

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 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	North Tawton
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2022 (2021 – 2024)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2021
Statement authorised by	Lisa Paton (Inclusion Exec Principal)
Pupil premium lead	Tara Penny (Principal)
Governor / Trustee lead	Emma Neath (Chair of LSB)

Pupil Premium strategy statement



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£5,075
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	£42,735

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.

Challenge number	Detail of challenge
1	<p>Low levels of confidence and articulation in oracy</p> <p>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.</p>
2	<p>Gaps in learning since lock downs impeding upon progress across subjects</p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures 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.</p>
3	<p>Lack of access to wider opportunities outside of core school hours</p> <p>Due to the partial school closures, and subsequent risk assessments and contingency plans, there have been no extracurricular activities after school, and very few opportunities in school March 2020 – July 2021. Also activities outside school such as Brownies swimming lessons and sports clubs have been limited. Therefore children have not had opportunities to socialise with peers outside their bubble/ class setting or pursue interests outside the school curriculum. This has impacted upon confidence levels, socialization and wider attainment.</p>
4	<p>Mental health and wellbeing impeding upon full engagement, particularly KS2</p> <p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, including difficulties maintaining friendships. Many children are currently requiring additional support with social and emotional needs, including managing anxiety, and classes are taking time to learn positive learning behaviour, re engage in peer work and solve playtime disputes.</p>

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.

Intended outcome	Success criteria
All pupils initiate and respond to questions, talk clearly in full sentences with confidence expressing their ideas, questions and understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • 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

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

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: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop quality first teaching focused 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	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	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)	2
Purchase of standardised diagnostic assessments.	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:	2

Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Subject leaders to attend curriculum community meetings and disseminate to staff	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
All staff to lead a club or activity after school over the year.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
Identified staff attend training in neuroscience, attachment theory and child development and then disseminate to staff team	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)	4
All staff to complete Boxhall training	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

EEF toolkit - [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/using-pupil-premium)

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language intervention (Speechlink)</i>	Implemented across KS1 to support language and communication – as per County guidance	1, 2, 4
<i>Focused reading groups through RWI programme and Guided Reading</i>	EEF suggest oral reading interventions have a good impact on pupil Reading ability	1, 2
<i>Phonetically decodable books matched to child ability</i>	Books aligned with Phonics teaching in RWI	1, 2
<i>1:1 reading with disadvantaged groups and lowest 20% at least weekly</i>	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	1, 2
<i>Pre teaching and Precision teaching</i>	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	2, 4
<i>Lego therapy</i>	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
<i>Fun fit</i>	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 7,735

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

<p><i>Extra-curricular enrichment for pupils eligible for PP</i></p>	<p>Access to after school provision; opportunities such as music lesson provision – EEF research suggests these provide life skills that are important in determining life chances</p> <p>Access to residential trips and visits including overnight tripsto outdoor educational centres – wellbeing/ physical health improvement</p>	<p>3 4</p>
<p><i>Funding for breakfast bars to be available at beginning of the day</i></p>	<p>EEF Evidence shows that children who have eaten before school are more likely to perform e=well in the morning</p>	<p>2 4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	

Total budgeted cost: £ 42,735

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Very good attendance on return from partial school closure in Summer 2021

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