

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	
School name	<b>Trosnant Infant School</b>	<b>Trosnant Junior School</b>
Number of pupils in school	<b>168</b>	<b>239</b>
Proportion (%) of pupil premium eligible pupils	<b>60%</b>	<b>65%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>Academic Years 2021/2-2023/4</b>	
Date this statement was first published	<b>November 2021</b>	
Date on which it will be reviewed	<b>October 2022 and 2023</b>	
Statement authorised by	<b>Ian Waine (Executive Headteacher)</b>	
Pupil premium lead	<b>Clive Mulligan (Executive Deputy Headteacher)</b>	
Governor / Trustee lead	<b>Jacqui Ralphson (Chair of Governors)</b>	

### Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	<b>£128,040</b>	<b>£212,765</b>
Recovery premium funding allocation this academic year	<b>£12,760</b>	<b>£22,796</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£140,800</b>	<b>£235,534</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### ***Key principles for Pupil Premium Strategy:***

- To develop learners language skills (vocabulary, reasoning, explaining)
- To maintain a 'Growth Mindset' ethos and approach to learning
- To ensure a consistent approach to promote positive behaviours for learning

(In addition the school has identified that disadvantaged pupils were often disproportionately affected by the impact of COVID-19, and therefore the additional focus of a recovery curriculum – both academic and to support mental health and emotional well-being - is at the heart of Pupil Premium Strategy.)

### ***Key objectives, from the Federation Improvement Plan, linked to the federation's values, and which then inform our strategy for Pupil Premium Pupils:***

#### **Goals:**

Provide effective and targeted programmes and interventions, in Early Reading and mathematics, with particular focus on those in receipt of Pupil Premium

Review and embed our agreed pedagogy in writing, including spelling, grammar and handwriting, across the federation, and support family learning

Ensure summative assessment processes, including Arbor Assessment tools, for English and mathematics assessment are systematic, rigorous and inform next steps in teaching so these are adapted for the needs of all learners

#### **Resilience:**

Ensure that staff adapt their teaching so that pupils with SEND can learn the curriculum alongside their peers provide effective scaffolds, structures, resources and support

Review and adapt provision for emotional development and good mental health, based on the federation's Thrive approach and ensure that pupils with SEMH needs continue to be successful alongside their peers

Ensure provision of a wide range of physical and sporting opportunities and encourage a high level of engagement from pupils and their families, to improve activity rates and promote good physical health and a love of movement.

#### **Opportunities:**

Develop curriculum thinking in all subjects to ensure that subject leaders have precisely identify and structure the most important knowledge and skills they intend pupils to learn and remember

(Infant School OFSTED Action 1 2022) and

Leaders should refine their curriculum planning so that subject knowledge is broken down into smaller steps.

(Junior School OFSTED Action 2022)

Develop and embed assessment processes across the federation, in particular summative assessments in the wider curriculum

Refine and enhance the provision, for small groups and individuals, identified as Higher Achieving, to enable them to deepen and broaden their learning, and achieve GDS by the end of Key Stage

### Working Together:

Develop a clear culture and understanding around the Hampshire Back to Basics approach to underpin the federation's own community values

Ensure a wide range of strategies and provision are effective in removing barriers to good attendance

Identify cohort aspirations in EYFS to ensure provision best meets needs and ensures effective transition to Year One.

### Respect:

Review behaviour policy and practices – underpinned by the ethos of “When the Adults Change”, including an effective focus on the development of strong, confident and appropriate pupil voice

Enhance and embed our Personal Development Learning opportunities for all pupils

Ensure wider curriculum provision provides regular and cohesive opportunities to encourage engagement in positive social and community activities, and promote inclusion and diversity

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 (Goals)	Are pupil premium learners, including those with SEND and HAPs, meet age related milestones across all subjects? <i>(FIP Target 1)</i>
2 (Resilience)	Are pupil premium learners, including those with SEND and HAPs, demonstrating the necessary resilience to engage in their learning? <i>(FIP Target 2)</i>
3 (Opportunities)	Are pupil premium learners, including those with SEND and HAPs, demonstrating the appropriate key knowledge and skills across the curriculum? <i>(FIP Target 3)</i>
4 (Working together)	Are pupil premium learners, including those with SEND and HAPs, contributing effectively to the Federation's vision, ethos and values? <i>(FIP Target 4)</i>
5 (Respect)	Are pupil premium learners, including those with SEND and HAPs, achieving their best? <i>(FIP Target 5)</i>

## 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
All pupil premium pupils, to have the best possible opportunity of achieving 'Age Related Expectations' (ARE) and where appropriate 'Greater Depth' (GDS) through high quality teaching and learning, in all areas of our curriculum.	Evidence of a reduction of the attainment gap between Pupil Premium Pupils and all pupils – in school, locally and nationally. (Arbor data analysis)
All pupil premium pupils to develop a growth mind-set approach to learning and life, supports a successful recovery curriculum and develops the emotional and mental well-being of the individual.	Evidence of positive outcomes from SEMH and other interventions, including academic outcomes, for identified Pupil Premium pupils. (SEND tracking and analysis)
All pupil premium pupils to have opportunities, which are diverse and relevant to our learners and community, equip individuals for citizenship in the 21 <sup>st</sup> century.	Evidence of successful engagement, including academic outcomes in the full Trosnant curriculum and enrichment activities from Pupil premium Pupils. (Pupil Premium Spreadsheet and Arbor Wider Curriculum Assessment)
All pupil premium pupils receive well targeted child and family support, ensuring all stakeholders can achieve aspirational outcomes.	Evidence of positive impact, including academic outcomes, of child and family support, including outside agencies.  (CPOMS reports and Arbor data analysis)
All pupil premium pupils can demonstrate that respect underpins all interactions and relationships within our community, which enables members of the federation to contribute positively to a diverse and ever-changing society.	Evidence of increased positive behaviours, including behaviours for learning.  (CPOMS reports and classroom behaviour documentation)

## Activity in this academic year

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

### Teaching

Budgeted cost: Pupil Premium - £ 72,000 (Infant) / £120,000 (Junior)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Infant School	HLTA to provide classroom teaching support	Making Best Use of teaching Assistants, EEF, 2018 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,3
	LSA to provide additional classroom support	Deployment of Teaching Assistants in schools Research Report Skipp and Hopwood, ASK Research, ,2019 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf</a>  Research into the deployment and impact of support staff who have achieved HLTA status Final Report, Wilson et al, 2007 <a href="https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf">https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf</a>	1,3
Junior School	HLTA to provide classroom teaching support		1,3
	LSA to provide additional classroom support		1,3

## Targeted academic support

Budgeted cost:

Pupil Premium - £45,000 (Infant) / £58,500 (Junior)

Recovery Grant - £12,670 (Infant) / £22,796 (Junior)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Infant School	Thrive / Nurture / ELSA support	Impact of Thrive, thriveapproach.com, 2021 <a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/</a>	2,5
	LSA support	Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network, (May 2015)	1,3
	Reading support	<a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a>	1
	School Led Tutoring		1,3
Junior School	ELSA support	Exploring the impact of Nurture Groups on children's social skills: a mixed-methods approach, Cunningham, Hartwell and Kreppner, 2019 <a href="https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1615868?journalCode=cepp20">https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1615868?journalCode=cepp20</a>	2,5
	LSA support		1,3
	Reading support	Better Reading Support Partners, Edgehill University, 2021 <a href="https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/">https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/</a>	1
	School Led Tutoring		1,3
		School-Led Tutoring guidance The National Tutoring Programme September 2021 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</a>  Academic Mentor NTP: <a href="https://www.ntpacademicmentors.co.uk/academic-mentors/what-is-an-academic-mentor?source=google.com">https://www.ntpacademicmentors.co.uk/academic-mentors/what-is-an-academic-mentor?source=google.com</a>	1,3

## Wider strategies

Budgeted cost: Pupil Premium £ £39,600 (*Infant*) / £66,845 (*Junior*)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Infant School	Enrichment - Trip subsidy & Apple of My Eye food technology and healthy eating	The Importance of Nutrition Education in Schools, Purcell, 2016 <a href="https://www.schoolreportonline.com/independent-school-news/the-importance-of-nutrition-education-in-schools/">https://www.schoolreportonline.com/independent-school-news/the-importance-of-nutrition-education-in-schools/</a>	3,4,5
	Attendance – Breakfast Club subsidy & minibuss collections	Thousands more children to benefit from free breakfast clubs, DFE, 2021 <a href="https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs">https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs</a>	5
	Parent Support – Family Support Team	Working with Parents to Support Children’s Learning, EEF, 2018 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	5
Junior School	Enrichment – trip subsidy Apple of My Eye food technology and healthy eating	Academic achievement via emotional wellbeing outdoors, 2017 <a href="https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430">https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430</a>	3,4,5
	Attendance – Breakfast Club subsidy & minibuss collections		5
	Parent Support – Family Support Team		5

**Total budgeted cost (Pupil Premium):**

*Infant School £156,600*

*Junior School £249,586*



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

<b>Cohort Profile of Disadvantaged Pupils in KS 1 &amp; 2 July 2023</b>					
Year Group	% of PP pupils (without SEN)	% of PP (pupils with SEN)	% of Pupils above target	% of Pupils at target	% of Pupils below target
Infant	32	68	14	77	9
Junior	20	80	31	52	17

## Recovery planning

- Catch up planning: revisit prior learning, challenge pupils to remember and apply, to secure levels of fluency and accuracy previously attained and so that it is sequential and progressive
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Home learning for other year groups, fluency in reading and mathematics
- Interventions for SEND and catch up pupils
- Transition support providing summative assessments, domain analysis, learning behaviours and SEMH needs
- ELSA, counselling and PSHE curriculum at heart of what we do to help pupils adjust to being back in school and address anxieties
- Review curriculum to ensure best match to pupils needs and to close gaps.
- Infant and Lower Junior focus on phonics with emphasis on rigorous teaching of single programme (Monster Phonics); monitor, review adjust groupings quickly as children catch up at different speeds
- Emphasis on key fluency and number skills in maths
- NTP – School Led Tutors KS1 and KS2
- Signposting to extra-curricular / holiday activities for disadvantaged and vulnerable pupils
- Continued use of voucher schemes and signposting to Community Pantry

## 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
Power Maths	Pearson
Monster Phonics & Spelling	Monster Phonics
Scholastic Pro	Scholastic
Times Tables Rockstars	Maths Circle Ltd
Grammasaurus	Grammasaurus
Kapow	Kapow Primary
White Rose Maths & Science	White Rose
Language Angels	Language Angels
Oddizzi	Oddizzi
Digi-Map	Edinburgh University
Charanga	Charanga Ltd

Purple Mash	Purple Mash
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