



Great Totham Pupil Premium Strategy Statement 2022-23

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	426
Proportion (%) of pupil premium eligible pupils	12%
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	October 2022
Date on which it will be reviewed	September 2023
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	£65095
Pupil premium funding carried forward from previous years	£0
Recovery Premium Grant	£7250 (to be confirmed)
<i>School led tutoring (ring fenced allocation for 22-23)</i>	<i>£7614 (60%)</i>
Total budget for this academic year	£79959

Statement of Intent

<p>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.</p> <p>The focus of our pupil premium strategy is to support disadvantaged children to achieve these goals.</p> <p>High quality teaching is at the heart of our approach, with additional focus on areas 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.</p> <p>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 2022) shows that 54% of the children currently receiving specific support are disadvantaged.</p>
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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. 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 has been 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
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
5	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 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
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
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

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2022-23**, 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	<ul style="list-style-type: none"> Communication & Language attainment, prime area of EYFS framework inline or above local and national averages All relevant staff trained to implement Little Wandle, including new staff

phonological and early reading skills (2)	<ul style="list-style-type: none"> Required resources purchased to ensure staff able to deliver quality learning opportunities The first year of Little Wandle data used to identify impact and issues for year two of implementation Progress of disadvantaged children, through assessment and observation, shows achievement in line with peers
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"> Children to make appropriate progress against individual starting points Disadvantaged children who have small group intervention and/or tuition make the targeted accelerated progress
To ensure persistence absence does not become an additional barrier to good progress for disadvantaged children (7)	<ul style="list-style-type: none"> Attendance for disadvantaged pupils will be at least in line with 'others' nationally Early identification of disadvantaged children at risk of persistent absence and the subsequent actions will have prevented absence falling into PA Specific disadvantaged children will have received support to help mitigate the impact of unavoidable absence on their academic progress
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"> Consistent, whole school approach to TPP Children are able to co-regulate and then self-regulate Children have the vocabulary and ability to talk through anxieties with a trusted adult Children are able to apply taught strategies to manage stressful situations Positive engagement with families has created a supportive network around children
Specific children's needs met to ensure continued engagement in education (5)	<p>Identified children:</p> <ul style="list-style-type: none"> Attend school regularly Demonstrate improved engagement with learning Have strong, safe relationships with trusted adults
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"> Have the opportunity to attend the Year 6 residential visit KS2 children participate in at least one club within the year Achieve standard expected in swimming by end of KS2 Have full opportunity to take part in any enrichment activities including school trips

Activity in this Academic Year (2022-23)

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: £1620

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 KS1 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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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
Staff CPD to embed and develop speech & language focus to KS1 intervention group £120	Acorn Speech and Language provision is a high-quality provision in Essex. Unit visits and observation of good practice is required to support the children in EYFS and KS1	1

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

Budgeted cost: £86,114

Activity	Evidence that supports this approach	Challenge no
Additional teacher provision in Year 2 £25056	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3 & 4
Focused Literacy and Maths groups in Year 6 £28526	An established approach that consistently has a positive impact on children's attainment and self-confidence. Evidence of impact supported by research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 & 4
Little Wandle implementation team £15799	A DfE accredited scheme. In order to fully follow the scheme then additional staff required to undertake reading practice sessions and afternoon catch up	1 & 2
School led tutoring – focused on children impacted by pandemic, a high number are disadvantaged £12690	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3 & 4
Additional teacher provision – supporting speech & language development £4043 (25% of cost)	Targeted support for children with specific speech & language needs. Impact of developing children's communication skills well documented. This targeted support is then further embedded in early year & year 1 general provision https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,705

Activity	Evidence that supports this approach	Challenge no
Family Support provision £15014	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <ul style="list-style-type: none"> • Attendance • Medical issues • Transition to secondary school – enabling parents of disadvantaged children to complete forms and attend transition meetings • Parenting • Managing debt • Bereavement • Supporting children with parent in prison • 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 	5 & 7
Specific children’s needs £10191	<ul style="list-style-type: none"> • Educationalist psychologist advice is to provide a consistent adult to support transition into school and then class each morning • Support provided as identified in One Plan to meet complex emotional and academic needs Approaches are consistent with TPP evidence	5
Support to ensure disadvantaged children able to experience enrichment activities £3000	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: £116,439

The additional required funds will be met from the school budget

Part B: Review pupil Premium Strategy Outcomes 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<p>Improved speech & language skills (1)</p> <ul style="list-style-type: none"> ▪ Child A who followed the NELI programme has made good progress - starting 10th percentile and now at 76th. WELLCOMM assessment moved from red to amber ▪ Child B WELLCOMM assessment moved from red to green ▪ Child C achieved 80% accuracy on focus sounds <p>Improved reading attainment (2)</p> <ul style="list-style-type: none"> ▪ Eight disadvantaged children in Year 2, of whom six have internal school data relating to GLD (COVID year). Of whom four children did not achieve GLD
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- Of the two children who have joined Great Totham since Reception, one child would not have achieved GLD, giving an overall percentage of 63% without GLD.

100% of these eight children achieved end of Year 2 expectations in reading. This highlights the impact of quality first teaching, the additional teacher for English in a morning and the 15 hours of tuition six of these children had in an afternoon.

Improved writing and maths attainment (3 & 4)

Year 2

- 75% of the eight Year 2 children achieved expectations for writing and 75% achieved in maths (not the same combination of children).
- The two children who did not achieve in maths have closed the gap considerably but remain slightly behind their peers.

Year 5

- Of the fourteen children (three of whom joined in 21-22) 79% achieved Year 5 expectations in writing and 71% in maths

Year 6

- 88% of the cohort achieved expectations in writing and 94% in maths (national 69% and 71%). The impact of the additional teacher and tuition for individual children was significant and they successfully closed the gap created by missed curriculum and COVID shutdowns.
- Of the six children within this cohort in receipt of PPG, 33% achieved expectations in writing and 66% in maths. This was better than expected when considering the individual children's starting points combined with individual SEND.

As this combined approach has been so successful, we will continue with the same approach in 2022-23.

To achieve and sustain positive wellbeing for all children in our school, particularly our disadvantaged children (5)

Evidence includes:

- Child C and family have benefited from approach by all staff and particular support from Family Support Worker. Focusing resilience and attendance as well as dealing with complex anxieties
- Family D has benefited from consistent approach and a shared vocabulary to manage anxieties

Family support team has worked with a number of other families to support attendance and associated anxieties. Although difficult to fully track due to the impact of COVID absences, attendance data is showing an upward trend for most, resulting in a positive starting point for September 2022.

Attendance will be a key area of focus 22-23 for all children

Specific children's needs met to ensure continued engagement in education (5)

- Impact of additional support, particularly focused on social interaction both at play and in class, enabled child E to cope in school and regulate their emotions most of the time
- The impact of additional support for child F resulted in a steady improvement throughout the year. They were able to regulate their anxiety and leave their parent in the morning and enter the classroom with minimal intervention throughout most of the summer term. Starting this September, support has already been scaled back as all the transition support and taught strategies are working

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

- Of the six disadvantaged children in Year 6; five attended the Year 6 residential and five achieved national curriculum standards in swimming following the additional sessions provided by the school.

- Following COVID a total of 13 clubs offered of which 67% across the school attended. 67% of our disadvantaged children also attended a club or represented the school at sporting events. As good starting point, as we re-build club provision following COVID.

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)

