

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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>173</b>	<b>233</b>
Proportion (%) of pupil premium eligible pupils	<b>51%</b>	<b>62%</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>£117,104</b>	<b>£201,179</b>
Recovery premium funding allocation this academic year	<b>£12,470</b>	<b>£24,061</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>£129,574</b>	<b>£225,240</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 an effective and targeted recovery curriculum in English and mathematics, particularly for those in receipt of Pupil Premium
- Develop a clear pedagogy for language development, early reading, listening skills and mathematical fluency

#### ***Resilience:***

- Provide constructive and specific feedback, to pupils, staff and parents/ carers which are built on positive relationships and reflect a growth-mindset, high expectations and a belief in the possibility of success
- Ensure a wide range of opportunities, and a high level of engagement from pupils and their families, in removing barriers to success

#### ***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
- Reinforce the importance of wider strategies and learning behaviours (e.g. continuous provision, retrieval practice, dual coding), and of a language rich and engaging learning environment

#### ***Working Together:***

- Refine and enhance the access and tracking of outcomes from interventions and other opportunities, for those who are in receipt of pupil premium
- Review, enhance and embed our SMSC and PSHE curriculum

#### ***Respect:***

- Refine and enhance the access and tracking of outcomes from interventions and other opportunities, for those who are in receipt of pupil premium
- Ensure that across the curriculum there is an effective focus on the development of strong, confident and appropriate pupil voice

## 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. (Target Tracker 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)

<p>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.</p>	<p>Evidence of successful engagement, including academic outcomes in the full Trosnant curriculum and enrichment activities from Pupil premium Pupils. (Pupil Premium Spreadsheet and Curriculum Assessment Books ('Red Books'))</p>
<p>All pupil premium pupils receive well targeted child and family support, ensuring all stakeholders can achieve aspirational outcomes.</p>	<p>Evidence of positive impact, including academic outcomes, of child and family support, including outside agencies. (CPOMS reports and Target Tracker data analysis)</p>
<p>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.</p>	<p>Evidence of increased positive behaviours, including behaviours for learning. (CPOMS reports and classroom behaviour documentation)</p>

## 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 - £ 75,000 (Infant) / £126,000 (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 - £27,240 (Infant) / £57,763 (Junior)

Recovery Grant - £12,470 (Infant) / £24,061 (Junior)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Infant School</i>	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
<i>Junior School</i>	ELSA support	Exploring the impact of Nurture Groups on children's social skills: a mixed-methods approach, Cunningham, Hartwell and Kreppner, 2019	2,5
	LSA support	<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>	1,3
	Reading support	Better Reading Support Partners, Edgehill University, 2021	1
	School Led Tutoring	<a href="https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/">https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/</a>	1,3
	Academic Mentor	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 £ £30,088 (*Infant*) / £65,823 (*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 5
	Attendance – Breakfast Club subsidy & minibus 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 – Home School Liaison Officer (including NVR and Family Links)	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>	
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 & minibus collections	Forest School: impact on young children, <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	5
	Parent Support – Home School Liaison Officer (including NVR and Family Links)		5
	Forest School – staffing & resources		2,3,4,5

## Total budgeted cost (Pupil Premium):

### Infant School

**Pupil Premium 2021-22 Academic Year :**  
**£117,104 plus £12,470 Recovery Premium = £129,574**

#### **50% Teaching - £75,000:**

- HLTA (x2) to provide classroom teaching support 48,000
- LSA (x1.5) to provide additional classroom teaching support 27,000

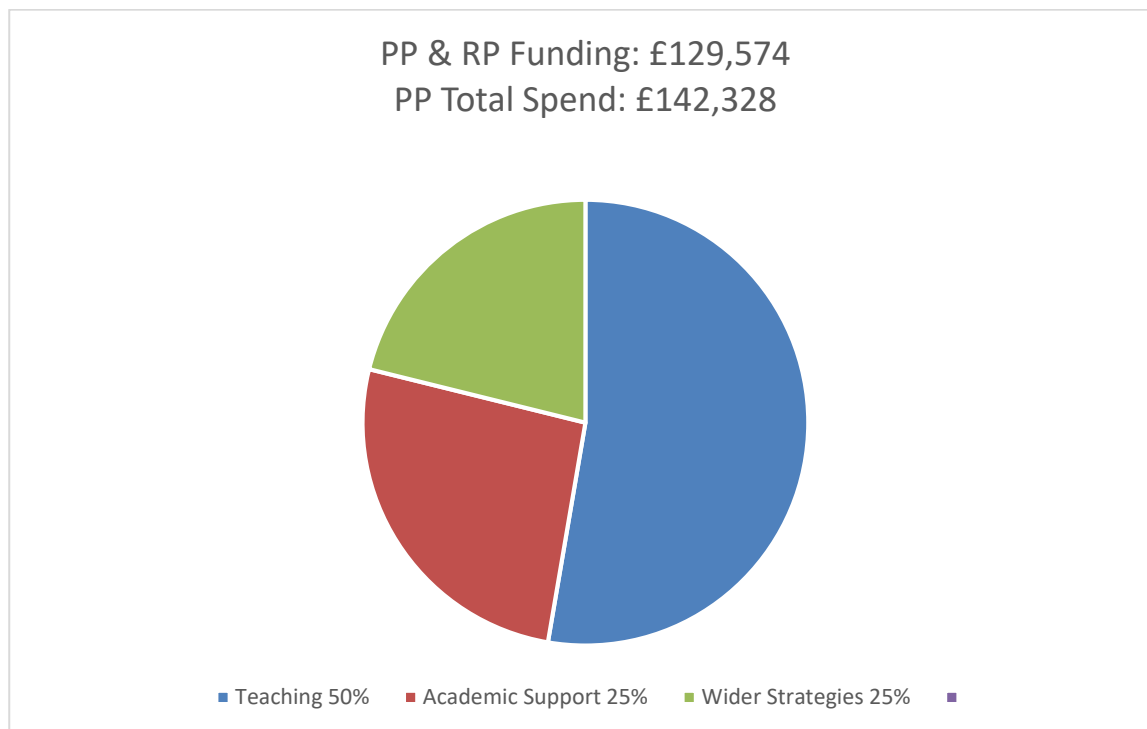
#### **25% Academic Support - £37,240:**

- Additional Thrive / Nurture / ELSA support 20,000
- LSA (x0.5) to deliver interventions 9,000
- Better Reading 5,000
- School Led Tutoring 3,240

#### **25% Wider Strategies - £30,088:**

- Enrichment – trip subsidy & AoME 3,144
- Attendance – breakfast club subsidy & minibus 11,944
- Parent Support – HSLO 15,000

**£142,328**





## Junior School

**Pupil Premium 2021-22 Academic Year :  
£225,240 plus £24,061 Recovery Premium = £249,301**

**50% Teaching - £126,000:**

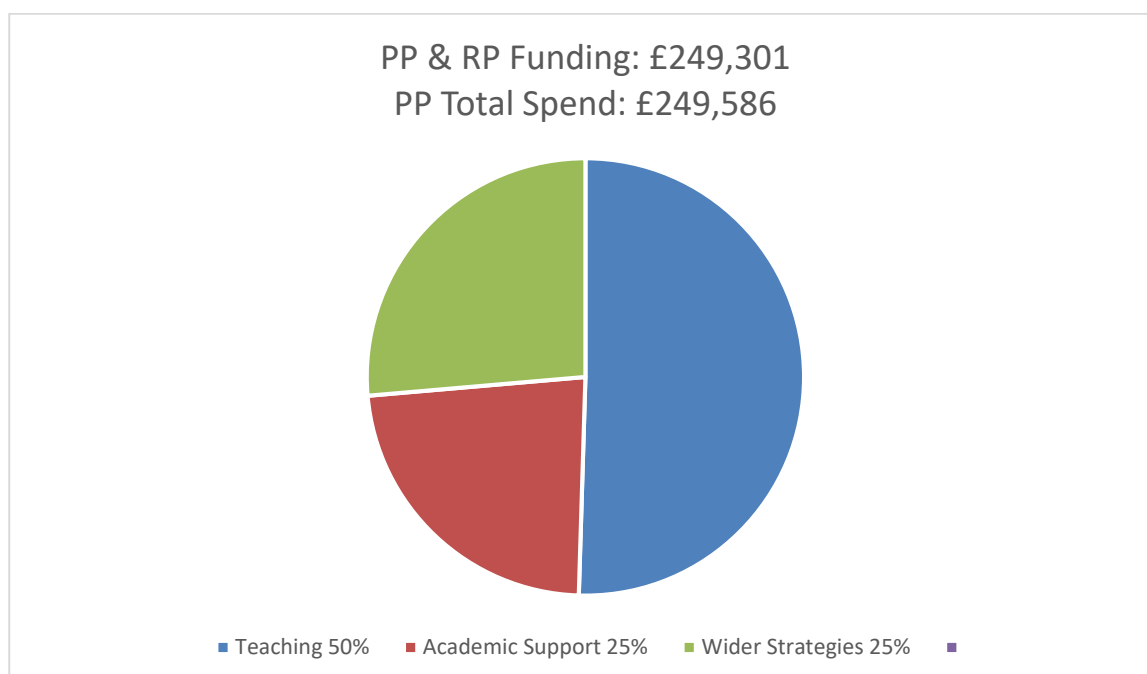
- HLTA (x3) to provide classroom teaching support 72,000
- LSA (x3) to provide classroom teaching support 54,000

**25% Academic Support - £57,763:**

- ELSA support 24,900
- LSA (x1) to deliver interventions in Y6 18,000
- Better Reading 6,350
- School Led Tutoring 7,413
- Academic Mentor 1,100

**25% Wider Strategies - £65,823:**

- Enrichment – trip subsidy & AoME 3,907
  - Attendance – breakfast club subsidy & minibus 17,916
  - Parent Support – HSLO 22,500
  - Forest School to support staffing & resources 21,500
- £249,586**



**Cohort Profile of Disadvantaged Pupils in KS 1 & 2 July 2022**

Year Group	% of PP pupils (without SEN)	% of PP (pupils with SEN)	% of Lower attaining PP Pupils	% of Middle Attaining PP Pupils	% of Higher Attaining PP Pupils
EYFS	48	17	34	66	
1	24	27	67	33	0
2	46	20	62	38	0
3	39	27	68	31	0
4	44	19	87	14	0
5	47	9	42	58	6
6	43	18	44	57	5

## Recovery planning – March 2021-July 2022

- Risk assessments for pupils with EHCPs and communication to parents
- 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 autumn 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 (RWI Phonics); monitor, review adjust groupings quickly as children catch up at different speeds
- Emphasis on key fluency and number skills in maths
- All learning continuing to be provided online via Google Classrooms to support home learning and isolation
- Academic mentor employed to work with targeted pupils in Year 6
- NTP – 2 Tutors KS1 and KS2
- School Led Tutoring
- 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
Read, Write Inc Phonics	Ruth Miskin
Scholastic Pro	Scholastic
Times Tables Rockstars	Maths Circle Ltd
Grammasaurus	Grammasaurus
Kapow	Kapow Primary
White Rose Maths	White Rose

Language Angels	Language Angels
Oddizzi	Oddizzi
Digi-Map	Edinburgh University
Charanga	Charanga Ltd