**Pupil Premium strategy statement**

*Before completing this template, you should read the guidance on* using pupil premium.

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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**

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| **Detail** | **Data** |
| School name | North Tawton |
| Number of pupils in school | 192 (inc nursery) |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022 – 2023 Update of 2021 – 2024 plan  |
| Date this statement was first published | November 2021 |
| Date on which it will be reviewed | November 2023 |
| Statement initially authorised by | Lisa Paton (Inclusion Exec Principal) |
| Pupil premium lead | Tara Penny (Principal) |
| Governor / Trustee lead | Liz Davidson and Mel Holyoak |

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**Pupil Premium strategy statement**

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,860 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £49,860 |

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**Pupil Premium strategy statement**

# Part A: Pupil premium strategy plan

**Statement of intent**

We are ambitious for all our pupils to achieve and aspire at North Tawton.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged 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-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged 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 disadvantaged pupils are challenged in 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 disadvantaged pupils’ outcomes and raise expectations of what they can achieve

This strategy plan will be shared with all staff so there is a whole school understanding and approach to supporting our pupils.

**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 is lower for disadvantaged children** Our data shows that disadvantaged children are more likely to have lower attendance than non - disadvantaged children, they are more likely to be persistently absent and their absences are more likely to be unauthorised. Although this difference is currently small (1%) we want to close this gap, and ideally exceed national figures for all children. If children are not in school, they are not accessing class learning and opportunities.  |
| 2 | **Gaps in learning since lock downs and illness impeding upon progress across subjects** Our assessments and observations indicate that the education of some of our disadvantaged pupils have been impacted by partial school closures and illness to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | **Low levels of confidence and articulation in oracy** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 4 | **Reduced enrichment opportunities** Disadvantaged children access less clubs and activities out of school hours than non disadvantaged. Discussions with pupils in class show that disadvantaged children are less likely to have experiences outside of their local community such as visiting Exeter or further afield. This limits their life experiences and Cultural Capital.  |

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**Pupil Premium strategy statement**

**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.

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| **Intended outcome** | **Success criteria** |
| Few to no missed opportunities  |  All pupils to have 95% or above attendance by end of academic year |
| All pupils initiate and respond to questions, talk clearly in full sentences with confidence expressing their ideas, questions and understanding | * Teaching staff are trained to deliver Plymouth Oracy Project
* Teaching staff understand principles and theory of oracy project
* Oracy techniques are utilized in classrooms throughout lessons/ sessions
* Pupils eligible for PP are represented in pupil voice groups
 |
| By the end of the year , PP pupils meet age related expectations in Reading, (inc phonics) Writing, Mathematics | * Whole school focus on positive learning behaviour instils a culture of focus and attention.
* Read Write Inc enables pupils to catch up where phonics and early reading gaps are detected
* Maths and English action plans detail specific strategies and resources for addressing misconceptions, teaching gaps and making rapid progress
 |
|  PP pupils are not disadvantaged from any opportunities and have access to culture capital both during and after the school day  | * A variety of clubs held after school and opportunities for visit and visitors to support extra curricular learning opportunities
* Finance available for PP children to attend all clubs, activities and trips
* All PP families are encouraged to enroll children in extra-curricular activities
* All PP children are encouraged to have roles and responsibilities in school (school council, monitors, play leaders etc)

Sustained high levels of wellbeing demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* a significant reduction in playground disputes
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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| All staff have tools to promote positive mental health in children and know how to access support  | * Pupils are assessed for mental health and interventions and support made available as needed.
* Staff promote mentally healthy attitudes in all areas of school life – specific and meaningful praise, recognizing success in self and others, building relationships, making time to share thoughts and feelings
* Staff have CPD in neuroscience, attachment theory and child development
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**Pupil Premium strategy statement**

**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. USE EEF PUPIL PREMIUM GUIDE

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *35,000 for release and cover for CPD and QA activities*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Continue to develop quality first teaching focussed on oracy and language development | Plymouth Oracy Project There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Embed Read Write Inc through continued CPD including peer observations, videoing sessions and on line training sessions  | The Sutton Trust (2011) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 2 |
| CPD for teachers and support staff with a focus on Math skills to enable high quality teaching for all | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) | 2 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) |  |
| Subject leaders to attend curriculum community meetings and disseminate to staff  | EEF toolkit - [Using pupil premium | EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 2 |
| All staff to lead a club or activity after school over the year.  | [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3 |
| Identified staff attend training in neuroscience, attachment theory and child development and then disseminate to staff team identify trauma Informed lead  | 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):[EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4 |
| All staff to complete We Eat Elephants training  | [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4 |

*EEF toolkit -* [*Using pupil premium | EEF*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)[*(educationendowmentfoundation.org.uk)*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)

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

Budgeted cost: £8,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Speech and language intervention (Speechlink)* | Implemented across KS1 to support language and communication– as per County guidance | 1, 2, 4 |
| *Focussed reading groups through RWI programme and Guided Reading*  | EEF suggest oral reading interventions have a good impact on pupil Reading ability | 1, 2 |
| *Phonetically decodable books matched to child ability*  | Books aligned with Phonics teaching in RWI  | 1, 2 |
| *1:1 reading with disadvantaged groups and lowest 20% at least weekly*  | The Sutton Trust (2011) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 , 2 |
| *Pre teaching and Precision teaching*  | EEF toolkit - [Using pupil premium | EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 2, 4 |
| *Lego therapy*  | [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4 |
| *Fun fit*  | [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4 |

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

Budgeted cost: £ *6,860*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Extra-curricular enrichment for pupils eligible for PP* | Access to after school provision; opportunities such as music lesson provision – EEF research suggests these provide life skills that are important in determining life chancesAccess to residential trips and visits including overnight trips to outdoor educational centres – wellbeing/ physical health improvement | 3 4 |
| *Funding for breakfast bars to be available at beginning of the day*  | EEF Evidence shows that children who have eaten before school are more likely to perform well in the morning  | 2 4  |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. |  |

**Total budgeted cost: £** *49,860*

**Pupil Premium strategy statement**

# 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.

Oracy project is embedded; children are expected to speak in full sentences, and do

RWI programme for phonics continues to be embedded. New staff have been trained. A dip in attainment in reception class due to inconsistency in delivery has been addressed.

All staff have received quality CPD in the use of manipulatives. These are available to all students - not just those with SEND, to support conceptual undertaking of number.

All EYFS staff have had training in WellCome and SALT programme

Clubs were well attended throughout the year. Wide range offered including sport clubs, craft, drama, gardening, yoga and mindfulness

PP pupils specifically targeted for attendance and paid for using budget. Those PP Pupils who did not attend clubs were due to travel arrangements and sibling needs.

PP pupils targeted for competitive sports teams.

**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*

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| --- | --- |
| **Programme** | **Provider** |
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|  |  |