

# Pupil premium strategy statement – Trafalgar Infant and Junior School 2022-2023

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 and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	279 TJS 185 TIS
Proportion (%) of pupil premium eligible pupils	43 children 15.2% TJS 31 children 16.8% TIS
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	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Sarah O'Keefe, Headteacher
Pupil premium lead	Melanie Brown, Pupil Premium Lead
Governor / Trustee lead	Jo Dyson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,325 TJS £44,320 TIS
Recovery premium funding allocation this academic year	£7,250 TJS £4,640 TIS
Pupil premium (and recovery premium) funding carried forward from previous years	£0 TJS £0 TIS
<b>Total budget for this academic year</b>	<b>£69,575 TJS</b> <b>£48,960 TIS</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective is to narrow the attainment gap between pupil groups, including challenging high attaining pupil premium pupils.

Through a whole school focus on quality first teaching followed up with targeted interventions we are working to eliminate barriers to learning and progress.

Our key principles are that our teachers are equipped with the tools to provide challenging curriculum for all pupils through QFT. Class and subject leaders are confident to address gaps within mainstream teaching, the emotional wellbeing of our pupils is well supported and parental partnerships are strengthened in order to work together to support our pupils to reach their potential.

## Challenges

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

Challenge number	Detail of challenge
1	Progress in reading and writing will be a key focus point for all pupils
2	QFT is at the forefront of the school strategy to ensure progress of pupils with prior good attainment and progress for all pupils will improve to be in line with the rest of the school
3	Emotional wellbeing with PPG children is well supported to ensure full engagement in school activities
4	Communication with parents and parental involvement for disadvantaged pupils will strengthen to ensure a partnership approach is developed
5	School will improve opportunities for wider school participation including clubs and positions of responsibility will be provided

## 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
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Accelerated progress in reading and writing in order to reach expected standard or above	Pupil targets are ambitious. Progress is evident in monitoring of lessons; books looks and assessments each term. Teachers investigate specific barriers (what's been tried, what needs to happen) and differentiate well in order to close the gap. Targeted interventions.
All children reach the expected standard in the phonics screen by the end of KS1	70% of PPG pupils to achieve the expected standard in the 2022 phonics screen in line with national figures
Parents feel that the school communicates successfully with them regarding the support and strengths of their children	Parent, pupil and staff voice survey, drops ins, coffee mornings, parent workshops run by outside agencies, parent consultations, homework club show effectiveness.
PPG pupils with high prior attainment show good progress over time	All PPG pupils with high prior attainment gain expected or above progress in reading, writing and mathematics by 2023 at like for like levels with rest of cohort
67% of PPG pupils gain expected or above in RWM by 2023	PPG pupils will track in line with their non PPG peers in reading, writing and maths by 2023 monitored by learning walks, books looks, assessments and termly data meetings, adapted curriculum and appropriate grouping enables progress alongside targeted and well-timed intervention. Learning walks show evidence of links to QFT.  50% of PPG children to make a good level of development (GLD) by the end of Foundation Stage
Increase % of PPG children accessing clubs before/during and after school from 50% to 85%	Attendance of clubs is monitored and children are targeted to encourage participation in attending at least one free club.
PPG children's emotional needs are supported well in school to ensure full participation in class including being given positions of responsibility	90% of pupils accessing ELSA (TJS) and Mental health sessions graduate successfully within 1 term.  Pupils understand the characteristics of good mental wellbeing and teaching staff have the knowledge to promote good mental health and to intervene early to help to prevent mental health problems. Children are more able to regulate their emotions and describe their feelings with more accurate language.

## 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: £21,000 (Juniors) £15,500 (Infants)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on reading and writing. Adviser from AFC working with the school assessment lead and reading/Writing leads ensuring PPG children are championed within lessons.</p>	<p>The EEF research states that on-going personal and professional learning allows critical reflection and development of expertise. Collaborative practice, mentoring and coaching allows individuals to develop. We currently have regular good practice on our staff meetings. Teachers use a broad array of teaching strategies which combined with subject knowledge and knowledge of their pupils positively impacts upon learning. Components of our high-quality teaching (recognised by the EEF) includes explicit teaching, scaffolding, use of metacognition and flexible grouping</p>	<p>1&amp; 2</p>
<p>Small group support given by an experienced teacher for phonics</p>	<p>Small group tuition by a class teacher is recognised by the Education Endowment Foundation as a method to increase pupil progress. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. — Closing the attainment gap: key lessons learned in the EEF's first six years (2018)</p>	<p>1</p>
<p>Embedding strategies from QFT course run by AFC led by Subject leaders, Inclusion Lead and SENDCo</p>	<p>Teachers use a broad array of teaching strategies which combined with subject knowledge and knowledge of their pupils positively impacts upon learning. Components of our high-quality teaching (recognised by the EEF) includes explicit teaching, scaffolding, use of metacognition and flexible grouping</p>	<p>1&amp; 2</p>

Handwriting intervention	Fine motor skills group under advice from the OT  Promote fluent written transcription skills by encouraging extensive and effective practice - recommendation from EEF Sutton Trust	1
Teaching assistant employed to ensure post LAC children's mental health needs are supported	EEF Sutton trust Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. — Closing the attainment gap: key lessons learned in the EEF's first six years (2018)	1 & 3
Additional EP/ MHST support to also include Attachment and Trauma training for parents and teachers – working towards being an <i>Attachment Aware</i> school	Parental engagement has moderate impact for low cost (EEF toolkit)	4

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

Budgeted cost: £31,075 (Juniors) £21,460 (Infants)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 and 6 stream for maths and have teaching assistants supporting in these groups	Our own data shows that with the extra maths lessons children who had previously fallen below expected were able to catch up or exceed  Monitoring termly progress tracked by class teachers, year team leaders, impact measured through pupil progress meetings expecting accelerated progress in order to catch up to expected level	2
Morning booster groups for targeted children.	EEF research states that small group tuition is effective in accelerating progress.	1
Little Wandle intervention groups for struggling readers in KS2 and additional phonics interventions for Infants.	The Education Endowment Foundation recently ran a project investigating the effectiveness of Little Wandle, which found that the intervention shows considerable promise as an effective catch-up intervention for low-attaining readers	1&2

<p>Programme cost plus teaching assistant support time</p>	<p>at the transition phase from primary to secondary school.</p>	
<p>Dyslexia Gold Programme to support children with Literacy difficulties has been bought into and is running in every year group, programme cost plus teaching assistant time</p> <p>IDL numeracy has been brought in to support children with filling the gaps in their foundation skills in mathematics</p>	<p>This software has an evidence base – please see <a href="http://www.dyslexiagold.co.uk">www.dyslexiagold.co.uk</a> and <a href="https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research">https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</a></p>	<p>1</p> <p>3&amp;4</p>
<p>PPG children targeted by reading volunteers</p> <p>Beanstalk Reader charity (TIS)</p>	<p>From EEF:</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>1&amp;2</p>
<p>Lunchtime homework clubs in all junior year groups run by class teachers alongside teaching assistants (TJS)</p> <p>Chess (TIS)</p>	<p>From EEF</p> <p>“Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p> <p>Infant chess club to support spoken language and vocabulary.</p>	<p>Lunchtime homework clubs in all year groups run by class teachers alongside teaching assistants and support staff</p>

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

Budgeted cost: £17,500 (Juniors) £12,000 (Infants)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase our offer of free after school and lunchtime clubs (e.g writing and science) from 50% to 80%</p> <p>Including a variety of sports clubs run by sport leader, music classes, and writing club run by DHT</p> <p>Breakfast Club</p>	<p>To improve aspirations of children by opening them up to wider opportunities that they would not normally be able to do due to financial constraints</p> <p>Children’s attendance improved by the offer of a breakfast club</p>	<p>Increase our offer of free after school and lunchtime clubs from 50% to 80%</p> <p>Including a variety of sports clubs run by sport leader, music classes, and writing club run by DHT</p>
<p>To continue to support families with financial help for trips, extra-curricular activities, holidays clubs paid for vulnerable pupils</p>	<p>To use a range of strategies to allow children to experience and improve their cultural capital and introduce them to which trigger their interests and raises motivation and encourage home/school links.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p>	<p>To continue to support families with financial help for trips, extra-curricular activities, holidays clubs paid for vulnerable pupils</p>
<p>Wellbeing team to ensure regular meetings are held, pupils' mental health needs are supported appropriately through referrals to ELSA teaching assistant, Mental health first aider (TJS) MHST and choir participation</p>	<p>The EEF states “social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil’s wellbeing and social emotional learning is separate from their academic, curriculum based learning.”</p>	<p>Wellbeing team to ensure regular meetings are held, pupils' mental health needs are supported appropriately through referrals to ELSA teaching assistant, Mental health first aider, MHST and choir participation</p>
<p>Mental Health Service Team to support in school with targeted children. Referrals to support families with emotional health</p>	<p>The EEF states “social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil’s</p>	<p>Mental Health First aid and Trailblazer school</p>

difficulties monitored by Mental Health lead	wellbeing and social emotional learning is separate from their academic, curriculum based learning.”	Referrals to support families with emotional health difficulties monitored by Mental Health lead
Children’s play and music therapist target disadvantaged children support when required	The EEF states “social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil’s wellbeing and social emotional learning is separate from their academic, curriculum based learning.”	Children’s play therapist – disadvantaged children are targeted for support if required
Children in are selected for positions of responsibility for music ambassadors, library ambassadors, PE leaders, head girl and head Boy . TIGERS, Music Maestros, Digital Leaders, Gardeners, assembly/show parts,	Public health England briefing <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a>	Children are selected for positions of responsibility for music ambassadors, library ambassadors, PE leaders,

**Total budgeted cost: £69,575 TJS £48,960 TIS**









## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

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### Outcomes for disadvantaged pupils

Summary of KS2 data for 2021-2022

- Reading attainment for PPG was broadly in line with non-PPG: 87% vs 91% - a key focus group from last year.
- Writing attainment for PPG was below Not PPG: 53% PPG vs 74% Not PPG.
- Maths attainment for PPG was below Not PPG: 60% PPG vs 84% Not PPG.

End of year 2021 -2022 PPG attainment % against non PPG

2021-22	Year 1% PPG/Non PPG			Year 2% PPG/Non PPG		
Reading	WTS 85.6/3 8.5	EXS 14.3/4 1.5	GDS 0/20	WTS 33.4/19. 2	EXS 58.3/52. 9	GDS 8.3/27.9
Writing	100/7 0.7	0/18.5	0/10.8	50/23.5	41.7/57. 4	8.3/19.1
Maths	71.4/5 2.3	28.6/3 0.8	0/16.9	50/25	41.7/47. 1	8.3/27.9

2021-22	Year 3 % PPG/Non PPG			Year 4% PPG/Non PPG			Year 5% PPG/Non PPG		
Reading	WTS 30/11.4	EXS 30/45.5	GDS 10/31.8	WTS 64.3/24.2	EXS 35.7/43.5	GDS 0/32.3	WTS 62.5/24.3	EXS 25/35.8	GDS 12.5/38.8
Writing	100/47.7	0/38.6	0/13.6	85.7/43.5	14.3/51.6	0/4.8	75/31.8	25/50.7	0/7.5
Maths	60/24.1	40/52.3	0/13.6	50/24.2	35.7/56.5	14.3/19.4	50/19.4	25/37.5	25/43.3

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations, especially in writing. Our analysis suggests that the reason for this is primarily due to prior gaps in learning (covid related), the SEN/PPG crossover and EAL barriers to learning. Attendance and punctuality continue to be a concern.

- The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is significant. To address this, we will continue to provide targeted interventions and support for PPG groups not making expected progress in reading, writing and maths.
- Embed Edukey provision mapping tool to help highlight and track pupils with the Pupil Premium grant to achieve in line with non-PPG pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why we are targeting these families and have already seen an improvement.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute but 9 PPG children are accessing ELSA, Play/music therapy or Mental Health Service team resources across the Federation.





## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.