

Two Rivers Primary - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our pupil premium 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	Two Rivers C of E Primary School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2025
Date this statement was published	5/11/2022
Date on which it will be reviewed	5/11/2023
Statement authorised by	Mrs C Graham
Pupil premium lead	Mrs E Easdown
Governor / Trustee lead	Mrs C Formby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,285
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	£19,285

Part A: Pupil premium strategy plan

Statement of intent

At Two Rivers our aim is that pupil premium children achieve the same social, emotional and academic success as those children who are not pupil premium. We want all children at our school to be successful contributors to the wider world and have the skills and knowledge to do this. We recognise that children’s language skills and communication – both written and verbal, contribute enormously to this goal and this goes hand in hand with excellent and consistent school attendance in order to get the best out of learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium 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-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium pupils’ attainment will be sustained and improved alongside progress for their pupil premium peers.

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 pupil premium 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 pupil premium pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge	Detail of challenge
1. Attendance (Behaviour and attitudes to learning)	Our attendance data over the last academic year indicates that attendance among pupil premium pupils is up to 13.82% lower than for non-pupil premium pupils. During this period, 57.14% of our persistently absent/late children were pupil premium pupils. Our assessments and observations indicate that absenteeism is negatively impacting pupil premium pupils’ progress.
2. Gaps in Learning	Gaps in learning - can result in pupils not meeting age related expectations in reading, writing and mathematics Internal assessments indicate that mathematics, reading

	and writing attainment among pupil premium pupils is significantly below that of non-pupil premium pupils. On entry to Reception class in the last 3 years, up to 100% of our pupil premium pupils arrive below age-related expectations compared to 0-17% of other pupils.
3.Emotional regulation	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to previous trauma, and a lack of enrichment opportunities. These challenges particularly affect pupil premium pupils, including their attainment. Teacher referrals for support remain relatively high. 17 pupils (6 of whom are pupil premium) currently require additional support with social and emotional needs, with 11 (6 of whom are pupil premium) receiving small group interventions.
4.Language skills	Language enrichment and development –Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupil premium pupils. 25% of children currently under referral for speech and language are pupil premium children.

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. For all pupil premium pupils in school to make or exceed nationally expected progress rates.	All pupil premium pupils make good or better progress from their starting points in reading, writing and mathematics.
2. To narrow the attainment gap between pupil premium and non- pupil premium pupils.	Pupil premium pupils obtain the expected attainment outcomes against their peers nationally, based on end of EYFS outcomes.
3. To bring attendance of pupil premium pupils at least in line with those nationally	Attendance of pupil premium children in line with non-pupil premium children and higher than national average.
4. To achieve and sustain improved social and emotional wellbeing of pupils to ensure they are ready to learn	<p>To deliver a programme to identify vulnerable pupils who require social and emotional intervention (Thrive)</p> <p>Improve levels of social and emotional wellbeing for pupils demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • thrive assessment data • significant increase in participation in enrichment activities, particularly among pupil premium pupils

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 includes purchase of resources and leadership release time.

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to receive Read, Write Inc training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium pupils: Phonics EEF (educationendowmentfoundation.org.uk)	2 and 4
CPD for staff to deliver Thrive approach	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)	3
Increased capacity of adults in class to provide a more favorable staff to pupil ratio, resulting in positive progress	Small group tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF. Small group tuition EEF (educationendowmentfoundation.org.uk)	2 and 4

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

Budgeted cost: £11,389.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language intervention(Oral language) £304	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives</p> <p>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 NELI-Nuffield Early Language Intervention https://www.teachneli.org/what-is-neli/</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4
Greater Depth mathematics intervention TA and teacher time, 20 minutes four times a week x2 totaling £4,516	<p>In Key Stage One, 50% of our pupil premium children are greater depth in mathematics. In order to ensure that children maintain this standard and achieve greater depth by the end of KS1, we will be providing 12 weeks of daily intervention.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	2
Adult support for attachment and transition £4,830	<p>In EYFS, 66% of our pupil premium children have been prevented from accessing the curriculum due to attachment. The use of an additional adult allows the children to access the curriculum in alternative ways, both in and outside the classroom.</p>	2 and 3

<p>1:1 or 1:2 RWI tutoring, so they maintain progress with their peers £1739.50</p>	<p>Across EYFS and KS1, we have 5 pupil premium children who require RWI 1:1 or 1:2 tutoring to maintain the same progress as their peers. This will allow them to achieve the Reading and Writing expectations for their year group.</p> <p>Evidence can be found here. Greater impact was shown for pupil premium children than their non-pupil premium peers.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-and-Fresh-Start-Final.pdf?v=1671186918</p>	<p>2 and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,895.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance:</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>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1</p>
<p>Thrive 2 hours of TA time daily totaling a cost of £5480</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (Social, emotional and learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment</p>	<p>3</p>

	<p>https://www.thriveapproach.com/about-thrive/about-us</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Thrive continuous CPD (£150.00)</p> <p>Thrive online subscription school software (£265.50)</p>	<p>Embedded in primary school settings, Thrive supports the social and emotional development of all children, helps to manage distressed behaviour and reduces exclusions. Thrive was successfully rolled out in the academic year 2022-23.</p>	3
<p>Daily extra-curricular activities at lunch time</p>	<p>Students have the opportunity to attend a variety of extracurricular clubs ran by teachers at lunch time. Opportunity to access a wide variety of activities that are in addition to the national curriculum has a positive impact on character building and self-esteem. Raising aspirations of children from low socioeconomic backgrounds.</p>	3
<p>Nurture Group play therapy</p>	<p>Evidence suggests that pupil premium children struggle with processing emotions. Through accessing the nurture group, our pupil premium children are given an outlet to play and express their emotions.</p>	3

Total budgeted cost: £19,285.00

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.

- Target 1 and 2- For all pupil premium pupils in school to make or exceed nationally expected progress rates and to narrow the gap between disadvantaged and non disadvantaged pupils.
Our EYFS data in 2021 showed that 50% of pupil premium children did not meet the early learning goals in comparison to 7.5% of non-pupil premium children (gap of 42.5%). Through the enhancement of intervention and CPD for staff, pupil premium children received tailored support in order to close the gap in academic achievement. One year of progress data for the same cohort of children showed that 100% of the pupil premium children made good or better progress across reading, writing and mathematics. As a result, there was no attainment gap in Maths with 100% of both pupil premium and non-pupil premium children achieving expected with 50% of pupil premium children compared to 46% of non-pupil premium exceeding in Maths. In Reading, the gap was closed to 17% with 75% of pupil premium achieving at least expected compared to 92% of non-pp. In Writing, the gap was 50% with 100% of non-pupil premium achieving at least expected and 50% of non-pupil premium achieving at least expected. However, the percentage of pupil premium (25%) exceeding in writing was in line non-pupil premium (23%).
- Target 3-To bring attendance of pupil premium pupils at least in line with those nationally. Through the use of morning intervention, we were able to reduce the rate of persistently late pupil premium children in KS1 by 72% throughout the summer term. This led to a reduction in learning time lost.
- Target 4-To promote the social and emotional wellbeing of pupils to ensure they are ready to learn. The introduction of Thrive has shown an increase in SMSC and academic attainment. All of our KS1 pupils (25% pupil premium) received a thrive assessment followed by teacher led support. Thrive data shows an increase in SMSC (power and identity) progress from 79%-94%.
- We have analysed performance data for speech and language intervention carried out using the NELI intervention scheme. Teachers supporting children who required language intervention through the NELI scheme showed significant progress by the end of the academic year. 100% of pupils taking part in the NELI intervention scheme made progress in speech and language by the end of the academic year.
- The introduction of Number sense led to a development in subitising skills for our KS1 pupils. Data showed an increase from 6.25% to 53% of pupils

achieving exceeding in mathematics within one academic year.

- Phonics training was delivered to all staff teaching phonics. This was reflective of data with 100% of year 1 pupils passing the year 1 phonics screening check.

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
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

