

# Two Rivers Primary - 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	Two Rivers CofE Primary School
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2024
Date this statement was published	05/11/2021
Date on which it will be reviewed	05/11/2022
Statement authorised by	Mrs W Carver
Pupil premium lead	Mrs L Chard
Governor / Trustee lead	Mrs C Formby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,405
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2,790
<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	£11,195

# Part A: Pupil premium strategy plan

## Statement of intent

At Two Rivers our aim is that disadvantaged children achieve the same social, emotional and academic success as those children who are not disadvantaged. 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 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged 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 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	Detail of challenge
1. Attendance (Behaviour and attitudes to learning)	Our 2020/2021 attendance data for PP children was significantly lower than non PP children. Low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress
2. Gaps in Learning	<b>Gaps in learning</b> - can result in pupils not meeting age related expectations in reading, writing and maths.

3. Consolidation	<b>Consolidation of Learning</b> - Our observations of home learning uptake indicate that engagement is lower than Non-disadvantaged.
4. Language skills	<b>Language enrichment and development</b> – our observations of children show that PP children need additional support in their development of language and vocabulary. In addition children do not have the emotional literacy skills and so we seek to develop this.

## 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 disadvantaged pupils in school to make or exceed nationally expected progress rates.	All disadvantaged pupils make good or better progress from their starting points in reading, writing and maths.
2. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils obtain the expected attainment outcomes against their peers nationally, based on end of EYFS outcomes.
3. To bring attendance of disadvantaged pupils at least in line with those nationally	Attendance of disadvantaged children in line with non-disadvantaged children Higher than national average (18/19 94%)
4. To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	To implement a programme to identify vulnerable pupils who require social and emotional intervention (Thrive) To implement robust system(s) to monitor attendance and support parents Improve levels of wellbeing for pupils and their families. <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> A significant increase in participation in enrichment activities, particularly among disadvantaged 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.

£ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to visit other schools using Write Stuff approach	Seeing the teaching in practise is useful for teachers with experts on the ground who can be asked.	2,4
CPD for staff on the new approach to writing – using Jane Considine <i>“The Write Stuff”</i> (£149.99 1 year subscription)		2, 3
CPD and online training resources and materials to support delivery of language interventions.	EEF – Oral interventions = Very high impact for very low cost	2,4
To increase the capacity of adults to deliver Thrive and Language interventions	Adults as the best resource.	4
To enhance TA CPD through funding engagement with staff meeting.	Ensuring that all adults know the best way to support groups of children.	1,2
Number sense purchased and led by Maths lead – staff training/support/modelled lessons and use of resources	The Number Sense Maths programme is fully aligned with NCETM PD materials and the ready to progress criteria in the recent DfE guidance (Summer 2020)	2,3
Purchase CPD package and resources to secure stronger phonics teaching for all pupils.	EEF	2,3

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

Budgeted cost: Included in Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language intervention (Oral language)	<p>EEF – Very high impact for very low cost</p> <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   EEF <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	4
Thrive	<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>(Ref: EEF)</p>	4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School support from CMES Attendance officer and monitoring by Governors as part of		1

Termly meetings and regular data analysis.		
Thrive practitioner training for TA (£300)  Thrive online subscription school software (£126.40)	Embedded in primary school settings, Thrive supports the social and emotional development of all children, helps to manage distressed behaviour and reduces exclusions. It is already used Successfully in Futura Partnership schools.	4
CONTINGENCY – To be able to support PP children when the immediate need/resource is required.		All

**Total budgeted cost: £ 12,000**

## 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.

- Teachers supporting the children who were the furthest behind with their phonics by carrying out before school interventions, helped to accelerate progress and catch-up children in their learning following Covid –19 National lockdowns.
- Weekly Forest School sessions run by trained Forest School teacher working alongside our class Teaching assistant enabled children to develop their knowledge of nature and outdoors. This was a particularly important aspect of children’s development as it also supported children’s personal, social, and emotional skills. It also served to teach children about managing risk and assessing risks in the environment.
- Read, Write Inc daily phonics teaching supported children’s early reading and phonic acquisition and provided easily accessible resources that parents could engage with at home. Oxford Owl was also used for children to access reading books during lockdown when they were unable to attend school.
- Communication during lockdowns was elevated with additional or alternative resources offered to parents and children to support learning. This was tailored to reflect the needs of the children and the availability of parents to teach their children.
- Online teaching videos of phonics lessons were provided to parents over the lockdown period so that children could learn in the most comparable way to school with the structure of a lesson being easy and routine to follow.
- Parents and teachers used Tapestry as a method of communication and this worked well as a communication platform with all parents able to access.

## 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
Wellcomm	GL Assessment

## 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

