



## Trinity Road Pupil Premium Statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium) 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 (2023-2024) and the outcomes for disadvantaged pupils last academic year (2022-2023).

### School overview

| Detail  | Data                                |
|---|-------------------------------------|
| Number of pupils in school  | 356                                 |
| Proportion (%) of pupil premium eligible pupils   | 23%                                 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023-2024<br>2024-2025<br>2025-2026 |
| Date this statement was published   | December 2023                       |
| Date on which it will be reviewed   | December 2024                       |
| Statement authorised by   | Natasha Outhwaite                   |
| Pupil premium lead  | Natasha Outhwaite/Ellaina Blake     |
| Governor / Trustee lead   | Claire Styles                       |

### Funding overview

| Detail | Amount |
|--------|--------|
|--------|--------|

|  |              |
|--|--------------|
| Pupil premium funding allocation this academic year<br>(Sept 2023-July 2024)   | £117,277.00  |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24<br/>cannot be carried forward beyond August 31, 2024.</i>      | £ 29,559.00  |
| Pupil premium funding carried forward from previous<br>years (enter £0 if not applicable)  | £ 84,694.00  |
| Total budget for this academic year<br><br>If your school is an academy in a trust that pools this<br>funding, state the amount available to your school this<br>academic year | £ 231,647.27 |

# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention at Trinity Road Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to support and enhance the progress and attainment of disadvantaged pupils across the curriculum in all their outcomes, yet we know that all our approaches will benefit non disadvantaged pupils at the same time.

### **Our objectives are:**

- To ensure disadvantaged pupils have the same experiences and opportunities as their non-disadvantaged peers.
- Pupil premium children and their peers are able to stay emotionally healthy and regulate their own emotions to stay safe.
- Ensure all children can read with fluency and demonstrate a good understanding to enable them to access the curriculum and their world around them.
- To develop pupils' confidence and ability to communicate effectively in a wide range of social and academic contexts.
- To remove and reduce the barriers created by poverty, family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers in school and over time towards the national picture.

### **Achieving our objectives:**

- Provide quality first teaching supported by quality professional development opportunities for all pupils
- Provide a rich and broad curriculum that is delivered through an immersive and practical approach to stimulate, engage and motivate all learners
- Target funding to ensure and enable all pupils to have access to educational visits, residential and enriched learning activities whereby cost may be a barrier.
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and art.
- Provide appropriate pastoral support to support pupils in their emotional and social development.
- Provide targeted intervention, support and tuition to swiftly identify gaps in learning and basic skills significantly through same day interventions and planned small group support programmes.

*This is not an exhaustive list and it is expected that strategies will change and develop based on the needs of the pupil demographic and the data collected.*

### **Our key principles:**

- *At Trinity Road Primary School we aim to impact the outcomes of disadvantaged pupils yet, our approaches will also benefit the outcomes for non-disadvantaged pupils. We believe in challenging and supporting our disadvantaged children and intervening early when the need is identified. We adopt a whole school expectation for staff to take responsibility for the outcomes of disadvantaged pupils by ensuring an effective use of data, data systems and appropriate staff training to enable teachers and staff to plan proactively. Alongside the academic support we ensure that pupils' social, emotional and mental health needs will be supported through high quality provision and programmes from appropriately trained adults.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupils unable to self-regulate and manage emotions in an age-appropriate way (SEMH), pupils do not have the range of independent self-regulation strategies or coping mechanisms to support them and they are reliant on adult intervention to co-regulate with them.  |
| 2                | Attendance & Punctuality; ensuring disadvantaged pupils attend and attend a full day. Some pupil attendance is directly reliant on the parent/carer and their network to get to school on time or at all and disadvantaged pupils are vulnerable because of this.  |
| 3                | Some of our disadvantaged pupils come from homes where there are low aspirations, and these pupils are not attaining in line with their peers. They have a lower level of support for education in the home and less resources to support educational activities, including homework.  |
| 4                | Some children do not have access to wider opportunities outside of school which impacts their life experience, their vocabulary development, self-esteem and confidence is all limited by this.  |
| 5                | Some of our disadvantaged children live in cramped conditions where they do not have access to green spaces and with multiple siblings and often single parent families' opportunities to access quiet spaces, to focus, undertake exercise and getting outdoors is limited.   |
| 6                | Some of our children experience a technology gap in their skills and access to computer literacy both at home and at school driven by a lack of resources and access support. From a pupil survey we ascertain that 98% of pupils have access to an electronic device, it is not clear if this device is shared, or they are permitted to use it beyond recreational activities. |
| 7                | Parental engagement for some vulnerable children is very low; sporadic engagement or very necessary engagement when the family hits crisis point.  |
| 8                | For a range of social, emotional and economic interruptions many of our disadvantaged pupils do not sustain their rate of progress between key stages during their time at the school.   |

## 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  |
|---|---|
| Disadvantaged and vulnerable pupil are attaining in line with their peers in reading, writing and maths   | <p>All children across the school achieve outcomes in line with, or above national average.</p> <p>All children in year 6 achieve outcomes in line with, or above national average by the end of KS2 and make good or better progress.</p> <p>All children will achieve or exceed their personalised end of year targets.</p>   |
| Disadvantaged pupils attain higher, closing the gap with their peers for in Phonics.  | No less than 75% of children in year 1 pass the Phonics Screening Check.  |
| Attendance for pupil premium children improves and persistent absence reduces   | <p>Attendance is not less than 95% for disadvantaged pupils.</p> <p>Currently attendance for disadvantaged pupils sits at approximately 88%.</p> <p>Reduce persistent absence. We have 20% persistent absence.</p> <p>The poorest attendance in our school community is among children with SEND and those who are FSM/PP.</p>  |
| Enriched learning opportunities and experiences   | <p>Pupil premium children have visited a range of places, venues and experiences to support learning across the school year.</p> <p>Curriculum learning is planned to make and take maximum advantage of the outdoor spaces the school site offers e.g. use of the field, the wooded glades and the Jubilee Woods.</p> <p>Outcomes for children are high across the foundation subjects, especially but are not limited to writing, Science, history/geography, art/DT, music and PE because they have had experiences they can draw on and use to support learning, social and emotional development.</p> <p>Pupils are able to communicate with a wider vocabulary and are taking an active part in the wider curriculum.</p> |
| Most vulnerable children and their families have access to therapeutic support to secure their basic needs of safety, belonging, communication and self-worth/esteem. | Pupil voice shows that children feel like school is a safe place and they feel part of the school community and like they know who they can speak to if they need help.   |

|   |  |
|---|--|
|   | <p>Not less than 95% of parents say their child feels safe at school.</p> <p>We have a low level of exclusion and use internal strategies to support the emotional, social and mental wellbeing and health of children.</p> <p>100% of disadvantaged children are making progress on their One Plans and/or the behaviour analysis.</p>  |
| Pupils are able to self-regulate and manage emotional in an appropriate way that will serve them well as they move around the school and local community.                   | <p>Behaviour reporting shows a decrease in incidents for the pupil premium children over time.</p> <p>Pupil premium children are using the Zones of Regulation strategies and they are accessing the regulation stations across the week and are co-operating in co-regulation strategies with adults they trust. Moreover they are developing their ability to express how they are feeling and communicate their need.</p> |
| High levels of positive engagement with parents and families of our disadvantaged children e.g. at learner conferences, community events and parent workshops and meetings. | <p>Attendance of disadvantaged families at events is good and supports the children to further their experiences.</p> <p>Positive home school communication between class-based adults and parents.</p> <p>Parent views are captured annually.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 116,213.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |   |                  |
|---|---|------------------|
| Pastoral Manager employed full time for the school. | <p>56% of our disadvantaged children are or have been subject to safeguarding or wellbeing concerns</p> <p>80% of our highly dysregulated children are pupil premium</p> <p>80% of the caseload of the Pastoral Manager are pupil premium children accessing pastoral support, including counselling, mental health, wellbeing and family therapy support.</p> <p>‘Being able to effectively manage emotional will be beneficial to children and young people even if it does not translate to reading and maths scores (EEF teaching and learning toolkit social and emotional learning 2021)</p> <p>‘The evidence indicates there is particular promise on developing social interactions between pupils (EEF teaching and learning toolkit social and emotional learning 2021)’</p> <p>The additional needs brought on by the circumstances our disadvantaged and non-disadvantaged families face means the Pastoral Manager has a high case load and therefore is needed full time to reach the families and children and remove and reduce their barriers to learning.</p> | 1, 2, 4          |
| Two x 16-hour Adults who Support Learning (ASL)     | <p>More adult support at key times where an increase in supervision contributes to keeping children safe.</p> <p>When children are supported by trained adults, they are more likely to build trust, increase communication which enables adults to provide a greater level of personalised and targeted support.</p>   | 1, 5, 8          |
| Learning Mentor -                                   | Learning mentors sole role is to remove barriers to learning. Many of our children are young carers, many are experiencing significant affects of   | 1, 2, 3, 4, 7, 8 |

|   |   |      |
|---|---|------|
|   | <p>covid in the financial strains in the home or the mental or physical health of caregivers. Learning mentors solely focus on what the child needs to build up their social and emotional needs while focusing on their positive mental health and social skills.</p> <p>The learning mentor will enable the pastoral team to reach more individual and groups of children both in and out of the classroom.</p>   |      |
| 0.6 HLTA to add capacity for same day interventions                           | While we know the research suggests that the greatest impact a child can have is from their teacher (EEF 2022), we also know that highly trained, highly skilled and experienced HLTA can provide both quality cover for release time for teachers to undertake the intervention strategy children need, or skilled administration of structured interventions.   | 3, 8 |
| Specialist Speech & Language Training and Support for planning and assessment | All our staff are trained by specialist NHS speech and language therapists to support plan and undertake speech and language interventions in the classroom, for specific children and in the daily provision and environment. This is in addition to the intensive speech and language intervention that some children from our Enhanced Provision for Speech and Language will be receiving. As these children are in our mainstream classes as part of our overall provision, it is key they are accessing adults widely that are well trained to deliver and build on programmes. | 4    |



|   |   |            |
|---|---|------------|
| Phase Leader TLRs (2)                           | Staff at this more senior role have a direct link with communicating with families, providing feedback and reassurance and they are in place to support the line management of the teams across the school; disseminating the ethos and values of the school, supporting colleagues, at all stages of their career with children and families, alongside ensuring that all teachers and staff in their teams are maximising the opportunities for our pupils through the experience they already have.  | 3, 6, 7, 8 |
| Paediatric Occupational Therapy staff CPD       | <p>We are working with a specialist Paediatric Occupational Therapist to support our environment, furniture, resource choices, room design and staff training to understand how to support children with self-regulation. The programme is bespoke and runs alongside our delivery of the Zones of Regulation – whereby we are ensuring children develop their independent self-regulation strategies in the classroom.</p> <div> <ul style="list-style-type: none"> <li>• We are registered with the Royal College of Occupational Therapy and Health Care Professionals Council</li> <li>• We have over 40 years combined experience in Pediatrics</li> <li>• We only treat children and young people, as a result our services are very child friendly</li> <li>• We are entirely community based and offer a flexible approach to assessment and treatment ensuring that we fit in as much as possible with your routine</li> <li>• We have a high level of skill in neurological impairment and have experience in delivering treatments using functional electrical stimulation to the upper limb and constraint induced movement therapy.</li> <li>• We have expertise in 1:1 therapy, equipment assessment and provision, postural management, acute rehab, accessible vehicle provision, environmental control assessment/provision and moving and handling training.</li> <li>• We have worked hard to develop a range of professional relationships and we will work with NHS, social care and other independent services on your behalf to ensure your needs are fully met.</li> </ul> </div> | 1, 4, 5, 8 |
| EYFS Consultancy Provision Support and Training | Exploring the support and specialist skills of consultants ensures that we as a team are up to date with current practice and proven methods based in research and with evidence.   | 3, 4, 6    |

|  |  |  |
|--|--|--|
|  | We are outward looking to develop our staff; investing in on site and off-site professional learning opportunities beyond that of online training. |  |
|--|--|--|

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

Budgeted cost: £ 90,185.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| iRock – rock music tuition – funded places for 19 Pupil Premium children for the year | <p>iRock is a parent funded, on site, school-based music tuition programme led by practicing musicians called band coaches. As it is at a cost to families we know that this rules some of our families out due to not being able to financially meet this cost. These lessons use rock-band instruments and due to the cost, these kinds of instruments would not normally be able to be purchased or housed in the family homes. All instruments are brought on site by the band coach from iRock and the children are taught across a term to play their instrument, as part of a band (team of other children) to perform in an end of term 'rock concert'.</p> <p>The fundamentals of music, beat and rhythm are rooted in maths and this is the basis of keeping time with your bandmates. Confidence and self-esteem is grown over time through success at playing the instrument and overcoming fears to perform to a crowd of families and their peers.</p> | 1, 2, 3, 4, 6, 7, 8           |

|                                 |   |               |
|---------------------------------|---|---------------|
|                                 | The rock concerts are well attended by proud families and children blow our socks off with their newfound skills and confidence growing each term across the year.  |               |
| Anti-Bullying Workshop          | External delivery partners support the school wide message and expectation. When it comes from a different person, the message is often reinforced or heard in a different way.   | 1, 4, 6, 7, 8 |
| Say no to racism/discrimination |   |               |
| Lexia - programme               | <p>Proven programme to support reading and reinforce key phonics and early reading gaps and provide structured repetition and scaffolding to plug gaps in children who struggle to read. <i>Plugging gaps in early reading and developing reading fluency is part of the recommendations from the EEF in their Improving Literacy in KS1 October 2021 publication.</i></p> <p>Being able to read and broadening vocabulary increases access across the curriculum and improves life chances for all children.</p> | 3, 4, 6, 7    |
| Widgit - programme              | Widgit is a symbols programme that supports children who struggle to decode and read, access a wider range of vocabulary and improves access across the whole curriculum. The widgits are symbols that correlate to all vocabulary in the curriculum, including technical and specialist subject vocabulary to support children with their understanding of a concept and their access into their learning. It builds independence and increases pupil confidence.  | 3, 4, 6, 8    |

|                                     |   |            |
|-------------------------------------|---|------------|
| Letter Join – Handwriting programme | A structured, proven programme to provide staff with the techniques and resources sequentially across the school to support children communicate in writing because their handwriting is legible and can be read and understood.  | 3, 8       |
| Table Fables - programme            | A programme to support children to grasp their times table facts using rhyme, song and character storytelling. This meets the needs for those who work well with an alternative approach to learning where facts are secured to memory through a connection with a character and a pattern.   | 1, 4, 8    |
| PlanBee – curriculum support        | A school wide curriculum programme, with resources and planning, to provide teachers with the platform of consistency and ensures full curriculum delivery. It supports teachers at all stages in their career to avoid starting with a blank page, ensuring that the main points are covered and enables more differentiation and variation in the provision because staff have more time than planning purely from scratch. | 3, 6, 8    |
| Crick Software - Clicker            | A complete writing package providing pupils with support and challenge for their writing journey and outcomes.  | 3, 6, 8    |
| Zones of Regulation                 | A proven structures 18 week school wide programme that provides a consistent system, shared vocabulary for adults and children and a menu of regulation tools to support children self and co regulate when they have   | 1, 3, 4, 8 |

|   |  |            |
|---|--|------------|
|   | <p>big feelings, are overwhelmed and are or becoming dysregulated.</p> <p>The evidence-based research approach is rooted in best practice about how our bodies and brains function more successfully when we are not in a heightened state. This is backed up by the field research undertaken during the conception and delivery of the Zones of Regulation programme by Leah Kuypers.</p> <p><a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a></p> |            |
| Emotional Regulation Resources – whole school | <p>Regulation stations set up in every classroom across the school to build on the school wide programme of the Zones of Regulation sessions.</p> <p>Resources and manipulatives and including furniture to provide a space for children to regulate.</p>  | 1, 3, 4, 8 |
| Sensory Room                                  | <p>Fitting out a dedicated sensory space with an ambient environment to reduce sensory overload, extreme stress, environmental noise, and over-stimulation for children who struggle to cope and regulate in the mainstream classroom and everyday situation.</p>  | 1, 4, 8    |
| Specialist SEND consultancy support           | <p>To bring external expertise and strategic support to implement SEND support programmes and innovate SEND provision approaches.</p> <p>It is important to work with specialists, be outward looking and seek advice, and continuous improvement as referenced in the EEF Effective</p>   | 1, 4, 7, 8 |

|  |   |             |
|--|---|-------------|
|  | Professional Development Guidance<br>October 2021.  |             |
| External Occupational<br>Therapy support     | We are working with a specialist<br>Paediatric Occupational Therapist to<br>support our environment, furniture,<br>resource choices, room design and<br>staff training to understand how to<br>support children with self-regulation.<br>The programme is bespoke and runs<br>alongside our delivery of the Zones of<br>Regulation – whereby we are<br>ensuring children develop their<br>independent self-regulation strategies<br>in the classroom. | 1, 4, 5, 8  |
| Occupational therapy<br>furniture/equipment  |   |             |
| Additional Educational<br>Psychology support | To bring external expertise and<br>strategic support to implement SEND<br>support programmes and innovate<br>SEND provision approaches.<br><br>It is important to work with specialists,<br>be outward looking and seek advice,<br>and continuous improvement.  | 1, 4, 7, 8  |
| Additional class library<br>books            | Broadening children's experiences<br>about the world and brightening their<br>imagination through reading supports<br>vocabulary development, impacts<br>writing outcomes and enjoyment or<br>immersing yourself within a super<br>story and a good book. Reading for<br>pleasure or reading for information<br>and knowledge are all part of<br>improving outcomes across the<br>curriculum for all.   | 3, 4, 5, 6, |
| Bikeability                                  | Supporting independent skills such as<br>coordination, fun and enjoyment and<br>a life skill to be able to ride a bike.<br>Skilled instructors provide a<br>structured programme of learning to<br>ride a bike then moving on to riding   | 5           |

|                                  |   |         |
|----------------------------------|---|---------|
|                                  | on the road and knowing the highway code and how to stay safe.  |         |
| 15 ipads                         | Providing a greater number of reliable, state of the art electronic devices to accompany, enhance and develop pupils in their learning alongside the classroom learning and across the curriculum.  | 6       |
| Homework Online platform and App | <p>Providing an online platform to support a greater number of pupils interact and complete learning beyond the classroom and the school. To support pre teaching and elicit assessment information following a unit of learning or a concept.</p> <p>Reduce workload for teachers while also using the advantages of AI to monitor the programme interactions of the pupils and tailor the level of the learning specifically.</p> | 3, 6, 7 |

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

Budgeted cost: £ 23,139.00

| <b>Activity</b>                                     | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| The Art of Brilliant – whole school pupil programme | Online self-esteem and happiness programme designed to build self-esteem in children and encourage them to feel more positive about themselves in their world and their future. The programme works with teachers and staff, alongside the children to provide online training and resources. | 2, 4                                 |

|                                      |   |          |
|--------------------------------------|---|----------|
|                                      | <p>Run in conjunction with the Zones of Regulation and our mindfulness moments programmes.</p> <p>The programme applies research based on the strategies to encourage everyone to flourish, a common sense, human interaction and psychology approach by Dr. Andy Cope.</p>   |          |
| Jigsaw PSHE – whole school programme | Structured and sequential whole school PSHE programme that provides planning and resources to cover the requirements of the national curriculum and enables teachers to tailor their provision, because of a reducing in planning from scratch, to meet the needs of children through a personalised approach.  | 1, 4, 5, |
| Text Message Service for families    | In a recent communication survey this was a way in which parents reported they wanted to be communicated with.  | 2, 7     |
| Educational Visits - transport       | Planned opportunities across the yearly curriculum provide practical and immersive learning opportunities through educational visits. To improve engagement and uptake and where a visit may be out of financial possibilities for some families, we subsidise the cost of the transport to lower any cost to families and enable more pupils to participate. | 4, 5, 7  |
| Food for children                    | Food, and not being hungry, is at the physiological basis of Maslow's Hierarchy of needs and fundamental to focus and concentration. We provide a range of fruit and basic snacks to support children meet their basic needs. For some children this is   | 1, 2, 5  |



|                 |  |         |
|-----------------|--|---------|
|                 | <p>part of their provision and for some we support them co-regulate with a snack. As part of the Zones of Regulation programme we are enabling children to communicate their needs more readily and by having snacks support us to provide for this.</p> <p>Deprivation indices among some of our disadvantaged families means some children do not have the means to provide an additional snack compared to their non-disadvantaged peers.</p> |         |
| Uniform and kit | <p>'Belong' is a school value and part of our school motto. To belong is a fundamental right and when in a school looking different by not being able to wear uniform creates distances and jeopardises a sense of belonging.</p> <p>We store a range of new and preloved uniform items to support disadvantaged families with the additional costs.</p>   | 2, 3, 5 |

**Total budgeted cost: £ 229,537.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Disadvantage pupils related to those who are pupil premium and free school meals.*

Absence in 2022-2023, across the school, has decreased alongside persistent absence. In turn school attendance, for the year, has increased.

#### Absence

|   | Overall Absence |             | Persistent Absence |             |
|---|-----------------|-------------|--------------------|-------------|
|   | 2021/22         | 2022/23     | 2021/22            | 2022/23     |
| Rate of absence   | 7.7%            | 6.9%        | 22.9%              | 22.5%       |
| Comparison to all schools                                 | Highest 20%     | –           | –                  | –           |
| Comparison to schools with a similar level of deprivation | Highest 20%     | Highest 20% | Highest 20%        | Highest 20% |

We can see the absence % from 2021/22 to 2022/23 has fallen, as well as that of persistent absence.

There is significant room for improvement across all groups against national. The figure for FSM pupils (pupil premium) can be seen significantly lower than their non-FSM peers with a –5% difference.

Available for schools with access to Attendance Tracker in the 2022/23 academic year.

|                            |       |              |                           |                         |                      |
|----------------------------|-------|--------------|---------------------------|-------------------------|----------------------|
| 360 Attendance view        |       | Download PDF | Time period: Year To Date | fft                     |                      |
| Trinity Road Pri (8812210) |       |              | Comparator: FFT National  |                         |                      |
| Attendance Headlines       |       | YEAR TO DATE |                           | 29/08/2022 - 21/07/2023 |                      |
| All Pupils                 | Girls | Boys         | FSM6                      | Not FSM6                | Persistent absentees |
| 92.7% ●                    | 93.3% | 92.3% ●      | 89.0% ●                   | 94.0%                   | 24.6% ●              |

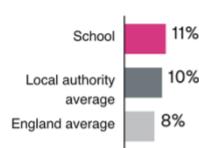
#### Outcomes - Results

Outcomes at KS2 having increased significantly in 2023; we have improved the impact on outcomes compared to 2021-2022 with more of a focus on the learning support resources in the classroom, related to improving the quality of the curriculum and in turn the education.

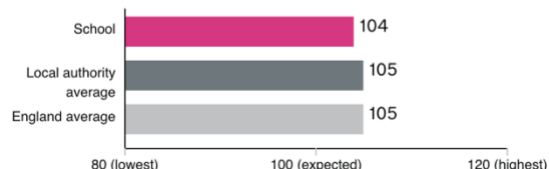
### Pupils meeting expected standard in reading, writing and maths ?



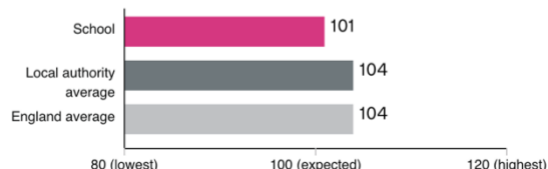
### Pupils achieving at a higher standard in reading, writing and maths ?



### Average score in reading ?



### Average score in maths ?



We are above national for the combined R/W/M outcomes. In 2023 35% of our pupil premium children achieved the combined expected grades for R/W/M.

Despite this our outcomes for maths are not as good as our English outcomes.

### Progress score in reading, writing and maths ?

The academic progress that pupils make from the end of key stage 1 to the end of key stage 2.

#### Reading

The banding for this school is 'average' because the confidence interval spans both above and below 0.

#### Banding

**AVERAGE**

#### Score

-1.5

#### Confidence interval ?

-3.4 to 0.4

[Show score details](#)

#### Writing

The banding for this school is 'above average' because the score is greater than 0 but lower than 2.9, and the entire confidence interval is above 0.

#### Banding

**ABOVE AVERAGE**

#### Score

2.2

#### Confidence interval

0.4 to 4.0

[?](#)

[Show score details](#)

#### Maths

The banding for this school is 'below average' because the score is lower than 0 but greater than or equal to -3.3, and the entire confidence interval is below 0.

#### Banding

**BELOW AVERAGE**

#### Score

-3.0

#### Confidence interval

-4.8 to -1.2

[?](#)

[Show score details](#)

Therefore, Maths is a school improvement priority in the SIP for 2023-2024. We took part on the Essex Year of Reading in 2022-2023 and this closed the gap we had in the outcomes for reading across the school, we expect to see this continue into the outcomes for 2023-2024.

Writing outcomes were our strongest and demonstrated a strength at word and sentence level – whereby children explored ambitious vocabulary in complex sentence types. This is evidenced below in the positive progress scores for disadvantaged pupils in writing. Pupil premium children did not convert their writing ARE to the higher standard at KS2, yet some of these pupils scored less than age related expectations in the previous key stage and made significant progress to close that gap and exceed it to ARE at KS2..

Outcomes for disadvantaged pupils alone are not in line with their non-disadvantaged peers, yet we have seen the impact of the work on reading in the average point scores for 2023 being close to the scores for non-disadvantaged pupils.

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

|   | School dis.<br>pupils  | Local authority (non-dis.<br>pupils) | England (non-dis.<br>pupils) |
|---|------------------------|--------------------------------------|------------------------------|
| Number of pupils at the end of key stage 2  | 20                     | 12932                                | 468533                       |
| Progress score in reading (confidence interval)                                   | -2.3<br>(-5.0 to 0.5)  | 0.3                                  | 0.4                          |
| Progress score in writing (confidence interval)                                   | 1.0<br>(-1.6 to 3.7)   | 0.7                                  | 0.4                          |
| Progress score in maths (confidence interval)                                     | -3.8<br>(-6.4 to -1.3) | 0.5                                  | 0.5                          |
| Percentage of pupils meeting the expected standard in reading, writing and maths  | 35%                    | 68%                                  | 66%                          |
| Percentage of pupils achieving at a higher standard in reading, writing and maths | 0%                     | 12%                                  | 10%                          |
| Average score in reading  | 102                    | 106                                  | 106                          |
| Average score in maths  | 98                     | 106                                  | 105                          |

### Age Related Outcomes (ARE) - Whole School

| Outcomes for ARE  | 2022 | 2023 |
|-------------------|------|------|
| Pupil premium     | 46%  | 47%  |
| Non-pupil premium | 62%  | 60%  |

### Behaviour

Our internal assessments and data tracking shows that there is an increase, albeit marginal, for the ARE outcomes for our pupil premium children compares to their non pupil premium peers between 2022 and 2023.

Following the introduction of a new behaviour policy; written in 2021-2022 and the Trauma Perceptive Practice (TPP) approach – understanding the impact of trauma on children and giving rise to our restorative behaviour approach, the number of behaviour incidents and low-level behaviour disruptions has decreased by over half due to our approach, yet, the number of significant incidents resulting from more extreme behaviours has increased. This has resulted in suspensions for physical assaults on staff and children and more damage to school property. Our internal data and pupil profiling shows that this rise is congruent with pupil premium children, yet the data shows this is related to pupil premium children who are also SEND and have poor attendance. The table below relates to the suspensions (and exclusions) data for 2021-2022.

# Suspensions & permanent exclusions

## Whole school

|                           | Pupils with 1 or more suspensions |             |             | Pupils with 2 or more suspensions |             |             |
|---------------------------|-----------------------------------|-------------|-------------|-----------------------------------|-------------|-------------|
|                           | 2019/20                           | 2020/21     | 2021/22     | 2019/20                           | 2020/21     | 2021/22     |
| School %                  | 0.3                               | 2.9         | 2.5         | 0.3                               | 1.0         | 1.3         |
| Comparison to all schools | –                                 | Highest 20% | Highest 20% | –                                 | Highest 20% | Highest 20% |

- Of the 8 pupils in the whole school with 1 or more suspensions in 2021/22, 4 were suspended on 2 or more occasions and none received 10 or more suspensions during the year.
- Of the 15 suspensions in the whole school in 2021/22, the following reasons each accounted for more than 10%: **physical assault against an adult** (8), persistent disruptive behaviour (3), sexual misconduct (2).
- There was 1 permanent exclusion in the whole school in 2021/22. The national average for this year was close to zero. There were no permanent exclusions in the previous two years.
- The 1 permanent exclusion in the whole school in 2021/22 was for **verbal abuse/threatening behaviour against a pupil**.

Along with this we have an increasing number of children with SEND specifically SEMH, including multiple deprivation indicators, in our community. We know that more complex cases, where a greater number of services are involved, are needing longer term intervention and support, yet this is hampered by attendance and parental engagement. We have increased the Pastoral Support resources within the school, along with attendance resourcing to provide the boundaries for attendance, working in conjunction with the LA, while also providing a greater amount of family support. In addition, for 2023-2024 we have increased the amount of funding for specialist services to work with us, the families and the children to speed up the process to provide support.

## Pupil Premium Numbers

In 2022-2023 the school community is increasing in number as part of the local authority expansion plan where we move from 1.5 form to 2 forms of entry. The pupil premium numbers in this expansion are falling as the number on roll (NOR) is increasing. We have moved from having above average FSM to being close to average.

## School characteristics

|                       | 2021              | 2022              | 2023                |
|-----------------------|-------------------|-------------------|---------------------|
| School number on roll | Above average 307 | Above average 317 | Above average 321   |
| School % FSM          | Above average 27  | Above average 28  | Close to average 26 |

However, the KS1 figures for this show that this is not the case and due to universal free school meals, the numbers of pupil premium children in KS1 that are being identified are less because less families have to 'apply for FSM'.

- The proportion of pupils eligible for FSM (18%) in last year's year 1 is low compared to other year groups.
- The proportion of pupils eligible for FSM (13%) in last year's year 2 is low compared to other year groups.
- The proportion of pupils eligible for FSM (47%) in last year's year 6 is high compared to other year groups.

Therefore, we need to be aware that the number of pupil premium disadvantaged pupils could be much higher, yet families are not needing to identify this until their child moves in to KS2. This is going to have a negative impact on funding and a greater demand on resourcing. This tallies hand in hand with the year groups with the greatest behaviour needs across the school – being Reception, Year 1 and Year 2.

## Conclusion

We have not yet reached our targets/objectives entirely, we are closing gaps across pertinent outcomes and creating gains to build on for the remainder of our plan. Our planned methods to achieve our objectives are embedded and further development is a strategic part of the development of the whole school, to ensure the outcomes for all are improving.

- Provide quality first teaching supported by quality professional development opportunities for all pupils
- Provide a rich and broad curriculum that is delivered through an immersive and practical approach to stimulate, engage and motivate all learners
- Target funding to ensure and enable all pupils to have access to educational visits, residential and enriched learning activities whereby cost may be a barrier.
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and art.
- Provide appropriate pastoral support to support pupils in their emotional and social development.
- Provide targeted intervention, support and tuition to swiftly identify gaps in learning and basic skills significantly through same day interventions and planned small group support programmes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme              | Provider         |
|------------------------|------------------|
| YES Futures            | YES Futures      |
| Times Table Rock stars | TTrockstars      |
| Testbase               | Doublestruck Ltd |
| Get Set for PE         | Get Set          |
| Thrive                 | Thrive           |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*