

Two Rivers Church of England Primary School Pupil Premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	30.09.23
Date on which it will be reviewed	30.09.24
Statement authorised by	M Filer
Pupil premium lead	M Filer
Governor / Trustee lead	C Formby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17035.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19035.00

Part A: Pupil premium strategy plan

Statement of intent

At Two Rivers our aim is that children in receipt of the pupil premium grant achieve the same social, emotional and academic success as those children who do not. 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 PPG 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 every non-Pupil Premium child's 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 by 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 disadvantaged pupils.

Challenge number	Detail of challenge
1. Attendance (Behaviour and attitudes to learning)	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) 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

Budgeted cost: £ 2380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First Teaching for all via ongoing program of CPD for all staff £1080	The EEF toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning. Our teaching framework will priorities these areas.	2
CPD for staff to receive Read, Write Inc training 3x per year £1300	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 4

Targeted academic support

Budgeted cost: £ 4090.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain language intervention program (Oral language) £180	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 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://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.teachneli.org/what-is-neli/	4

Mathematics challenge intervention: TA and teacher time, 20 minutes four times a week x2 £2171	A high proportion of our pupil premium children are able mathematicians. In order to ensure that all pupils reach their full potential at the end of each key stage, we will provide a program of intervention aimed at providing additional challenge to this group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Small group 1:1 or 1:2 RWI tutoring, to maintain progress with their peers £1739.50	Some pupils in this cohort 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. Evidence can be found here: https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-andFresh-Start-Final.pdf?v=1671186918 Greater impact was shown for pupil premium children than their non-pupil premium peers.	2 and 4

Wider strategies

Budgeted cost: £12, 548.50

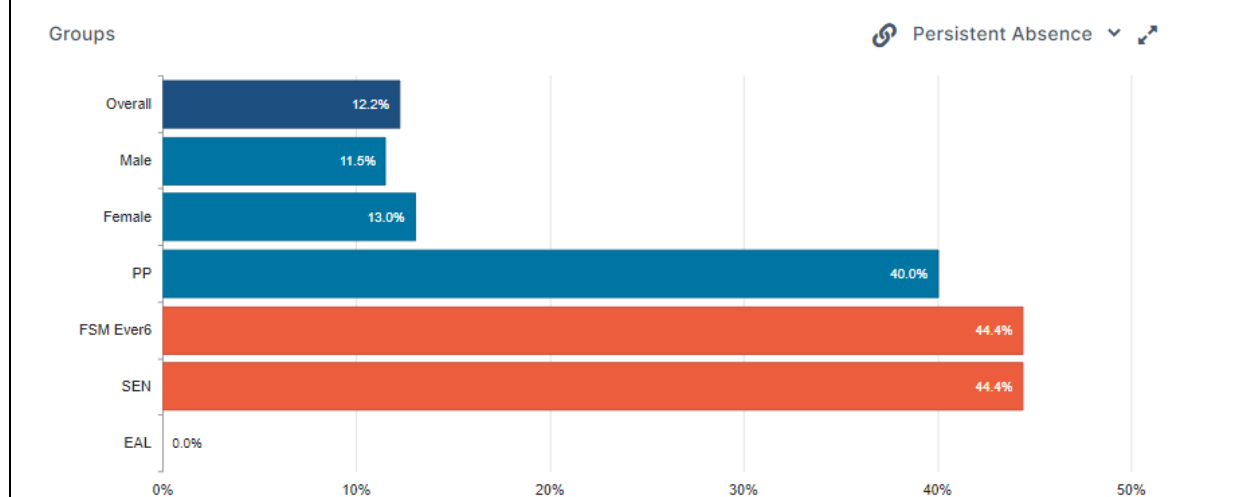
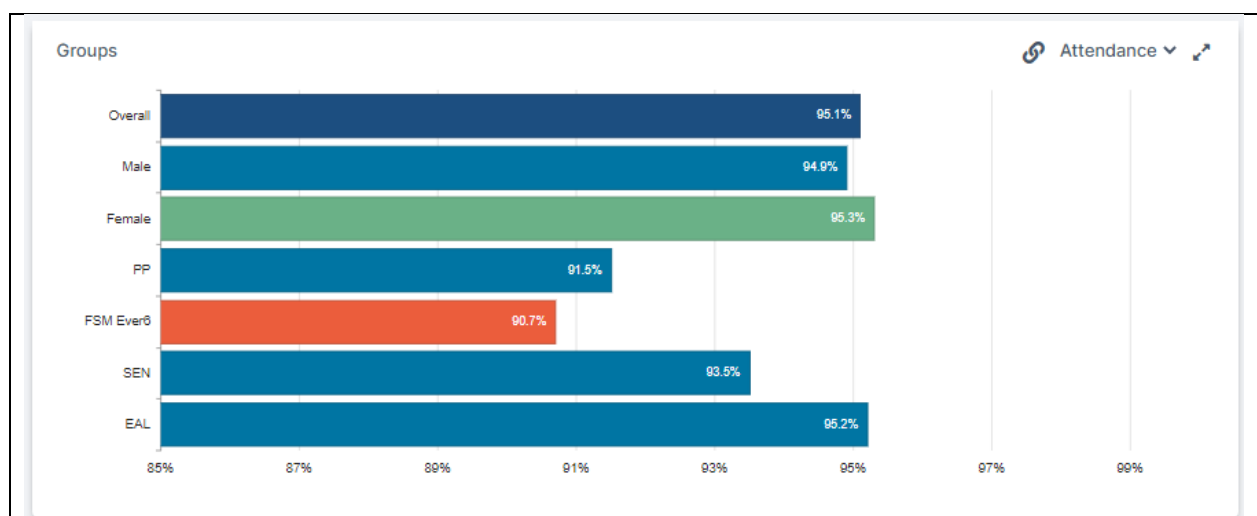
Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance: Attendance Lead x 2.5 hrs week £1980	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)	1

<p>Deliver Thrive approach to SEMH and pastoral care for all PPG pupils</p> <p>2 hours daily + subscription costs</p> <p>6406 ta x 2hrs day</p> <p>Thrive resources, subs etc 409.50</p>	<p>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):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Daily extra-curricular activities at lunch time</p> <p>Resources 550</p>	<p>Students have the opportunity to attend a variety of extracurricular clubs run 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>	<p>1 and 3</p>
<p>Nurture Group play therapy</p> <p>TA 1 hr per day</p> <p>3203</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>	<p>3 and 4</p>

Total budgeted cost: £19,019.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



EYFS

100% (3/3) met GLD

Year 1

100% (3/3) Phonics pass rate

Year 2

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
60% (3/5) EXS+	40% (2/5) EXS+	60% (3/5) EXS +	60% (2/5) EXS+
40% (2/5) GDS	20% (1/5) GDS	40% (2/5) GDS	20% (1/5) GDS

- All PPG pupils received regular intervention via Thrive.
- Additional adult support delivered for key PPG pupils with attachment and transition support needs

- 100% of pupils taking part in the NELI intervention scheme made progress in speech and language by the end of the academic year.
- Phonics training was delivered to all staff teaching phonics. Small group or 1:1 RWI tutoring delivered to all PPG pupils in response to continuous assessment. 100% of year 1 PPG pupils passed the year 1 phonics screening check
- All PPG pupils participated in small group intervention in Maths

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>Service pupil premium children were invited to attend the Mathematics Challenge intervention to provide intervention to meet the greater depth standard in Maths.</p> <p>They also took part in daily extra-curricular activities at lunchtimes.</p>
The impact of that spending on service pupil premium eligible pupils
<p>All service pupil premium eligible pupils passed the phonics screening assessment.</p> <p>One is currently working at greater depth in Reading, Writing and Maths; the other at expected in Reading, Writing and Maths.</p>