Page – Turn the Page Counselling) | 7 |
| Financial support for residentials / school trips and wider opportunities. | Wider opportunities allow for an inclusive learning environment for all where access to opportunity doesn’t become a factor.  Outdoor learning is proven to have a positive impact on a child’s well-being and consequently their engagement with learning in school. | 6 |

**Total budgeted cost: £27,350**

# 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 2021 to 2022 academic year.

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| Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils is broadly in line with previous years. Please see below:  **Reception** – 2 out of 2 PP pupils WTS expectations in all areas  **Phonics –** 1 PP pupil re-took Phonic Screening but did not reach threshold. The child has a fully funded EHCP.  **Key Stage One:** 1 (including GDS in Writing) out of the 2 PP children is WTS and 1 is PKS (EHCP & 1:1 TA)  **Key Stage Two SATs:** 3 x PP  GPS – all 3 children MET/ 1 out of 3 GDS (scale score 101,101,110)  Reading – all 3 children MET / 1 out of 3 GDS (scale score 103,102,116)  Maths - all 3 children MET/ 1 out of 3 GDS (scale score 103,110,102)  **Key Stage 2 MTC:** 4 x PP 9/25, 23/25, 22/25, 25/25 – no pass mark given  Our assessments have shown that there has been limited negative academic impact since COVID 19. However, we have established that there has been a significant impact on their Social and Emotional Development. We have provided and will continue to provide ongoing intervention and continue to seek professional support and advice to ensure that this impact id addressed and does not impact their academic success.  SEND Attendance and Exclusion data – Please see attached. Any anomalies can be accounted for and there is historic back story. |

## Externally provided programmes

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| Programme | Provider |
| Counselling offers your child an opportunity to discover more about themselves and their inner strengths. It can help them to make sense of what is happening to them and understand their own feelings better. It can help them to try to move on from their issues, build confidence and self-esteem, which over time increases mental well-being and resilience. | Turn the Page Counselling |
| Inclusion Service | Diane Sullivan |
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## Service pupil premium funding (optional)

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| Measure | Details |
| Intervention and support groups as required | Access to all interventions and provision e.g. Turn the Page Counselling, as required |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. |