

# Pupil premium strategy statement 2021-2024

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	Trekenner CP School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	15.2% 7 FSM 2 Service 2 Previous Looked After
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	31 <sup>st</sup> December 2022
Statement authorised by	Marc Wheeler (Headteacher)
Pupil premium lead	Marc Wheeler
Governor / Trustee lead	Mandy Precious (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,690
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5998

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£17688</p>
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**Part A: Pupil premium strategy plan**

**Statement of intent**

At Trekenner school we are passionate in our belief that all pupils regardless of background or any challenges they may face should be given the knowledge and skills to become life-long learners who are able to be successful citizens in the local and global communities of the future. We strive to ensure that all our pupils make high levels of progress during their time at our school and that every child achieves their potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal whether they are already high attainers or are lower attainers, our strategy strives to support them to aim high and become the best they can be.

High-quality teaching of an ambitious, sequential, broad and balanced curriculum is at the heart of our approach. This is particularly important given the diversity of the disadvantaged pupils at our school. We have a pattern of having several children who are very high ability, some who are broadly in line with their peers and a small number for whom a disadvantaged gap does exist. By targeting our strategy to have high-quality teaching and an effective curriculum, we can ensure that the full range of disadvantaged pupils are supported to make accelerated progress, closing the gap for some, but enriching and extending learning for others. This also ensures that non-disadvantaged pupils is sustained and improved alongside their disadvantaged peers.

Our approach is also focused around widening opportunities and supporting mental wellbeing. We acknowledge that as a very isolated rural school, many of our disadvantaged pupils do not have the same life opportunities as some of their non-disadvantaged peers. Integral to our strategy is to ensure that our disadvantaged pupils are supported to gain wider experiences that they might otherwise miss out on.

As we have a small number of pupils who are classified as disadvantaged- each of whom have quite different needs our approach will be responsive not only to common challenges but also on individual needs. Our approach will be based on careful and robust diagnostic assessment related to specific children within our school rather than assumptions or wider stereotypes. This will enable us to support the needs of pupils on an individual as well as a whole school basis ensuring that all disadvantaged pupils are supported to excel and achieve their potential.

To achieve this we will:

- Ensure all pupils, including disadvantaged pupils are appropriately challenged and engage in the full curriculum.
- Invest in staffing to ensure specific needs of disadvantaged pupils can be met both in terms of extending learning and narrowing the gap.
- Use assessment robustly to ensure the individual needs of disadvantaged pupils are identified and addressed.
- Regularly evaluate our approaches to assess impact and adapt as needed.

## Challenges

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

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Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils has been significantly lower than their peers. Whilst this has improved in 2020/21, attendance of disadvantaged pupils is still 3.24% below their peers. Additionally, in 2020/21 57% of children identified as persistent absentees were disadvantaged pupils.
2	Termly assessment and discussions at pupil progress meetings suggest a proportion of our disadvantaged pupils have gaps in early mathematical development. This is detrimental to their ability to access the mathematics curriculum effectively. Due to the size of cohorts, percentages are misleading, but this has been identified by discussions in pupil progress meetings and gap analysis of pupils returning from lockdown.
3	Termly phonic assessments show a proportion of our disadvantaged pupils find phonics more challenging than their non-disadvantaged peers. No disadvantaged pupils achieved expected standard in neither the optional Key Stage 2 reading SATs nor the optional phonics screen in 2020-21. This impacts on their development as readers and their ability to access the wider curriculum.
4	Pupil conferencing and other discussions show our disadvantaged children to generally have fewer life-experiences outside of our local area in comparison to other pupils in the school. This impacts on their wider development and impacts on their ability to understand the global as well as the local world.
5	Pupil wellbeing reviews and gatekeeping meetings suggest that a large proportion of our disadvantaged pupils have challenges in expressing and understanding their emotions. This impacts on their general wellbeing and on their readiness to learn in school.
6	We have a proportion of disadvantaged pupils who are extremely high ability and require an exceptionally high level of challenge and enrichment to ensure they achieve their potential.

## 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
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<p><i>Improved attendance of disadvantaged children within the school.</i></p>	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils within school will be inline with the rest of the school population.</li> <li>• The number of unauthorised absences for disadvantaged pupils will be below 1.5%.</li> </ul>
<p>Improved attainment in mathematics for disadvantaged pupils at the end of Key Stage 2.</p>	<ul style="list-style-type: none"> <li>• Pupil progress data will show disadvantaged pupils to make at least 2 points progress per half term.</li> <li>• Lesson observations and book checks will show the learning and progress of disadvantaged pupils to be inline with their peers.</li> <li>• Key Stage 2 mathematics outcomes for 2023/2024 will show the majority of</li> </ul>

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	<p>disadvantaged pupils to be achieving age-related expectation or above (due to the numbers in the school a percentage is not possible)</p>
<p>Improved attainment in reading for disadvantaged pupils in end of phase assessments.</p>	<ul style="list-style-type: none"> <li>• The majority of disadvantaged pupils will achieve expected standard in the phonics check for 2023/2024 (due to the numbers in the school a percentage is not possible).</li> <li>• Key Stage 2 mathematics outcomes for 2023/2024 will show the majority of disadvantaged pupils to be achieving age-related expectation or above (due to the numbers in the school a percentage is not possible)</li> <li>• Pupil progress data will show disadvantaged pupils to make at least 2 points progress per half term.</li> <li>• Read write inc assessments will show disadvantaged children to be making at least expected progress.</li> <li>• Accelerated reader assessments will show quizzing frequency and accuracy of disadvantaged pupils to be at least inline with their peers.</li> </ul>

<p>To ensure participation in a wide range of memorable experiences for all children, particularly disadvantaged.</p>	<ul style="list-style-type: none"> <li>• There will be 100% participation in school trips and residential opportunities for disadvantaged pupils in 2023/24.</li> <li>• Qualitative measures such as pupil conferencing will indicate improved life experiences for disadvantaged pupils.</li> <li>• SMSC grid maker will show an increase in opportunities for cultural development for all pupils particularly those who are disadvantaged.</li> </ul>
<p>To achieve and sustain improved wellbeing for pupils in our school, particularly those that are disadvantaged.</p>	<p>Sustained levels of wellbeing in 2023/24 as evidenced by:</p> <ul style="list-style-type: none"> <li>• Decrease in low level behaviour incidents across the school but particularly from disadvantaged pupils.</li> <li>• Qualitative data gained through pupil conferencing and pupil questionnaires.</li> <li>• Evidence of improved wellbeing from gatekeeping discussion.</li> </ul> <p>Evidence of improved emotional regulation of disadvantaged pupils from pupil chronologies.</p>
<p>Previously high attainers, particularly those who are disadvantaged, will continue to make good progress throughout their time at school.</p>	<ul style="list-style-type: none"> <li>• Pupil progress data will show pupils identified as previously high attainers to make progress at least inline with the rest of the school.</li> <li>• The percentage of disadvantaged pupils achieving greater depth in KS2</li> </ul>

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	<p>assessments will be inline with the rest of the school by 2023/24.</p> <ul style="list-style-type: none"> <li>• Book checks, lesson observations and other internal monitoring will show evidence of higher ability pupils, particularly those who are disadvantaged, being extended and deepened in their learning.</li> </ul>
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## 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read write training for all new staff within the KS1 team ensuring that the strategy is implemented robustly and effectively.	Since implementing the RWI programme in 2020 there has been a significant improvement in pupils progress in phonics. Evidence of the benefits of a systematic approach is also outlined in <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	3
Whole school Trauma informed schools/ wellbeing training.	Trauma informed schools approach strongly routed in evidence and a range of sources such as Thomas et al (2019) reinforce that it is most effective when taken as a whole school approach. <a href="#">Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research - M. Shelley Thomas, Shantel Crosby, Judi Vanderhaar, 2019 (sagepub.com)</a> Investing in whole school training in supports us to achieve this.	5
Bespoke school support from Maths consultant.	The education endowment foundation 2021 highlights high quality teaching as one of the most effective ways at improving outcomes for disadvantaged pupils whilst also sustaining and improving progress of the wider school population. <a href="#">EEF-Guide-to-the-Pupil Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2 and 6
Behaviour support training for key staff to support them to deal with and support emotion dysregulation.	Evidence from a wide range of sources suggest that when children with emotional difficulties have a key adult, who is highly trained to support their needs, they are much more able to develop strategies to regulate their emotions.	5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
12.5 hours per week for trauma informed schools practitioner to implement focused intervention with key children as identified by needs analysis.	This intervention has significant evidence based in psychological research as outlined by Woodbridge (2019)	5
12.5 hours per week TA hours for focused intervention/ facilitation of peel groups in lessons, particularly for children identified as disadvantaged.	Using peel groups within lessons is highly effective in targeting misconceptions and ensuring that a keep up rather than catch up approach is utilized. This also means that pupils are not withdrawn from other lessons for catch up strategies which can be done within class if focused adults support is available. We have internal evidence in school supporting this approach based on action research conducted last year.	2, 3 and 6
Tutoring provided for key children in small groups with a focus on disadvantaged pupils.	The national tutoring programme has shown us the impact that high quality tutoring can have. Completing this in house using experienced teachers enables us to tailor this provision very carefully to the need of our pupils. This is reinforce by <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 3 and 6

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>High quality enrichment opportunities such as launch days, additional opportunities for educational visits, residential, school clubs and engagement with national and international events. Provided for all children but barrier of cost removed for those who are disadvantaged.</p>	<p>Research suggests cultural experience of pupils living in remote rural areas to impact on their wider development. Embedding high quality opportunities to enrich learning through visits and engagement with additional opportunities is vital in ensuring children gain these opportunities.</p>	<p>1 and 4</p>
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<p>Reward systems to encourage high levels of attendance targeted at key children. E.g. most improved attendance award.</p>	<p>Where reward systems are targeted and appealing, they can have an impact on changing behaviour of both pupils and parents (BPS, 2020)</p>	<p>1</p>
<p>Attendance champion to monitor attendance and engage with parents where attendance becomes of concern.</p>	<p>The DfE includes this approach in their report on improving school attendance (DfE, 2021) <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/improving-school-attendance-support-for-schools-and-local-authorities.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>1</p>

**Total budgeted cost: £17500**



## 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.

- Wellbeing programme supported by achievement for all and facilitated by our TIS practitioner and Mental Health lead supported pupils emotional development and supported successful return to school after both lockdowns.
- Feedback from teachers and pupil conferencing shows improved confidence and self esteem of pupils.
- Internal data showed the majority disadvantaged children to make above expected progress across all areas.
- Lesson observations showed improved teaching and learning across the school which directly impacted on progress of disadvantaged pupils as outlined above. • 100% of disadvantaged children participated in the school trips/ enrichment activities that we were able to complete last year.
- Attendance of disadvantaged children improved moving from 81% to 93% across the year.
- There is evidence of improvement in parental engagement in school including engagement in APDR meetings and more regular contact. Almost all disadvantaged children engaged with learning during the lockdown and many continued to attend school. This is something that needs to remain high focus in school.

### 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
National Tutoring Programme	Randstad
Wellbeing project	Achievement for All

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We invested this money in providing Lego-therapy and TIS therapy for these two children to support their emotional wellbeing which had been impacted significantly by the pandemic.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>They were able to settle back into school effectively and teacher observations and qualitative data from the TIS practitioner indicated an improvement in their wellbeing.</p>