



Pupil Premium Review 2022/23

At our school, we take very seriously how we spend money granted to us. This is especially true when those funds are allocated to us to support the more disadvantaged children to “catch-up and keep-up”.

The school leadership team work with central trust colleagues and local governors in order to review the relative effectiveness of the school expenditure.

This review took the form of:

- reviewing the first year of the three year plan;
- reviewing sharing school priorities, especially in the light of moving away from pandemic measures;
- review of PP Funding Allocation for 2021-22
- reflection on the Quality of Education and recently published outcomes of school examination.

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
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

	Aut	Spring Term	Summer Term
PP pupils 2022-23	91.35% (-3.28%)	92.01% (-3.38%)	93.99% (-1.22%)
Non PP 2022-23	94.63%	95.39%	95.21%



There has been a significant improvement in PP attendance through spring and Summer terms following the introduction of the new attendance strategy.

Reading Progress

Year	Number in cohort	% achieving age related expectations	Expected progress
EY	7	43%	n/a
Year 1	8	50%	100%
Year 2	12	58%	91.6%
Year 3	11	36%	100%
Year 4	12	58%	91.6%
Year 5	14	71%	100%
Year 6	19	63%	94.7%

Outcomes July 23

Year	Number in cohort	% reaching ARE Maths	% achieving ARE in Writing
EY	7	43%	43%
Year 1	8	62.5%	50%
Year 2	12	67%	58%
Year 3	11	45%	55%
Year 4	12	50%	50%
Year 5	14	57%	64%
Year 6	19	45%	50%

Pupils accessing wider experiences

Y6 residential – 100% of our PP had access

Y5 enrichment week – 100% of our PP had access



Y4 residential – 100% of our PP had access

Extra-curricula activities

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

<i>Club</i>	<i>Number of children</i>	<i>% of PP</i>
Kicks	40	23%
Rounders KS2	41	19%
Athletics	17	35%
Taiko	8	25%
Cross Country	20	32%
Lego	10	10%
Art	14	17%
Chillout	21	52%
KS 1 Singing	25	16%
Pokemon		
Dance	15	20%
Green Team	9	45%
School Parliament	9	33%
Play leaders	15	33%
Swimming	15	40%



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"> - Performance Management - Monitoring Designated behaviour and well-being lead - Social, academic and behaviour data - Thrive assessments and action plans - Attendance analysis 	<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>Approaches to improve parental engagement to include:</p> <p>Programmes to develop parental skills such as maths and literacy</p> <p>General approaches that encourage parents to become more involved with their children's learning including supporting their children with reading / homework</p>	£15100	Parental engagement +4 months	1,2,3,4,5



Adult led intervention programmes (am support)	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis 	<p>Phonics & early intervention reading programmes in KS1,(RWI) Lit+Num precision teaching KS2</p> <p>Spelling and times tables focus groups</p> <p>Maths fluency and application groups.</p> <p>Reactive interventions following morning tasks.(Feedback)</p> <p>Improved behaviour for learning</p> <p>% pupils at ARE in line with national averages</p>	£69,498	<p>Phonics +4 months</p> <p>Feedback +8 months</p> <p>Metacognition and self-regulation +7 months</p>	1,3
1-1 and small group learning support/ intervention (pm sessions) Including Recovery Premium spend	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings -lunch time and break time structured/supervised activities 	<p>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</p> <p>Including reading comprehension programme, spelling programme and knowledge of tables, phonics, including the use of precision teach</p>	£16,848	<p>1 to 1 / group tuition(+5months/+4 months)</p> <p>Reading comp +6months</p> <p>Phonics +5 months</p>	1
1;3 School led tutoring programme	<p>Quality assurance of teaching session by SLT</p> <p>Attainment and progress data</p>	<p>Employment of tutors to offer bespoke coaching to pupils identified through pupil progress meetings</p> <p>24 sessions Year 6(Teachers/TA's)</p> <p>12 days tutoring Y6 Jan –March(Teacher)</p>	<p>£3624</p> <p>£3060</p>	National tutoring programme	1,3



		7 days tutoring Y6 Sept-Dec	£1785		
CPD for Teaching support staff	<ul style="list-style-type: none"> - Independent learning - Questioning skills - Whole class novel - RWI phonics - TISUK - Feedback - Working Memory training 	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"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings 	<p>Attainment and progress data shows positive gains for PP children.</p> <p>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</p>	£2000	<p>Collaborative learning +5 months</p> <p>Feedback +6 months</p> <p>Oral language interventions +6 months</p>	1



Trauma Informed practitioners (TIS)	<ul style="list-style-type: none"> - Designated behaviour and well-being lead - Social, academic and behaviour data - TIS assessments and action plans - Attendance analysis 	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.	£1000	Social and Emotional +4 months	1,2,3,4
Well-being boxes Including the support of pupils sensory needs.	<ul style="list-style-type: none"> - To promote resilience and independent learning - To support self-regulation - Monitoring including pupil voice 	Pupils are independent and resilient learners.	£1000	Behaviour intervention + 4 months	2,3,4
Purchase web based programs to be used in school and at home <ul style="list-style-type: none"> • MyOn library • Spelling shed 	-	Parental engagement Targetted academic support Digital technology- provide beneficial skills practice and consolidation of learnt concepts.	£1200	Parental engagement +4 months	1,4,5
Educational Psychologist	<ul style="list-style-type: none"> - Designated behaviour and well-being lead - Social, academic and behaviour data - TIS assessments and action plans - Attendance analysis 	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. % pupils at ARE in line with national averages	£500	Behaviour Intervention + 3 months	2,



Uniform vouchers	<ul style="list-style-type: none"> - Designated behaviour and well-being lead - Social, academic and behaviour data - Thrive assessments and action plans - Attendance analysis 	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.	£1020	Parental Involvement +3 months	2,3,4,5
Subsidised outdoor and residential experiences and educational visits	<ul style="list-style-type: none"> - Social, academic and behaviour data - TIS assessments and action plans - Attendance analysis 	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	<ul style="list-style-type: none"> - Attendance data monitoring 	Improved attendance for Pupil premium children	£500	Parental Involvement	2,4,5
				+3 months	
Curriculum enrichment for HAP	<ul style="list-style-type: none"> - 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
Educational welfare service- SLA	-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 comprehension for Year 5+6			£500		1



Develop resources to promote independent learning	<ul style="list-style-type: none">- Quality assurance of teaching and learning- Outcome results of academic performance- In year progress data analysis- Pupil progress meetings	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
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