

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	31
Proportion (%) of pupil premium eligible pupils	19% (5 children + 1 EYPP)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Dates on which it will be reviewed	December 2022 April 2023 July 2023
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	£6925 + £342 (EYPP)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£9267

# 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	Attendance repeatedly below 96% and persistent absenteeism.
2	PP pupils have lower attainment in reading and writing compared to their peers. PP pupils starting Year 1 did not achieve ELG in reading or writing. All PP pupils in KS2 did not achieve expected standard in writing for the last academic year.

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	Poor self-help skills and low expectations of their own ability which results in pupils failing to progress without the direct input of a teacher and in them producing work which does not reflect their potential.
5	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.
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
Ensure no PP pupils are persistent absentees.	All PP pupils will have at least 96% attendance.
For children to show greater self-help skills and to improve their expectations of themselves. A higher percentage of pupil premium pupils will make more than expected progress in reading, writing and maths across KS.	All PP pupils will make expected or above expected progress across KS1 and KS2.
For children to have the skills needed to acquire and use new vocabulary that enables them to communicate effectively from the EYFS/Year 1 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.
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. Visits to Ware library and the purchase of new reading books for each 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: £2940

£1250 TLA time, £1560 PP Lead Cover (equivalent to 1 hour per week), £130 TA training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Improve the quality of education so that pupils make better progress, and those who are behind catch up quickly</i></b>  <b>See also SDP 2022-2023</b></p> <ul style="list-style-type: none"> <li>➤ Pupils in Y1 to work daily in small group (4 children) to consolidate Reception learning and catch up to Y1 expected standard.</li> <li>➤ Y4/5/6 to be taught in a small class with an experienced class teacher and teaching assistant every morning for English and maths to enable more frequent opportunities for feedback, small group instruction and individualised instruction.</li> <li>➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for class teachers/subject leaders.</li> <li>➤ PP lead to analyse books termly and meet with class teachers to discuss in class strategies.</li> <li>➤ Formative assessment refresher training for staff in September 2022</li> <li>➤ SDP to include actions for PPG pupils and raising standards.</li> <li>➤ Attention bucket activity used in class to support Y1 SEND pupils.</li> </ul>	<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>	<p>2&amp;3&amp;4&amp;7</p>

<p><b>Improve attainment for EYFS pupils</b></p> <ul style="list-style-type: none"> <li>➤ Teaching assistant to work with pupils on their individualised targets.</li> <li>➤ TA training from EYFS lead teacher.</li> <li>➤ NELI intervention used to improve children’s oral language and literacy.</li> <li>➤ Use Places to Play Every Day (HfL) to do an audit of writing provision for Early Years.</li> </ul>	<p>Education Endowment Foundation Early Years Toolkit includes ‘Self-regulation strategies’+ 5 months’, ‘Communication and 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 November 2015 sites ‘high quality teaching for all’ as the third most important factor in ‘Building Blocks for Success’</p>	<p>2&amp;3&amp;4&amp;7</p>
<p><b><u>Review</u></b> <b><u>December 2022</u></b></p> <p><b><u>April 2023</u></b></p> <p><b><u>July 2023</u></b></p>		

## Targeted academic support

Budgeted cost: £3377

£1377 Teaching Assistant to work with children on individualised targets (this also includes EY PP money: £342), Recovery premium funding – £1200 once a week tutoring for UKS2 pupils, £800 teaching assistant support in class.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Individualised targets in English and maths</b></p> <ul style="list-style-type: none"> <li>➤ PP lead to analyse books termly and meet with class teachers to discuss individual targets</li> <li>➤ PP pupils to meet weekly 1 to 1 with PP lead to show evidence of specific short term targets in books.</li> <li>➤ PP pupils to work with class TA each week to work on specific short term targets.</li> </ul>	<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>2&amp;4&amp;7</p>

<ul style="list-style-type: none"> <li>➤ Reading a minimum of 5 times a week to an adult.</li> <li>➤ Weekly reading comprehension and reading fluency groups with class teacher or teaching assistant in KS2.</li> <li>➤ Little Wandle phonics and reading group for EYFS and Y1 PP pupils. This includes 3 guided reading sessions a week with a teacher.</li> <li>➤ Individualised instruction for maths based on diagnostic maths tests and teacher use of AfL.</li> </ul>		
<p><b><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></b></p> <ul style="list-style-type: none"> <li>➤ Y1 PP pupils to work in a small group (4 children) every morning for writing and maths activities.</li> <li>➤ Use a TA to provide targeted academic 1 to 1 support for pupils each week.</li> <li>➤ Pupils in KS2 will work in a small tutoring group once a week for English and maths which will increase personalised learning and accelerate progress.</li> </ul>	<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>2&amp;4&amp;7</p>
<p><b><u>Review</u></b>  <b><u>December 2022</u></b></p> <p><b><u>April 2023</u></b></p> <p><b><u>July 2023</u></b></p>		

## Wider strategies

Budgeted cost: £2950

£500 Residential Trip and extra-Curricular Activities, £2000 Breakfast Club, £350 library visits and the purchase of books for children's personal library, £100 uniform

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure no PP pupils are persistent absentees</b></p> <ul style="list-style-type: none"> <li>➤ Update the attendance policy ready for September 2022 using guidance from the new DfE document ‘Working together to improve school attendance’.</li> <li>➤ SLT team to monitor attendance each week. When a pattern has been spotted, this will be discussed with parents to understand the barriers. The school will then support the family to overcome the barriers. This may lead to formalising the support through a parenting contract or education supervision order. Where all other avenues have been exhausted and support is not working or not being engaged with, this will result in enforced attendance through statutory intervention or prosecution.</li> <li>➤ Fortnightly communication with parents to support and challenge PP pupil attendance.</li> <li>➤ Attendance reported at every GB meeting.</li> <li>➤ Catch up on any work missed when pupils return to school or work is sent home to be completed.</li> <li>➤ Offer free place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast.</li> </ul>	<p>Supporting the attainment of disadvantaged pupils November 2015 sites ‘addressing behaviour and attendance’ as the second most important factor in ‘Building Blocks for Success’</p> <p>DfE document published May 2022 ‘Working together to improve school attendance’ states that ‘The pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment’.</p>	1
<p><b>Enhance self-esteem and social skills through access to extra-curricular activities</b></p> <ul style="list-style-type: none"> <li>➤ Extra-curricular experiences such as day trips, visitors, yearly</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit includes ‘Outdoor Adventurous Learning’ + 4 months’ difference to pupil progress.</p>	5&6

residential trip and growth mindset workshop.		
<p><b>Increase home reading and enjoyment of reading.</b></p> <ul style="list-style-type: none"> <li>➤ Funded support for PP children to buy a new reading book each term.</li> <li>➤ Termly visits to Ware library (with PP lead and TA)</li> <li>➤ Reading with a member of staff daily.</li> <li>➤ Class teachers to read daily to pupils and promote a love of reading.</li> <li>➤ Whole school reading initiatives e.g. World book day, Scholastic book fair, author visits.</li> </ul>	<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> <p>To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.</p>	3&7
<p><b>Provide resources and uniform needed for school</b></p> <ul style="list-style-type: none"> <li>➤ Funded support to PP children to buy uniform and resources needed for school.</li> </ul>	<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>	5&6
<p><b><u>Review</u></b> <b><u>December 2022</u></b></p> <p><b><u>April 2023</u></b></p> <p><b><u>July 2023</u></b></p>		

**Total budgeted cost: £2940 + £3377 + £2950 = £9267**



## 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 2021 to 2022 academic year.

All KS2 PPG children made positive progress in English and maths for 2021-2022. Teacher assessments:

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

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

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

Child H – Reading: GDS, Writing: EXS, Maths: EXS

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

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

ALL EYFS children made positive progress in literacy and maths for 2021-2022.

Child A – Reading: GDS, Writing: GDS, Maths: EXS

Child B – Reading: EXS, Writing: WTS, Maths: EXS

Child C – Reading: WTS, Writing: WTS, Maths: EXS

Child D – Reading: WTS, Writing: WTS, Maths: EXS

Smaller classes allowed each 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 and guided reading sessions.

Breakfast club/After school club is regularly used by 4 PPG children and this is helped to improve their punctuality in the morning.

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

Child B: 86%

Child C: 78%

Child D: 81%

Child E: 94%

Child F: 88%

Child G: 90%

Child H: 79%

Child I: 93%

Child J: 83%

Due to COVID some events needed to be cancelled.

Children have taken part in half termly music sessions with a music specialist, growth mindset workshop with an athlete, Henry Moore Foundation trip, pantomime trip, Holy Trinity church visit and school nativity play, faith tour trip to visit a mosque, gurdwara and a church, 'Feeling good week' with daily healthy snacks and 'Flow with stories' workshop, 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, cross country, tag rugby tournament, athletics event at Wodson park, a recycling workshop, small group sessions called 'Plug in and Play', french specialist teacher, Queen's Jubilee celebration and picnic at Thundridge school, swimming lessons at Heath Mount school, scholastic book fair, Woodhall Park trip, K'nex challenge, seaside trip 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 to add their personal libraries.

Lunchtime English and maths tuition for Year 5 and 6 have supported children with catch-up.

## 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	