



## **Pupil Premium Summary of Strategies 2023/24**

Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than 6 months.

The purpose of the Pupil Premium Grant is to help schools to provide targeted support for vulnerable children – not necessarily just children who qualify for a Free School Meal.

“It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (SOURCE; DFE WEBSITE)

The Pupil Premium funding (currently £1455 per eligible child, per year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years.

Children of Service Personnel are funded at the rate of £320 per year.

Children who are in care or who have been in care are funded at an enhanced rate of £2530 per year.

## **School Overview**

<b>Details</b>	
Total number of pupils on roll	305
Proportion(%) of pupil premium eligible pupils	23% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024



Date this statement was published	October 2023			
Date on which it will be reviewed	October 2024			
Statement authorised by				
Pupil premium Lead	Mrs C McColville			
Governor Lead	Mrs J Tinnion			
<b>Funding Overview</b>				
Total number of pupils eligible for PPG	<i>Children in Care/adopted</i>	<i>Free School Meals Including Ever 6</i>	<i>Service Families</i>	<i>Ever 6</i>
	2	65	1	2
Amount of PPG received per pupil (indicative figures)	<i>Children adopted from Care</i>	<i>Free School Meals</i>	<i>Service Families</i>	<i>Ever 6</i>
	£2530	£1455	£320	£1035
Total amount of PPG received (indicative figures)	£109,000			
Recovery Premium (indicative figures)	£9860			
Pupil premium funding carried forward from previous year	£0000			
<b>Total budget for this academic year</b>	<b>£118860</b>			
<b>Predicted cost of strategy</b>	<b>£124,285</b>			



## Statement of Intent

At Tywardreath School, pupil premium funding helps our most disadvantaged and vulnerable pupils to flourish.

This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Our core principles emphasise that there should be no underperforming groups of pupils and we want all pupils to make at least good progress. We spend our Pupil Premium funding carefully to maximise the impact on the life chances and education of children based on best practices and evidence as outlined by the Sutton Trust. (For more information about the Sutton Trust visit; <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>)

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and well-being to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for our vulnerable pupils
- Ensuring that all pupils access a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

### How is the impact monitored?

The monitoring and evaluation of the progress of all children is robust and is conducted in the following ways:

- Through regular pupil progress meetings where any child who is not on track or who is in danger of being left behind is identified.
- Weekly attendance data is scrutinised to identify if any pupil at risk of falling in to persistent absence (PA)
- Assessment points which enable the academic progress of children throughout the school to be identified.



In the approaches above, pupils eligible for pupil premium funding are monitored and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium to their non-disadvantaged peers nationally with those children who are not entitled. This provides statistical outcomes from which areas of strength and further development can be identified.

## Challenges

The key challenges to achievement we have identified among our disadvantaged pupils.

1.	Academic attainment is lower due to the loss of learning time during the pandemic.
2.	Disadvantaged pupils have lower attendance and more punctuality issues than non-disadvantaged pupils.
3.	Lack of esteem and aspirations, generated by various societal factors is reflected in lower attainment data with the majority of our disadvantaged children falling in the 'just below' banding (amber) in all core subjects.
4.	Lower engagement in the wider curriculum.
5.	Lower parental engagement in supporting reading.

## Intended Outcomes

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

Intended outcomes	Success criteria
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Pupils will make at least expected progress in Reading, Writing and maths	Gap will close in progress between PP and non PP pupils, achieving national average progress scores.
Increase frequency and broaden reading opportunities	Increase in reading ages for PP pupils
PP attendance increases	Attendance of identified PP pupils increases and the gap between all PP pupils and non PP pupils narrows.
Improve parental engagement/ support of their children's learning	Parents attend reading and maths workshops, gallery lessons etc parents questionnaire reflects their increasing confidence in supporting their children
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil voice reflects enjoyment in school (increased engagement) and improved attitudes to learning. Social skills, independence, resilience and collaboration are developed.

**Attendance Summary 2023-2024**

	Autumn Term	Spring Term	Summer term
Pupil premium pupils	92.32%(-2.86%)	92.74% (-2.11%)	93.44% (-2.04%)
Not Pupil Premium pupils	95.18%	94.85%	95.48%



**Attainment Outcomes July 2024**

<b>EYFSP % non PP children achieving GLD</b>	70.6%
<b>PP achieving GLD</b>	66.7%
<b>% PP children achieving word reading</b>	66.7%
<b>Writing</b>	66.7%
<b>number</b>	66.7%

	% reaching ARE Reading	National comparator	% reaching ARE Writing		% reaching ARE Maths	
Y1 (8)	50%		62.5%		50%	
Y2 (8)	57.2%	58%	57%	48.7%	57.2%	58%
Y3 (14)	57%		50%		71.4%	
Y4 (11)	63.7%		54.6%		72.7%	
Y5 (12)	46.6%		46.7%		60%	
Y6 (10)	86%	62.6%	76.9%	58.9%	61.5%	59.3%

Year 1 screening

	Year 1	Year 2
46 pupils (8 PP pupils)	62.5%	38 pupils (8) 62.5%



**Pupil accessing wider curricula experiences**

Y 6 residential – 100% of our PP children had access

Y4 residential – 100% of our PP children had access

Y5 enrichment week -100% of our PP children had access

Rock Steady – 30% of the spaces were funded for PP children

**Extra- curricular Clubs**

	Number of children attending	% PP
Kixx	16	24%
Taiko	12	100%
Cross country	30	20%
Art	16	25%
Chill out	30	30%
KS1 singing	30	30%
Dance	8	25%
Green Team	10	40%
School Parliament	12	50%
Play Leaders	10	50%
Swimming	16	80%
Tech Girls	8	50%



Strategy	How Will This Be Monitored	Intended Outcomes	Cost	Sutton Trust Impact Impact	Challenge number(s) addressed
<p>Achievement lead (PP Champion)</p> <p>Employment of counselling, attendance support and parental engagement lead</p>	<ul style="list-style-type: none"> <li>- Performance Management</li> <li>- Monitoring Designated behaviour and well-being lead</li> <li>- Social, academic and behaviour data</li> <li>- Thrive assessments and action plans</li> <li>- Attendance analysis</li> </ul>	<p>Employment of a senior colleague in order to ensure all vulnerable children have the possibility of achieving exceptional outcomes.</p> <p>Specific expenditure on training for engagement lead to work with the most vulnerable learners e.g. Time to talk, parent-school liaison, school engagement, staff management, analysis of data</p> <p>Employment of counsellor for targeted individuals</p> <p>Approaches to improve parental engagement to include:</p> <p>Programmes to develop parental skills such as maths and literacy</p>	<p>£15100</p>	<p>Parental engagement +4 months</p>	<p>1,2,3,4,5</p>





		General approaches that encourage parents to become more involved with their children's learning including supporting their children with reading / homework reading Cafes, phonic workshops			
Adult led intervention programmes (am support)	<ul style="list-style-type: none"> <li>- Quality assurance of teaching and learning</li> <li>- Outcome results of academic performance</li> <li>- In year progress data analysis</li> <li>- Pupil progress meetings</li> <li>- Quality assurance of teaching and learning</li> <li>- Outcome results of academic performance</li> <li>- In year progress data analysis</li> </ul>	<p>Phonics &amp; early intervention reading programmes in KS1,(RWI) Lit+Num precision teaching KS2</p> <p>Spelling and times tables focus groups            Maths fluency and application groups.            Reactive interventions following morning tasks.(Feedback)            Improved behaviour for learning            % pupils at ARE in line with national averages</p>	£69,498	<p>Phonics            +4 months            Feedback            +8 months            Metacognition and self-regulation            +7 months</p>	1,3
small group learning support/ intervention (pm sessions) Including reactive intervention and coaching	<ul style="list-style-type: none"> <li>- Quality assurance of teaching and learning</li> <li>- Outcome results of academic performance</li> <li>- In year progress data analysis</li> <li>- Pupil progress meetings</li> </ul>	Employment of learning support staff to provide targeted support to pupils, or to release Class Teachers, to ensure they make at least expected progress and reach age appropriate expectation in RWM,GPS	£19,848	<p>1 to 1 / group tuition(+5months/+4 months)            Reading comp            +6months            Phonics +5 months</p>	1



	-lunch time and break time structured/supervised activities	Including reading comprehension programme, spelling programme and knowledge of tables, phonics, including the use of precision teach			
CPD for Teaching support staff	<ul style="list-style-type: none"> <li>- Independent learning</li> <li>- Questioning skills</li> <li>- RWI phonics</li> <li>- TISUK</li> <li>- Advantage Project</li> <li>- Disadvantaged training</li> </ul>	Pupils are independent learners. % pupils at ARE in line with national averages	£1450	Metacognition and self-regulation +7 months Effective use of TA DISS report Deployment,Practice,Prep Collaborative learning +5 months	1
CPD for Class Teachers including joint planning time, working memory strategies, oral language interventions, whole class novel, feedback, collaborative learning and in maths varied fluency training.	<ul style="list-style-type: none"> <li>- Quality assurance of teaching and learning</li> <li>- Outcome results of academic performance</li> <li>- In year progress data analysis</li> <li>- Pupil progress meetings</li> </ul>	Attainment and progress data shows positive gains for PP children.  EEF guide to PP- tiered approach- teaching is top priority, including CPD High number of maternity leaves and subsequent changes in staff requires greater frequency of CPD to maintain quality of teaching and learning	£2000	Collaborative learning +5 months Feedback +6 months Oral language interventions +6 months	1



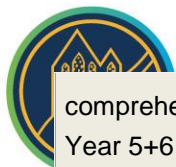
<p>Trauma Informed practitioners (TIS)</p>	<ul style="list-style-type: none"> <li>- Designated behaviour and well-being lead</li> <li>- Social, academic and behaviour data</li> <li>- TIS assessments and action plans</li> <li>- Attendance analysis</li> </ul>	<p>Social and emotional Learning:            Training and employment of TIS practitioners to support emotional well-being and removal of barriers to learning by improving pupils interaction with others and self-management of emotions.            Training in the use of 'motional' assessment platform to inform behaviour support plans</p>	<p>£1000</p>	<p>Social and Emotional +4 months</p>	<p>1,2,3,4</p>
<p>Well-being boxes            Including the support of pupils sensory needs.</p>	<ul style="list-style-type: none"> <li>- To promote resilience and independent learning</li> <li>- To support self-regulation</li> <li>- Monitoring including pupil voice</li> </ul>	<p>Pupils are independent and resilient learners.</p>	<p>£1000</p>	<p>Behaviour intervention + 4 months</p>	<p>2,3,4</p>
<p>Purchase web based programs to be used in school and at home</p> <ul style="list-style-type: none"> <li>• MyOn library</li> <li>• Spelling shed</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<p>Parental engagement            Targetted academic support            Digital technology- provide beneficial skills practice and consolidation of learnt concepts.</p>	<p>£1200</p>	<p>Parental engagement +4 months</p>	<p>1,4,5</p>
<p>Educational Psychologist</p>	<ul style="list-style-type: none"> <li>- Designated behaviour and well-being lead</li> <li>- Social, academic and behaviour data</li> <li>- TIS assessments and action plans</li> </ul>	<p>School support from an educational psychologist to work closely with pupils focussed on improving working memory and short term memory            Training for support staff working with complex need children.</p>	<p>£500</p>	<p>`Behaviour Intervention + 3 months</p>	<p>2,</p>



	- Attendance analysis				
Uniform vouchers	<ul style="list-style-type: none"> <li>- Designated behaviour and well-being lead</li> <li>- Social, academic and behaviour data</li> <li>- Thrive assessments and action plans</li> <li>- Attendance analysis</li> </ul>	Support all children in the wearing of school uniform with pride, supporting social and emotional development and helping them feel a part of their school. Support vulnerable families and develop their relationship with school.	£1400	Parental Involvement +3 months	2,3,4,5
Subsidised outdoor and residential experiences and educational visits	<ul style="list-style-type: none"> <li>- Social, academic and behaviour data</li> <li>- TIS assessments and action plans</li> <li>- Attendance analysis</li> </ul>	Improved participation in residential trips allowing all children to have equal experiences and learning opportunities	£1000	Outdoor Adventure Learning +4 months	2,3,4,
Attendance awards and certificates for improved attendance	- Attendance data monitoring	Improved attendance for Pupil premium children	£500	Parental Involvement	2,4,5
				+3 months	



Curriculum enrichment for HAP	- Social, academic and behaviour data - Attendance analysis	Ensure children have equal opportunities to their peers re music, sporting, social, academic opportunities. Music service Rock steady	£500	Arts/music participation +2 months	3,4,
KS1 reading materials- phonic linked reading books	Teaching and Learning monitoring cycle every term. SLT Drop-ins by English Lead.	Reading attainment is at least in line with national figures. The % of PP achieving greater depth standard is increasing year on year. Pupils are able to articulate their thinking	£1000	Reading comprehension strategies +6 months Oral Language intervention +5 months	1
Trust support for Persistant Absentees.	-Attendance data monitoring	Improved attendance for PP children. Improved engagement with hard to reach parents.	£120	Parental enegagement + 3 months	2,3,
Accelerated reader Reading and comprehension assessment system		All pupils reading materials closely matched to age and stage of development PP pupils reading progress is in line with national expectations.	£1000		1
CPG 10 minute work outs to consolidate grammar, maths concepts and reading			£500		1



comprehension for Year 5+6					
Develop resources to promote independent learning	<ul style="list-style-type: none"><li>- Quality assurance of teaching and learning</li><li>- Outcome results of academic performance</li><li>- In year progress data analysis</li><li>- Pupil progress meetings</li></ul>	English and Maths areas available in all classes to support teaching and learning and therefore improve outcomes for pupils.	£1200	Metacognition and self-regulation +8 months	1