



# TATWORTH PRIMARY SCHOOL

## 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

Detail	Data
School name	Tatworth Primary
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22
Date this statement was published	7 <sup>th</sup> December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Tracey Hart Headteacher
Pupil premium lead	Tracey Hart Headteacher
Governor / Trustee lead	Heather Byron Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,745

# Part A: Pupil premium strategy plan

## Statement of intent

We instil in every child a love of learning, teaching them that learning is worthwhile. From early years to year 6, our goal is to inspire them to aim high and engage in a challenging, broad and progressive curriculum and experiences in their school life at Tatworth. With everyone working to support all our learners to achieve their best, we offer a stimulating and supportive environment.

We strive for continuous improvement for our children, through high impact teaching and learning: specialist teaching, a focus on physical and mental wellbeing and on outdoor education through forest school, extra sports activities, exposure to the arts plus a revised curriculum which enables children to build on the complexities of knowledge they have already learnt.

We nurture children's natural curiosity and thirst for learning by developing skills of discussion, debating, questioning and cooperation: working with each other encourages pupils' independence, responsibility, and self-initiated learning.

We celebrate achievement and raise standards through a whole-school approach to learning behaviours. We expose, value, nurture and enrich children's talents in academic and non-academic areas. We embrace diversity within our own community and beyond and are firmly committed to the principles of equality for all children, enabling those with difficulties or disabilities by removing barriers to achievement. We very much want to leave learners coveting further learning, in a world where learning is limitless.

High quality teaching is essential to support our intent. This is coupled with an evidence-based intervention plan which targets all learners to attain and close the attainment gap. The intervention strategy is implicit and planned with each learning in mind and all support is trained and time is given to allow for planning and assessment for learning.

Our PP strategy plan is part of the wider school offer for education recovery. We have engaged with the National Tutoring Programme for mathematics to support those children most affected with a focus initially on PP and vulnerable children. We have further engaged our recovery premium to support tutoring for English and have employed our own speech and language advisor and OT to enable us to more readily react and support any child with needs.

Furthermore, our overarching aim is to:

- 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

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment rates made by some children including pupil premium and disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Increasing attainment gap across Reading, Writing and Maths while ensuring that the broad curriculum is also fully inclusive for all children. Classes most affected by a wide attainment gap are year 2 and year 5.
3	Increasing support requested for social & emotional needs, including mental health and wellbeing.
4	Children have limited experiences beyond their home life and immediate community.
5	Evidence of less developed speech and language skills at school entry. Support for disadvantaged children to develop and catch up speech and language.

## 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
TAs training and is relevant and intervention plan is based on relevant data. TAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.	TA employed to support all children as well as disadvantaged children, training in place for TAs on various intervention programmes when needed.
Specialist recruitment/retention of OT and Speech and Language advisor. EEF recommended S&L programmes to identify needs as early as possible.	Professional advice is acted upon and children have tailored provision and intervention to support progress.
Children's achievement in wider curriculum subjects is in line with non pupil premium pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year, wide range of extra-curricular clubs. Pupil voice shows a greater understanding of the world around them.
Increased wellbeing and emotional support for all pupils, including those eligible for pupil premium.	Support groups continued for PP children with trained TAs when required. Focus on mindfulness through PHSE as the driver, across school and raised awareness of everyone's mental health.

## 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: £28,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (£2858 pa)	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: <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a> Summative and diagnostic assessment to inform and identify areas that need revisiting or incorporating into 1:1 or small group intervention.	1, 2
Coaching for Teachers (£9756 pa)	Subject based professional learning	1, 2
Specialist advisor from RWI to attend school 3 times a year to support English and phonics across the school. (£2800 + £517 resources)	On entry to Reception, most children have low Language. Synthetic phonics approach EEF Toolkit +5 months. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 5
KS1 lead appointment (£1730)	Support for teachers through mentoring and modelling of teaching- quality first teaching for all pupils to support and develop metacognition strategies. EEF Toolkit +7 months	1, 2, 3, 4, 5
CPD time for phonics lead teacher to mentor and train RWI TAs. (£1462)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Cornerstone English Hub and the NCETM Maths focus.	1, 2
Retain a speech and Language advisory teacher for one day per month. (£3300 pa)	Over the academic year all children needing speech and language assessment are diagnosed and individual plans written and followed. EEF Toolkit +6 months <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 5

Appoint an OT specialist for one day per month. (£5390 pa)	Over the academic year all children needing OT assessment are diagnosed and individual plans written and followed.	3, 4, 5
CPD specific training by STEM, SPAEDA and NCETM to HQT. (£1085)	Support for teachers through mentoring and modelling of teaching- quality first teaching for all pupils to support and develop metacognition strategies. EEF Toolkit +7 months <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1

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

Budgeted cost: £22,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessments 1:1 to all children in EYFS and year 1. Small group and 1:1 intervention for specified children daily. (TA cost and training and resources £14,396)	RENFREW assessment and NELI intervention to support all learners in EYFS and year 1. EEF trial and DfE recommended resource. Impacted by Covid-19, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 5 below 50 <sup>th</sup> percentile last year, compared to 10 (approx. 37%) this year, with 2 flagged for intervention – 7.5 % (none last year) Evidence (EEF): Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	1, 2, 3, 4, 5
Teacher tutor costs to deliver English intervention. (M6 £5815 for 8 months and resources)	Small group tuition- EEF Toolkit +4 months. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 5
NTP tutor costs for 30 children each term to access small group maths intervention. (NTP costs plus M6 planning time £2682)	Small group tuition- EEF Toolkit +4 months. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £7,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on wellbeing and SEMH to support all children to access learning. Thrive and ELSA support to continue. (ELSA TA costs £4794; Life Education Bus £475)	Social and emotional approaches have a positive impact, on average of 4 months' additional progress, over the course of an academic year. <a href="#">EEF Social and Emotional Learning.pdf</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3, 4
Purchase some places of Rocksteady music tuition for PP children (£250). Arts Mark accreditation/TT Rockstars/Nelson handwriting (£1278)	Involvement in music, and success, will increase learner self-esteem and therefore have a positive impact on learning. <a href="#">Behaviour interventions   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3, 4
Extra ELSA staff to be trained. (training costs £1157)	Social and emotional approaches have a positive impact, on average of 4 months' additional progress, over the course of an academic year Subject based professional learning.	1, 3, 4

**Total budgeted cost: £59,745**

## 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.

<p>Our internal assessments during 2020/21 suggested that the performance of all pupils, including disadvantaged pupils was affected primarily by the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils.</p> <p>The impact was mitigated by our resolution to maintain high-quality provision and an effective remote learning offer for our children. We also evaluated our curriculum during 2019/20 which led to training and the creation of a progressive curriculum during 2020/21. This curriculum is being followed from September 2021.</p> <p>Our attendance in 2020/21 was 97%, which is a continuing trend for the school, of improved attendance since 2017; this was higher than the national average. Attendance among disadvantaged pupils was 96% for the same period.</p> <p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. In Autumn 2020 we achieved the AcCeed Wellbeing Award for our commitment to children’s wellbeing. During 2021/21 we trained a Thrive practitioner to work in school and have continued our commitment to wellbeing of all children.</p>
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### Externally provided programmes

Programme	Provider
Effects of Covid-19 on English, Maths and Wellbeing in Year 1 and Year 2	DfE (via EEF) 2020/21 and 2021/22
Nuffield Early Language Intervention	EEF

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service PP allocation last academic year?	We identified eligibility for ELSA support through BVPT and ensured our service children had access to support if needed.
Impact of that spending on service PP eligible pupils?	Assessments demonstrated progress in subject areas where intervention was provided.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost physical and mental wellbeing and aspirations. Disadvantaged pupils will be encouraged and supported to participate and the cost will be lowered.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years by commissioning a pupil premium review (April 2021) to get an external perspective through Cornerstone.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy.