

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 199 |
| Proportion (%) of pupil premium eligible pupils | 20.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 23/24 |
| Date this statement was published | 16 th January 2024 |
| Date on which it will be reviewed | December 2024 |
| 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 | £61,110 |
| Recovery premium funding allocation this academic year | £6,525 |
| 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 | £67,635 |

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 to offer the best education for our children, having high expectations of all children, including children with SEND. We identify and remove barriers to learning at the earliest possible stage, to enable all children to make the best possible progress and fully embrace our broad curriculum and all the opportunities we offer. We ensure there is a clear focus on our curriculum intent, implementation, impact, and integrity. We are a knowledge engaged school with a strong schema that chooses repetition to allow for retention of knowledge, acknowledging that learning is a change to long term memory. We ensure that our EYFS curriculum is the foundation to Curriculum '21 and proactively, bringing all aspects of our English curriculum into subjects and lessons including oracy, writing, reading, handwriting, and spelling. We want to build fluency and move our children's learning to deep understanding and mastery.

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 ensure that all children flourish and are prepared for future life. We want our children to be well-informed and exposed to opportunities which will encourage them to have highreaching aspirations; we want to be a positive influence to help them nurture their dreams.

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 first 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 opportunity in mind and all staff who deliver the support are trained and time is given to allow for planning and responsive teaching.

Our PP strategy plan is part of the wider school offer for education recovery. We have engaged with the National Tutoring Programme particularly for mathematics, reading,

spelling, speech & language and phonics 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. |
| 3 | Spelling and reading across KS2 and phonics in year 2 will affect children's ability to be ready for their next key stage. |
| 4 | Increasing support requested for social & emotional needs, including family support, mental health and wellbeing. |
| 5 | Funding constraints – a incompatible notional budget compared to the disproportionate number of EHCP/HN children across the school. |
| 6 | Children have limited experiences beyond their home life and immediate community. |
| 7 | 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 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. |
| Engaging an evidence-driven reading intervention to support children to increase their reading fluency and reading age. | Specified children engage with the intervention and reading age and fluency is increased and at least in line with ARE. |
| Children's achievement in wider curriculum subjects is in line with non, pupil premium pupils and cultural capital/powerful knowledge 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. Engaging wider family members with the life in school. Developing a culture of high aspirations for all children. |
| 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: £45,125

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------|--|-------------------------------|
| Purchase of standardised | Standardised tests can provide reliable insights into the specific strengths and | 1, 2, 3, 7 |

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| <p>diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (£2,455pa)</p> | <p>weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ Summative and diagnostic assessment to inform and identify areas that need revisiting or incorporating into 1:1 or small group intervention.</p> | |
| <p>Coaching and professional training for Teachers Use of Best Practice to develop teachers to achieve NPQ (National Professional Qualifications) (£2,490)</p> | <p>Specific NPQ qualifications and subject based professional learning + 2 months EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1, 2 |
| <p>Coaching and mentoring costs (£8,860)</p> | <p>ECT teachers to have time with mentor each week to discuss class and whole school curriculum and children support. SENDCO to support teachers 2 hours a week to discuss teaching and learning for children on the SEND or teacher concern register. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | 1,2 |
| <p>Specialist advisor from RWI to attend school 3 times a year to support English and phonics across the school. (£1,620+ £1,200 subscriptions/resources) 5 staff members to attend 2 day Phonics training (£1,700)</p> | <p>On entry to Reception, most children have low Language. Synthetic phonics approach EEF Toolkit +5 months. Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3, 5,6,7 |
| <p>SLT lead appointment (£6,870)</p> | <p>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</p> | 1, 2, 3, 4, 5,6,7 |
| <p>Meeting time for SENDCO to train TAs</p> | <p>To enable TAs to have the necessary training and knowledge to best support</p> | 1, 2, 3, 5 |

| | | |
|--|---|---------------------|
| 2 x 1hr per week for three terms. (£5,475) | children who need to make accelerated progress | |
| CPD time for phonics lead teacher to mentor and train RWI TAs. (£4,825) | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. | 1, 2, 3 |
| Retain a speech and Language advisory teacher for one day per half term. (£1,500 pa) | Over the academic year children needing speech and language assessment are diagnosed and individual plans written and followed. EEF Toolkit +6 months Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3, 5, 7 |
| Appoint an OT specialist for one day per half term. (£3,000 pa) | Over the academic year all children needing OT assessment are diagnosed and individual plans written and followed. | 4, 5, 6 |
| CPD delivered by Chris Quigley (£2,300) | Assessment for learning training to support HQFT and development of responsive teaching/staff to write an Assessment Policy Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Early Years Toolkit EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 5 |
| CPD delivered by Impakt Education (£895) | Teaching and learning scrutiny – school improvement Early Years Toolkit EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5, 6, 7 |
| CPD specific maths training. (£1935) | Support for teachers to develop them as professionals - high quality first teaching for all pupils to support and develop metacognition strategies. EEF Toolkit +7 months Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) | 1, 2 |

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

Budgeted cost: £9,788

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>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 £2,500)</p> | <p>RENFREW assessment and NELI intervention to support learners in EYFS and year 1. EEF trial and DfE recommended resource.</p> <p>Continued evidence of lower level of language at school entry.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store/guide-to-effective-professional-development-in-the-early-years</p> <p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4, 5, 6, 7</p> |
| <p>NTP tutor costs for children each term to access small group maths and English intervention. (50% NTP costs £3,038)</p> | <p>Small group tuition- EEF Toolkit +4 months. One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p> | <p>1, 2, 3, 5</p> |
| <p>Reading Plus intervention package. (£4,250)</p> | <p>Training for teachers/package to support children with reading fluency</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1, 2, 3, 7</p> |

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

Budgeted cost: £12,722

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Focus on wellbeing and SEMH to support all children to access learning. Thrive and ELSA support to continue. (ELSA delivery: £2,120; ELSA supervision: £180; SCARF £375)</p> | <p>Social and emotional approaches have a positive impact, on average of 4 months' additional progress, over the course of an academic year. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>4, 5, 6, 7</p> |
| <p>Swimming lesson contributions for year 4-6 (£154) Extended services sessions and clubs for all PP children (£2,460) Uniform contribution for all PP children (£533) One half price class trip (£205)</p> | <p>Social support and contributions to support individuals' life skills experience and development Parental Engagement - Evidence from Research and Practice.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | <p>4, 5, 6</p> |
| <p>Purchase some places of Rocksteady music tuition for PP children (£200) Subscriptions to Academic Associations (£1,200)</p> | <p>Involvement in music, and success, will increase learner self-esteem and therefore have a positive impact on learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Access to specialist materials and resources which in turn will inspire and raise attainment and progress.</p> | <p>4, 5, 6</p> |

| | | |
|--|--|-------------|
| <p>Forest school/activity afternoons (£2,185)</p> <p>Safer Playtime additional lunchtime support (£1,750)</p> <p>Theatre production (£800)</p> <p>Achievement prizes – Foundation pens (£360) Book prizes (£200)</p> | <p>Supporting emotional literacy and readiness to learn</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk)</p> | <p>4, 7</p> |
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Total budgeted cost: £67,635

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.

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| <p>Our internal assessments during 2022/23 suggested that the performance of all pupils, including disadvantaged pupils had still be impacted by the change in resilience following the Covid pandemic.</p> <p>The impact was mitigated by our resolution to maintain high-quality provision and engage our whole school community from the introduction of our new curriculum - a progressive curriculum – to building parent/carer voice into decision making opportunities. Training for teachers and teaching assistants was essential to support knowledge acquisition and the development of how children learn.</p> <p>As evidenced in schools across the country, school attendance was also affected and our overall attendance data was lower than in previous years. Our attendance in 2022/23 was 95%, and was impacted by Covid-19 and other contagious illnesses. Attendance data was shared with parents and carers and will continue to be highlighted in 2023/24.</p> <p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. During 2022/23 we continued to offer ELSA and Thrive and will continue to offer ELSA in 23/24 along with a wider community wellbeing charter.</p> |
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Externally provided programmes

| Programme | Provider |
|--------------------------------------|----------|
| 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 our previous strategy and reviews comments made during our Ofsted inspection in March 2022.

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.