

## Trekkenner Primary School Pupil Premium Strategy 2023-26

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	11.36
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended - you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	31.12.2023
Date on which it will be reviewed	31.12.2024
Statement authorised by	L Mead [headteacher]
Pupil premium lead	L Mead
Governor lead	S Jeffery

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15885
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 500
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£3000
<b>Total budget for this academic year</b> <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>	£19385

## Part A: Pupil premium strategy plan

### Statement of intent

At Trekkenner we aim to ensure that all groups of pupils, especially disadvantaged are able to achieve their ARE across the curriculum, to bank cultural capital and are able to become full and useful citizens.

Our pupil premium strategy plan works towards achieving this by ensuring that funding is used to support our vulnerable and disadvantaged pupils to access our full curriculum offer and make the same achievement and progress as their peers.

The key principles of the plan are:

1. To enable pupils to access the curriculum at an appropriate level.
2. To enable pupils to access the wider enrichment opportunities afforded by the school.

### Challenges

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

Challenge number	Detail of challenge
1	Poor mental health of disadvantaged pupils.
2	Lack of engagement in learning and wider curriculum offer.
3	Low attendance of disadvantaged pupils.
4	Poor parental engagement.
5	Disproportionate gaps in learning as a result of covid lockdowns
6	Poor language and communication skills, specifically around vocabulary, reading comprehension and writing.

## 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
Raise the profile of good attendance and return levels to pre pandemic levels.	School's overall and specifically disadvantaged pupil's attendance will be at least in line with national average.
Enrich pupils' vocabulary and increase skill in writing and reading comprehension.	Pupils' attainment in reading and writing is at least in line with ARE and meets the national standards in the Y6 SATS
All children are 'readers' in our school	Children demonstrate a love of books and reading through talking about books and reading with fluency and understanding.
Our curriculum excites pupils and enables them to learn in line with our CARE aims and values.	Pupils make good progress across the curriculum subjects and attain knowledge and skills in line with ARE

## 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: £5385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	2,3
Retain 3 classes in mornings to enable smaller classes	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when	2,3,4

	implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. <i>EEF: Closing the Disadvantage Gap</i>	
Literacy Tree subscription		2,3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring / one-to-one support	One to one tuition and support is very effective at improving outcomes. <i>EEF: Closing the disadvantage gap</i>	all

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive sessions	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours. <i>EEF: Closing the disadvantage gap</i>	1,4
Resourcing the curriculum	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that	1.2.3,4

	provide an effective, but not overwhelming, challenge. <i>EEF: Closing the disadvantage gap</i>	
Providing access to curriculum enrichment activities		1,4

**Total budgeted cost: £ 15885**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

#### **Raise the profile of good attendance and return levels to pre pandemic levels.**

- Attendance data is showing improvement in attendance across the school, especially in those in the DA group. School is moving closer to national average [before the pandemic]
- Better attendance and therefore more consistent teaching and learning had enabled DA pupils to make better progress and move closer to attaining ARE.  
**ON TARGET**

#### **Enrich pupils' vocabulary and increase skill in writing and reading comprehension.**

- This is still an area that is being developed.  
**FOCUS ON TARGET** as part of Summer 24 Action Plan. Not on Target due to time/staffing restraints

#### **All children are 'readers' in our school**

- Focus on high quality texts and reading for pleasure has engaged pupils, especially DA. SATS data [2023] and schools internal data shows improvement in outcomes for all pupils including DA.
- **ON TARGET**

#### **Our curriculum excites pupils and enables them to learn in line with our CARE aims and values.**

- Well being surveys and pupil conferencing shows that pupils are happy in school and excited to learn.
- Ensuring access to the wider curriculum offer has made all pupils feel valued and part of the 'team' which has increased engagement and motivation and improved attendance.  
**ON TARGET**

## 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
Literacy Tree	Literacy Tree
SATS revision	CGP
PIRA/PUMA assessments	Hodder [Rising Stars]