



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Mary Tavy Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Davies – Headteacher
Pupil premium lead	Clare Davies Headteacher
Governor / Trustee lead	David Pestrige

### Funding overview

Detail	Amount
Pupil Premium LA Care	£4,690
Services	£2,170
FSM	£2,690
<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	£9,550



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use Quality First Teaching (QFT) to support this approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through for pupils whose education has been worst affected, including non-disadvantaged pupils. We a predominantly using class teacher to support the need of these pupils in small groups or 1:1 setting.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The reception data suggests that the significant issue is the transition to and impact on writing and reading.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that writing attainment and progress has been significantly impacted by the school closures. This is particularly evident among disadvantaged pupils.
4	Internal and external assessments indicate that attainment among disadvantaged pupils is in line with that of non-disadvantaged pupils.  At KS1 the significant concern is disadvantaged girls progress.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  There were a small proportion of children in each year group who accessed very little home learning and need more significant interventions to support wellbeing and academic progress. The pupils are almost exclusively disadvantaged.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  The intervention timetable has seen a significant increase in the number of social and emotional interventions. The number of disadvantaged children accessing NELI or Zone of Regulation support is



## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading progress and attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that reading scores are in line with national averages  KS2 reading progress in 2024/25 will be above average for disadvantaged pupils.
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Improved maths progress and attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 will show that maths scores are in line with national averages  KS2 reading progress in 2024/25 will be above average for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• positive data in NELI and Play Therapy and other wellbeing intervention.</li> <li>• an embedded enrichment programme for disadvantaged pupils involving sustained projects.</li> <li>• significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• attendance for all pupils to be above 96%.</li> <li>• the number of pupils persistently absent reduced by at least 50%</li> </ul>

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)

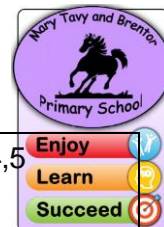
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Staff CPD, TA support in each year group to provide interventions or allow class teacher to.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Development of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils – Little Wandle</p> <p>Consideration of The Reading Framework and the development of the suggestions. Release time for reading leads and allocated CPD for all staff.</p> <p>TA allocations to ensure phonics taught at a level to challenge all (more groups).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">The Reading Framework</a></p>	1, 2
<p>Enhancement of our teaching of writing across the school to address the impact school lockdown have had on the progress</p>	<p>Teach writing composition strategies through modelling and supported practice.</p>	1, 2, 3

<p>in writing at both EXS and GDS standard.</p> <p>Staff release consider and develop or approach using The CLPE - Power of Reading aiming to meet EEF recommendations.</p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice.</p> <p><a href="#">EEF Literacy Recommendations</a></p> <p><a href="#">CLPE</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Quality First Teaching – this is an area we are dedicating time and CPD allocation to further develop the school's expertise in the area.</p>	<p><a href="#">Rosenshine's Principles</a></p> <p>Rosenshine's Principles combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:</p> <p>People learn and acquire new information.</p> <p>Master teachers implement effective classroom strategies.</p> <p>Teachers can support students whilst learning complex material.</p>	



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will be delivered by trained teaching assistants or allocated catch up time.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5
<p>Releasing class teachers to work with pupils on a 1:1 or small group basis to provide personalised Assessment for Learning (AfL) to promote progression. This is done as part of a conferencing approach or as tuition (discussed above).</p>	<p><a href="#">Feedback</a> provided verbally for pupils who are not making expected progress. The evidence suggest that the verbal approach has significantly more impact than written especially when combined with time to respond.</p>	1,2,3,4,5



<p>Pre-teaching delivered by trained teaching assistants</p>	<p><u>Pre-teach</u> Enable pupils to be ahead of the lesson and as a result engage more in the learning ultimately resulting in increased progress.</p>	<p>1,2,3,4,5</p>
<p>A range of other interventions recommended for pupils in SEND support + but have proved best practice for all and are used where appropriate. As with other interventions the impact and progress is monitored.</p> <ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Comprehension Box</li> <li>• Numicon</li> </ul>	<p><u>Reading comprehension strategies</u> these are taught as both whole class strategies, small group and 1:1.</p> <p><u>SEND strategies</u> What is good practice for the SEND group is good practice for all.</p> <p>Evidence highlights the importance of teaching assistants being trained and impact measures. CPD opportunities have been increased to support this.</p> <p><u>Teaching Assistant intervention</u></p>	<p>1,2,3,4,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of our Relationships Policy and Anti Bullying Policy to take into account recent research and lead to our school being Trauma informed.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The <a href="#">6 Recommendations</a> from the EEF have fed into our considerations for the Relationship Policy.</p>	<p>6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>





implement new procedures and appointing support officers to improve attendance in vulnerable families		
Set up PPG Champions in each Class. These staff will be responsible for organising and delivering project-based activities that will engage and inspire pupils.	All PPG pupils will take part in a project that will interest, engage and inspire them. The outcome is that they will develop a sense of self-worth and will understand how learning can be planned and structured. (September 2022)	6 7
Implement our Mary Tavy and Brenton School Values Project.	This is part of the wider vision and ethos of the school and will help us deliver a real-life experience for our pupils. Also, many aspects of metacognition are recognized as being 'high gain' in terms of learning. <a href="#">Metacognition</a>	1-7
Lunchtime support for children struggling to manage their emotions during lunchbreaks and needing support to engage appropriately with peers.	Research has identified the impact lockdowns have had on the social and emotional development of children <a href="#">Social and Emotional Support</a>  <a href="#">Lego Therapy</a>	5, 6, 7
DDSL work with vulnerable families – predominantly disadvantaged families	<a href="#">Social and Emotional Support</a>  <a href="#">Parental Engagement</a> Evidence highlights the significant impact parental engagement can have on pupils and their academic progress.	1-7
Support for children to engage in extra-curricular activities including school journey.	All children should have the opportunity to engage in extra-curricular activities to support physical and social development is vitally important.	5,6



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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 -2021, 2021 to 2022 academic years .

2021/2 Due to COVID-19, performance measures were not published for 2020 to 2021, results

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower as a result of the impact of Covid19 and the resulting partial school closures. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

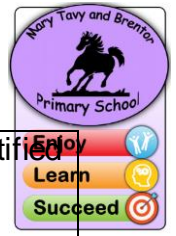
Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was significantly detrimental to our disadvantaged pupils, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and our thorough online offer throughout the period.

We supported disadvantaged families through this period by providing technology, internet access, regular phone-calls (above the non-disadvantaged) and were able to offer those most at need places in school during the second partial closure. We were not, however, in a position to be able to force any of these and relied heavily of the engagement of parents. We noticed a particularly significant gap in the attendance of disadvantage pupils siting Covid19 related isolation periods when pupils had returned to school.

2021/2

Raw data from 2021/2 indicates that although we were not able to further close gaps between disadvantages and non-disadvantaged, we were able to minimise them for our end of KS1 and KS2 pupils where almost all disadvantaged pupils made expected progress.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impactful. The impact was particularly acute for disadvantaged pupils. We have continued to use pupil premium funding to provide wellbeing support and targeted interventions where required. We are building on that approach with the activities detailed in this plan . Our next step is to source Mental Health Lead training via the D of Ed, Grant funded Senior Mental Health Lead Training with the Anna Freud Institute. As per our strategy we consider the role of a Specialist Intervention teacher for half a day a week to afford direct intervention through the National Tutoring Project a foci for our strategy with direct work with our



disadvantaged. We have also employed a Play Therapist to work directly with identified children to accelerate progress through SEMH support.