



## Great Totham Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium grant to help improve the attainment of our disadvantaged children.

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
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 to 2024-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Vass (Head Teacher)
Pupil premium lead	Lisa Cleghorn
Governor / Trustee lead	John Gilbert

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£83 398
Pupil premium funding carried forward from previous years	£0
Recovery Premium Grant	£7105
<i>School led tutoring (ring fenced allocation for 23 24)</i>	<i>£3307.50 (50%)</i>
Total budget for this academic year	£90 503

### Statement of Intent

Our approach to learning for all children, irrespective of background or challenges, is encapsulated in our school motto 'Enjoy, Respect, Achieve' and our Learner@ statements which underpin every learning opportunity. We believe these enable all children to become successful learners for life. Our curriculum and wider school experiences provide all our children with a rich range of learning opportunities aimed at developing the whole child: academically, physically, artistically, socially and spiritually as well as supporting them to develop resilience and positive mental health.

The focus of our pupil premium strategy is to support disadvantaged children to achieve these goals.

High quality teaching is at the heart of our approach, with additional focus on areas where our disadvantaged children require the most support. This is proven, as evidenced by the EEF toolkit, to have the greatest impact on closing the disadvantaged attainment gap whilst at the same time benefiting non-disadvantaged children in our school.

We have a long standing and ongoing commitment to supporting our families, in particular through the support of our family support worker. We invest in building positive relationships and offer a range of support to help any family that is experiencing challenges. Our data (September 2023) shows 63% of the children currently receiving specific support are disadvantaged. This is an increase from 54% last year.

Our Pupil premium strategy is an integral element of our whole school approach to learning and since 2019-20 has included combining any funding for COVID19 catch up now called Catch Up Funding. Through our assessment cycle we review our children's needs and map any academic interventions. This is to ensure any one child is not overloaded or has their curriculum entitlement restricted. Access to social and emotional support is through staff referral or parental request.

Our strategy does not make assumptions regarding the impact of disadvantage. The approaches we use complement one another and match our whole school approach to valuing the whole child.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Number 7 added September 2022 following first year review.

No	Detail of challenge
1	Annual screening in Reception has highlighted speech and language as a growing concern, this was exacerbated by COVID19. Although not exclusive to disadvantaged children, 54% of disadvantaged children in KS1 (assessed Autumn 2021) were identified as needing support.
2	Internal data shows children not achieving expected standard in reading by the end of EYFS, are at risk of not achieving expected standards in Year 2. In addition some children who achieved expected in EYFS, have now been negatively impacted by the school closures and are also at risk
3	Assessment and moderation has identified the impact of school closures on writing as being a lack of stamina and poor retention of key skills across the school. <b>Significant progress has been made post COVID with this area but remains a school priority.</b>
4	Assessment and moderation has identified the impact of school closures on maths across the school. Key building blocks particularly linked to number knowledge still need to be mastered to prevent future barriers to learning. <b>Significant progress has been made post COVID with this area but remains a school priority.</b>
5	<p>There is an increased need amongst our disadvantaged children for social and emotional support. In 2021-22 68% of FST (Family Support Team) monitored families were disadvantaged. At the start of 2022-23, 54% of the children being supported were in receipt of PPG. This trend is supported by national studies. At the start of 2023-24, this was 63.1%.</p> <p>A small number of our disadvantaged children have been particularly adversely affected by school closures and the ongoing COVID19 pandemic. Although needs are personal to the individual, they are having a significant impact on progress <b>This aspect of the impact of COVID has now been addressed 23-24.</b></p>
6	The impact of COVID including school closures, reduced social opportunities and limited school enrichment activities (clubs, swimming & trips etc) has affected all pupils but most particularly our disadvantaged children. <b>Whilst this was high priority in the 2 years immediately following COVID, in 23-24 this has less impact. However providing wider social and cultural opportunities for particular disadvantaged children remains a focus.</b>
7	Persistent absence numbers have increased in comparison to pre COVID data. The prolonged impact of COVID on attendance means some children have valid reasons for absences however poor school attendance is a concern particularly for disadvantaged children as this increases their risk profile. <b>Whilst much progress was made in 22/23 in this area. High expectations for attendance and rigorous procedures remain in place to challenge and support our children. PA in the disadvantaged area has decreased but remains higher than non-disadvantaged.</b>

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2023-24**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop early language and vocabulary acquisition (1) and further strengthen school's phonic provision to ensure children develop age appropriate phonological and early reading skills (2)	<ul style="list-style-type: none"> <li>• Communication &amp; Language attainment, prime area of EYFS framework inline or above local and national averages</li> <li>• New staff trained to implement Little Wandle</li> <li>• Roll out of Little Wandle programme in Y2 to include spelling</li> <li>• Required resources purchased to ensure staff able to deliver quality learning opportunities</li> <li>• Progress of disadvantaged children, through assessment and observation, shows achievement in line with peers</li> </ul>
To support disadvantaged children to make accelerated progress in phonics and reading (2), writing (3) and maths (4) towards end of year expectations	<ul style="list-style-type: none"> <li>• Children to make appropriate progress against individual starting points</li> <li>• Disadvantaged children who have small group intervention and/or tuition make the targeted accelerated progress</li> </ul>
To ensure persistence absence does not become an additional barrier to good progress for disadvantaged children (7)	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils will be at least in line with 'others' nationally</li> <li>• Early identification of disadvantaged children at risk of persistent absence and the subsequent actions will have prevented absence falling into PA</li> <li>• Specific disadvantaged children will have received support to help mitigate the impact of unavoidable absence on their academic progress</li> </ul>
To achieve and sustain positive wellbeing for all children in our school, particularly our disadvantaged children (5)	<p>Improvements demonstrated by:</p> <ul style="list-style-type: none"> <li>• Consistent, whole school approach to TPP</li> <li>• Children are able to co-regulate and then self-regulate</li> <li>• Children have the vocabulary and ability to talk through anxieties with a trusted adult</li> <li>• Children are able to apply taught strategies to manage stressful situations</li> <li>• Positive engagement with families has created a supportive network around children</li> </ul>
Specific children's needs met to ensure continued engagement in education (5)	<p>Identified children:</p> <ul style="list-style-type: none"> <li>• Attend school regularly</li> <li>• Demonstrate improved engagement with learning</li> <li>• Have strong, safe relationships with trusted adults</li> </ul>
All children but in particular disadvantaged able to access enrichment activities (6)	<p>Internal tracking shows that our disadvantaged children:</p> <ul style="list-style-type: none"> <li>• Have the opportunity to attend the Year 6 residential visit</li> <li>• KS2 children participate in at least one club within the year</li> <li>• Achieve standard expected in swimming by end of KS2</li> <li>• Have full opportunity to take part in any enrichment activities including school trips</li> </ul>

### Activity in this Academic Year (2023-24)

This details how we intend to spend our pupil premium (and tuition funds) **this academic year** to address the challenges listed above.

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge no
Induction of new staff	TPP (Trauma Perceptive Practice) is the core Essex approach to social & emotional wellbeing and is based on extensive research. It is important new support and teaching staff have the appropriate knowledge and skills.	5
Induction of new staff	Little Wandle, Letters & Sounds (revised) is a DfE approved phonics scheme. Staff training to enable high quality delivery is essential to the success of this scheme. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 & 2
Continued staff CPD to embed approaches to writing	Strong evidence based to show positive impact of modelling, meta-cognitive approach, planning for writing and writing for a purpose in developing writing skills	3
Continued staff CPD to embed approaches to mastery of maths	DFE Mathematics Guidance: Key stages 1 and 2 (in association with the NCETM) and the NCETM Curriculum prioritisation in primary maths	4
English & Maths Curriculum leaders CPD approx. £1500	Keeping leaders informed on any new developments and emerging research	2, 3 & 4

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

Budgeted cost: £82489

Activity	Evidence that supports this approach	Challenge no
Additional teacher provision in Year 1 £30412	Research and school based experience demonstrate that children in small focus groups taught by an experienced, high quality teacher can and will narrow the gap with their peers <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3 & 4
Focused Literacy and Maths groups in Year 6 £45 463	An established approach that consistently has a positive impact on children's attainment and self-confidence. Evidence of impact supported by research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3 & 4
School led tutoring – focused on children impacted by pandemic, a high number are disadvantaged £3307 will be spent from the tuition grant £2000 will come from PPG The rest will come from the school budget	Tuition targeted at specific needs and gaps can be an effective method to support children. Tuition will be 1 to 1 or in small groups Research shows that 1 to 1 tuition enables children to make on average 5 months progress and small groups on average 4 months – as per DfE guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2,3 & 4

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

Budgeted cost: £16762

Activity	Evidence that supports this approach	Challenge no
Family Support provision  £13262	Family Support enables families to work with the school to support their child. Evidence from families supported previously validates this investment and is backed by research into the impact of supporting parental engagement and mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Medical issues</li> <li>• Transition to secondary school – enabling parents of disadvantaged children to complete forms and attend transition meetings</li> <li>• Parenting</li> <li>• Managing debt</li> <li>• Bereavement</li> <li>• Supporting children with parent in prison</li> <li>• Trained talk time staff provide 1 to 1 sessions or group support for children dealing with a range of issues including anxiety and low-level mental health concerns</li> </ul>	5 & 7
Support to ensure disadvantaged children able to experience enrichment activities £3000 funding to come from Sports Premium	Positive impact on self-esteem and confidence well evidenced through this consistent approach over time. Parental feedback about the difference these experiences have made on their children supports staff observations and interactions	6
Contingency fund for acute issues £500	Based on our experience, we set aside a small amount of funding each year in order to respond quickly to needs that have not yet been identified	

**Total budgeted cost: £100,751**

The additional required funds will be met from the school budget or additional grants

### Part B: Review pupil Premium Strategy Outcomes 2022 23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p><b>Improved speech &amp; language skills (1)</b></p> <p>Following the WELCOM assessment significant need was identified across YR resulting in a review and adaptation of the whole curriculum with a clear focus on speech and language. This was then reviewed and changed for the summer term. In addition, identified children in YR and 1 received personalised support via the NELI programme. The WELLCOMM reassessment showed good progress.</p> <p>YR end of year attainment in the relevant ELG was at 82%</p> <p><b>Improved reading attainment (2)</b></p> <p>Five disadvantaged children in Year 2 of whom 40% achieved, highlighting why this will remain a key challenge moving forwards.</p> <p><b>Improved writing and maths attainment (3 &amp; 4)</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>▪ 60% of the five Year 2 children achieved expectations for writing and 40% achieved in maths (not the same combination of children).</li> </ul>
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## Year 6

- Of the sixteen children within this cohort in receipt of PPG, 63% achieved expectations in writing and 63% in maths. Again, this continues to highlight the need for this challenge to remain of high focus in this year's plan and why the substantial financial commitment has been made.

### **To achieve and sustain positive wellbeing for all children in our school, particularly our disadvantaged children (4) Specific children's needs met to ensure continued engagement in education (5)**

Evidence includes:

- Child A and family benefited from approach by all staff and particular support from Family Support Worker and additional adult in the mornings to improve attendance and make good progress. Including a successful transition to secondary school.
- Family B has benefited from consistent approach and a shared vocabulary to manage emotions
- Family C has benefitted from substantial support in attendance, uniform provision, trip and social subsidy as well as specific academic support

### **All children but in particular disadvantaged able to access enrichment activities (6)**

- Of the sixteen disadvantaged children in Year 6, fifteen attended the Year 6 residential and fourteen achieved national curriculum standards in swimming following the additional sessions provided by the school.
- Over the school year all disadvantaged children as a minimum represented the school in a sporting event or took part in an extra-curricular club

### **All children's attendance but in particular disadvantaged will have improved attendance and reduced persistent absence as possible**

Attendance for the disadvantaged group at 7th July 2022 was 93.4% representing a significant improvement. Of 56 disadvantaged children across the school only 9 were PA by the end of the year.

This improvement through a rigorous approach to attendance will very much continue to be key this year and the aim is to further reduce this number.

## 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

Great Totham has no children with service pupil premium funding

## Further information (optional)

