



Great Totham Pupil Premium Strategy Statement

This statement details our school's use of pupil premium grant (and recovery premium for the 2021 to 2022 academic year) 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	11.4%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
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	£68250
Recovery premium funding allocation this academic year	£5945
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£74,195
<i>School led tutoring (ring fenced allocation for 21-22)</i>	<i>£6075 (75%) + £2025 (sch 25%)</i>

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 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 shows that 68% of the families currently receiving specific support are disadvantaged.

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.

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 have been 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 increased need amongst our disadvantaged children for social and emotional support, at present 68% of FST (Family Support Team) monitored families are disadvantaged. This trend is supported by national studies A small number of our disadvantaged children’s 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

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
Improved speech & language skills (1)	Follow up assessments and observations show identified disadvantaged children have improved speech and or vocabulary which is in line with their peers
Improved reading attainment (2)	Year 2: children have successfully closed the gap from EYFS and reached age related expectation or specific needs have been identified and support plans put into place
Improved writing and maths attainment (3 & 4)	By the end of 21-22, book scrutiny and moderation will show children in Year 2 and 5 (focus cohorts for catch up funding 21-22) have mastered age appropriate key skills in both writing and maths, particularly improved stamina in writing and application of number facts. The majority of children will be ready for the next year’s curriculum content Year 6 attainment in 22-23 will be back to pre-COVID levels in relation to cohort starting points

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"> • Go on the Year 6 residential visit • Participate in clubs • Participate in sporting events • Achieve standard expected in swimming

Activity in this Academic Year (2021-22)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £634

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
NELI Training (Free training, time costs see below)	NELI has a proven track record of supporting children with identified speech & language issues. https://www.teachneli.org/what-is-neli/	1
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
Review of phonics provision	Consideration of OFSTED Bold Beginnings Reception Curriculum and the DfE Reading Framework 2021 to evaluate current school phonics programme	1
English & Maths Curriculum leaders CPD £634	Keeping leaders informed on any new developments and emerging research	3 & 4

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

Budgeted cost: £81,572

Activity	Evidence that supports this approach	Challenge no
Additional teacher provision in Year 5 & 2 £44288.60	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	2, 3 & 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Paired Reading (Yr1 & 2) £5213.44	Educational psychologist has advised paired reading as a very effective, evidenced based method of helping children progress in their reading	2
Focused Literacy and Maths groups in Year 6 £25367	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
Speech & Language intervention NELI £6702.96	NELI has a proven track record of supporting children with identified speech & language issues. https://www.teachneli.org/what-is-neli/	2
School led tutoring – focused on children impacted by pandemic, a high number are disadvantaged £8100 total available funding	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 & 6

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

Budgeted cost: £30,358.55

Activity	Evidence that supports this approach	Challenge no
Family Support provision £14,442.52	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 	5
Specific children's needs £13,916.03	<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 £1500	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: £112,564.55 (+ ring fenced school tuition costs of £8100)

Part B: Review pupil Premium Strategy Outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to second National COVID19 school closure plans to measure the impact of the Pupil Premium Strategy were once again disrupted and we were unable to fully implement our plans.

During the closure and subsequent period under COVID restrictions the following support was provided to mitigate the negative impact that was experienced particularly by our disadvantaged children:

- Remote learning through Google Classroom or Tapestry
- Provision of devices and technical support
- Provision of work books for specific families for whom any IT support did not help in their particular circumstances
- Provision of Free School Meal vouchers for those eligible for benefits related Free School Meals plus other families identified as in need (this support was initiated by the school before the national scheme)
- Phone calls/Google Meet sessions supporting both children and adults
- Bubble afterschool club provision, although optional our disadvantaged children were encouraged and prioritised

In summer 2021, focused COVID catch up funding was allocated to support specific year groups and rapid assessments were made to identify children with emotional needs.

Internal assessments show identified cohorts began to close gaps created by school closures and this information led directly to the development of this year’s strategy.

Emotional support through the Family Support Team and guidance provided to class teachers had a positive impact. When the children returned staff were directed to prioritise re-establishing school routines and relationships within a safe and secure environment. Curriculum content was adjusted to create space for this. This investment in the children’s well-being was evident with a calm, focused and positive start to the new academic year (2021-22). In addition, it enabled us to rapidly pick up and support individuals who were struggling, it was noticeable the highest need was from within the disadvantaged group and the professional advice we sought has helped shape the next strategy.

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)

