

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	Tonwell St. Mary's Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	31% (1 new child added 28.2.22)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Bridgman
Pupil premium lead	Lisa Fitzgerald
Governor / Trustee lead	Matthew Clutterbuck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9485 + £1200 (EYPP)
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	£12685

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. It is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years, looked after children and those of service personnel. At Tonwell St. Mary's we are committed to ensuring maximum progress for all groups of children and we strive to close any gaps between groups. We have a clear strategic approach for the use of the Pupil Premium Grant and plans are integrated into wider school support and improvement systems. Monitoring and evaluation is at the heart of the process and this ensures that support and strategies are reviewed and revised to maximise progress.

Our aim is for all pupil premium pupils to:

- Receive first quality teaching as all children in our school.
- Have targeted additional support strategies which result in improved progress.
- Attain the expected level of skills and knowledge for their year group.
- To have full access to our curriculum and all our extra-curricular experiences.
- Be known to all staff so the provision of additional funding to support learning, meet pastoral needs and personal development is appropriately targeted.
- Have an appointed member of the leadership team and governor to champion provision for pupil premium pupils and monitor the impact of the provision.
- Develop a love for learning.
- Know exactly what they need to do to improve by working on their individualised targets.

Challenges

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

Challenge number	Detail of challenge
1	Fewer PP pupils are making more than expected progress compared to their peers.
2	Poor self-help skills and low expectations of their own ability which results in children failing to progress without the direct input of a teacher and in them producing work which does not reflect their potential.

3	Impoverished language on entry with poor vocabulary, immature speech patterns and limited life experiences on which to draw. This restricts children's access to texts and means that they lack stimulus for their imaginative play and writing.
4	Social and emotional difficulties for some PP pupils linked to home circumstances resulting in low self-esteem, difficulty building friendships, limited concentration in class and problems socialising with others.
5	Attendance repeatedly below 96% and persistent absenteeism.
6	Limited access to extra-curricular activities.
7	Difficulties accessing quality reading books at home and reduced home reading can mean that PP pupils are slower to acquire the basic skills for reading and have, particularly in KS2, reduced reading comprehension.

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
For children to show greater self-help skills and to improve their expectations of themselves. A higher percentage of pupil premium children will make more than expected progress in reading, writing and maths across KS2.	All PP pupils will make expected or above expected progress across KS2.
For children to have the skills needed to acquire and use new vocabulary that enables them to communicate effectively from the EYFS and that prepares them for future learning especially in becoming fluent readers.	All pupils improve their communication skills and can talk confidently about their learning.
Ensure no PP pupils are persistent absentees	All PP pupils will have over 90% attendance. Most will have over 96%.
Enhance self-esteem and social skills through access to extra-curricular activities	All PP pupils will speak positively about activities.
Home reading is increased for PP pupils as evidenced by reading journals. Termly visits to Ware library and the purchase of new reading books for each half term.	Increased enjoyment of reading. There is also an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in reading, thereby diminishing the difference with non PP 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: £5390

£2500 TLA time, £1560 PP Lead Cover (equivalent to 1 hour per week), £130 TA training, EY PP money: £280 Early years essential maths training (£200 for supply cover), £600 STEPS training for EYFS teacher, £50 for attention bucket resources and fiddle toys, £70 TA training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the quality of education so that pupils make better progress, and those who are behind catch up quickly</i> <i>See also SDP 2021-2022 objective 3.</i></p> <ul style="list-style-type: none"> ➤ Children to be taught in Y1/2/3 and Y4/5/6 every morning for English and maths to enable more frequent opportunities for feedback, small group instruction and individualised instruction. ➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for class teachers/subject leaders. ➤ PP lead to analyse books termly and meet with class teachers to discuss in class strategies. ➤ Staff training in September 2021 on PPG target setting. ➤ Formative assessment training for staff in October 2021. ➤ SDP to include actions for PPG children and raising standards. 	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	1&2&4&7
<p><i>Improve attainment for EYFS pupils</i></p> <ul style="list-style-type: none"> ➤ Early years teacher to complete essential maths 	<p>Education Endowment Foundation Early Years Toolkit includes 'Self-regulation strategies' + 5 months', 'Communication and</p>	1&2&3&4

<p>training in line with whole school maths approach.</p> <ul style="list-style-type: none"> ➤ Early years teacher to complete Steps training to support positive behaviour in the EYFS setting. ➤ Teaching assistant to work with children on their individualised targets. ➤ TA training from new EYFS lead teacher. ➤ Attention bucket activity used in class to support EY SEND children. ➤ Early years teacher to complete NELI training to improve children's oral language and literacy. ➤ Early years teacher to complete Zone of Regulation training to support children's self-regulation strategies. ➤ Use Places to Play Every Day (HfL) to do an audit of writing provision for Early Years. 	<p>language approaches' + 6 months', 'Early literacy approaches' + 4 months', 'Early numeracy approaches' + 6 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils</p> <p>November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	
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Review

December 2021

PPG children in EYFS have all made positive progress in communication, reading, writing and maths.

PPG children in Y3 have all made positive progress in reading, writing and maths this term.

PPG child in Y5 has made positive progress in reading this term. This child will be monitored to make sure progress is seen in their writing and maths.

PPG children in Y6 have all made positive progress in reading, writing and maths this term.

All PPG children in KS2 have missed time off from school this term due to COVID. Work was sent home and the school had regular check ins with the families. Teachers are now working hard to catch up with children when they return to school.

March 2022

PPG children in EYFS have all made positive progress in communication, reading, writing and maths.

PPG children in Y3 have all made positive progress in reading, writing and maths this term. 1 child has made more than expected progress in reading and writing.

PPG child in Y5 has made positive progress in reading this term. This child will be monitored to make sure progress is seen in their writing and maths.

PPG children in Y6 have all made positive progress in reading, writing and maths this term.

Some PPG children in KS2 have missed time off from school this term. Work was sent home and the school had regular check ins with the families. Teachers are now working hard to catch up with children when they returned to school.

Targeted academic support

Budgeted cost: £3495

£1495 Teaching Assistant to work with children on PPG targets, Recovery premium funding – £1100 for 3 hours TA support once a week (working with PPG in class), £900 (30 sessions) teacher support once a week for UKS2 pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Individualised targets in English and maths</i></p> <ul style="list-style-type: none"> ➤ PP lead to analyse books termly and meet with class teachers to discuss individual targets ➤ PP pupils to meet weekly 1 to 1 with PP lead to show evidence of specific short term targets in books. ➤ PP pupils to work with TA once a week to work on specific short term targets. ➤ Reading a minimum of 5 times a week to an adult. ➤ Weekly reading comprehension and reading fluency groups with class teacher or teaching assistant. ➤ Individualised instruction for maths based on diagnostic maths tests and teacher use of AfL. 	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Reading Comprehension Strategies' + 6 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p>	<p>1&2&7</p>
<p><i>Improve achievement for English and maths with dedicated weekly support from a TA or teacher working 1 to 1 or in a small group</i></p> <ul style="list-style-type: none"> ➤ Use a TA to provide targeted academic support for children in English and maths lessons ➤ Children will work in a small tutoring group once a week for English and maths which will increase personalised learning and accelerate progress. 	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p>	<p>1&2&7</p>
<p><u>Review</u> <u>December 2021</u> Children in KS2 continue to work on their individualised targets each week with a teaching assistant.</p>		

The head teacher is running a weekly booster session for the older KS2 children.
A new TA was recently employed so class TA's have more time to work with PPG children on their individualised targets.

March 2022

Children in KS2 continue to work on their individualised targets each week with a teaching assistant. The school completed a PPG deep dive on 7.3.22 and children could talk confidently about their targets.

The head teacher is running a weekly booster session for the older KS2 children.

Wider strategies

Budgeted cost: £3730 New budgeted cost for extra PPG pupil started 28.2.22: £3800

£500 Residential Trip and extra-Curricular Activities, £2500 Breakfast Club, £630 library visits and the purchase of books for children's personal library, £100 uniform

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure no PP pupils are persistent absentees</i> <ul style="list-style-type: none"> ➤ Continue to implement attendance policy ➤ Attendance reported at every GB meeting ➤ Individual plans written for any children with prior PA ➤ Catch up on any work missed ➤ Offer free place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast. 	Supporting the attainment of disadvantaged pupils November 2015 sites 'addressing behaviour and attendance' as the second most important factor in 'Building Blocks for Success'	5
<i>Enhance self-esteem and social skills through access to extra-curricular activities</i> <ul style="list-style-type: none"> ➤ Extra-curricular experiences such as day trips, visitors, yearly residential trip and growth mindset workshop. 	Education Endowment Foundation Teaching and Learning Toolkit includes 'Outdoor Adventurous Learning' + 4 months' difference to pupil progress.	6
<i>Increase home reading and enjoyment of reading.</i> <ul style="list-style-type: none"> ➤ Funded support for PP children to buy a new reading book each term. 	Supporting the attainment of disadvantaged pupils November 2015 sites 'whole school ethos of attainment for all' as the first most important	7

<ul style="list-style-type: none"> ➤ Termly visits to Ware library (with PP lead and TA) ➤ Reading with a member of staff daily. 	<p>factor in 'Building Blocks for Success'</p> <p>To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.</p>	
<p><i>Provide resources and uniform needed for school</i></p> <ul style="list-style-type: none"> ➤ Funded support to PP children to buy uniform and resources needed for school. 	<p>Education Endowment Foundation research states that 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos'</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'whole school ethos of attainment for all' as the first most important factor in 'Building Blocks for Success'</p>	4

Review

December 2021

All PPG children in KS2 have missed time off from school due to COVID.

Extra-curricular activities have included:

A growth mindset workshop with the athlete Montell Douglas. Children joined in with athletics sessions with her expert tuition. Tonwell and Thundridge teams took part at a Cross-Country event at Haileybury. This is the first time the two schools have come together to enter a mixed team in a sports event. Oak class visited the Henry Moore foundation in preparation for their Art unit on Henry Moore. All children have taken part in sessions with a music specialist. Our junior children have been taking part in the Dragon's Apprentice Project raising money for the Hertford and District Food Bank. They designed Christmas decoration using natural materials gathered from our Forest School. They made over £150 selling them at Asda, Ware. Later this week the children will go to watch a pantomime. All children will take part in a Christmas production at Holy Trinity church for parents. PPG children have also had some free access to after school club activities e.g. art club.

Due to COVID the library visit was cancelled. We are hoping to set this up again in the new year. PPG in Y5 and Y6 went to the able writer's workshop and the school purchased them each a book by the visiting author. All the other children will each receive a book by the end of term. PPG children continue to read to an adult daily.

March 2022

Attendance for the term (children that are not of statutory age are not included):

Child A: 77%

Child B: 91%

Child C: 90%

Child D: 98%

Child E: 79%

Child F: 80%

Extra-curricular activities this term have included:

KS2 Faith tour trip to visit a mosque, gurdwara and a church. Feeling good week with daily healthy snacks and 'Flow with stories' a workshop promoting wellbeing through books and drama. Science week with lots of practical lessons organised and a special whole school assembly. World book day celebrations with dressing up as book characters, taking part in an organised book swap and online live event "Fairy Tales and Animal Stories" with Axel Scheffler. Children joined up with Thundridge school to form a team and take part in a tag rugby tournament. Children in Y4, 5 and 6 also took part in an indoor athletics event at Wodson park. A recycling workshop was organised for all children to promote the importance of how to help take care of our environment. Reverend Thompson has been running small group sessions called 'Plug in and Play' which give children a chance to have some quiet time and to reflect on their day and week so far. The whole school also came together to learn about Safer Internet Day. Children wrote recipes for a kinder and safer Internet that are displayed around the school. All children have taken part in sessions with a music specialist and French specialist teacher this term. PPG children have also had some free access to after school club activities e.g. art club.

Due to COVID the library visit was cancelled. We are hoping to set this up again in the summer term. All PPG children will each receive a new book by the end of term to add to their personal library. PPG children continue to read to an adult daily in school.

Total budgeted cost: £5390 + £3495 + £3800 = £12685

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.

All KS2 PPG children made positive progress in English and maths for 2020-2021.

Child G – Reading: EXS, Writing: WTS, Maths: WTS.

Child H – Reading: GDS, Writing: GDS, Maths: WTS.

Child I – Reading: GDS, Writing: GDS, Maths: GDS.

Child J – Reading: GDS, Writing: EXS, Maths: WTS.

Child K – Reading: GDS, Writing: GDS, Maths: GDS.

All KS1 PPG children made positive progress in English and maths for 2020-2021.

Child E – Reading: WTS, Writing: WTS, Maths: EXS.

Child F – Reading: PRE-KS, Writing: PRE-KS, Maths: EXS

ALL EYFS children made positive progress in literacy and maths for 2020-2021

Child A – Literacy: 30-50D, Maths: 30-50E

Child B – Literacy: 30-50E, Maths: 30-50S

Child C – Literacy: 30-50D, Maths: 30-50S

Child D – Literacy: 40-60E, Maths: 30-50S

One class with less year groups allowed the class teacher to have more opportunities to give children feedback and individualised instruction. Weekly sessions with TA enabled the children to work on their individualised targets.

Extra reading books purchased for EYFS to support children's phonic stages.

Breakfast club is regularly used by 2 PPG children and this is helping to improve their punctuality in the morning.

Attendance for the year. EYFS pupils not included.

Child E – 89.4%

Child F – 95.6%

Child G – 95.5%

Child H – 95.5%

Child I – 93.3%

Child J – 85.6%

Child K – 94.3%

Due to COVID some trips and events needed to be cancelled.

Children have taken part in half termly music sessions with a music specialist, growth mindset workshop with a BMX champion, archery and orienteering sessions with the sports partnership, online road safety talks, K'nex challenge, animal rescue sanctuary talk, KS1 trip to Holy Trinity church, Shakespeare drama workshop and Edge outdoor activity centre for KS2 children.

PPG children have also had some free access to after school club activities.

Children all received their own reading book each term and wrote book reviews.

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
N/A	