

# Pupil premium Strategy Statement

## Trafalgar Schools' Federation 2024-2025

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	305 KS2 146 KS1
Proportion (%) of pupil premium eligible pupils	56 children 18% KS2 21 children 14.5% KS1
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Keefe, Headteacher
Pupil premium lead	Melanie Brown, Pupil Premium Lead
Governor / Trustee lead	Roger Hutchins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400 KS2 £31,080 KS1
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£81,400 KS2 £31,080 KS1

# 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
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 2025 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 2025 at like for like levels with rest of cohort
67% of PPG pupils gain expected or above in RWM by 2025	PPG pupils will track in line with their non-PPG peers in reading, writing and maths by 2025 monitored by learning walks, book 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 2 terms. 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. Achieve Attachment Aware School Award (bronze)

## 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: £30,000 (KS2) £12,000 (KS1)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on reading and writing. SLT, 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 share good practice regularly during 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 (Rosenhine's principles of instruction)</p>	<p>1&amp; 2</p>
<p>Small group support given by an experienced practitioners for phonics (Little Wandle)</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 SENDCos</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 Rosenshine's 10 principles of instruction.</p>	<p>1&amp; 2</p>

Handwriting interventions	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 assistants employed to ensure 'cared for' children's mental health needs are supported.	EEF Sutton trust Targeted small groups 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) Working closely with the virtual school to support cared for children Working towards attachment aware schools award (bronze)	1 & 3
Additional EP/ MHST support to also include Attachment and Trauma training for parents and teachers	Parental engagement has moderate impact for low cost (EEF toolkit) School working towards being an <i>Attachment Aware</i> school School makes good use of the Mental Health Service team offer – attend Trailblazer cluster meetings	4

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

Budgeted cost: £27,000 (KS2) £11,000 (KS1)

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. Times tables Rock Stars booster	1
ARK maths intervention	EEF recommended intervention <a href="https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study">https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study</a>	3

<p>Little Wandle intervention groups for struggling readers in KS2 and additional phonics interventions for Infants.</p>	<p>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</p>	<p>1&amp;2</p>
<p>Programme cost plus teaching assistant support time</p> <p>PPG children targeted by reading volunteers in KS2</p> <p>Beanstalk Reader charity in KS1</p>	<p>at the transition phase from primary to secondary school.</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 (KS2)</p> <p>Chess Club (KS1)</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>KS1 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, behaviours, wellbeing)

Budgeted cost: £24,000 (KS2) £8,000 (KS1)

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>4 &amp; 5</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.</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>3,4&amp;5</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 then 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>2,3 &amp;5</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>2, 3 &amp;5</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.”	2, 3, 4 &5 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.”	2, 3, 4 &5 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>	2, 3 &5 Children are selected for positions of responsibility for music ambassadors, library ambassadors, PE leaders, head boy/girl.

Total budgeted cost: £32,000



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Summary of data for 2023-2024

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### Reading:

- All PPG are making expected or accelerated progress
- 85% of KS1 children passed their phonics screening Check
- 100% of KS1 PPG passed their phonics screening check
- In Year 1 83.3% of PPG children were on track in reading assessments
- In Year 2 50% of PPG were on track or higher
- The % of PPG attaining ARE is above the national average of 73% in Year 4 and 6

#### Writing:

PPG children are making expected progress in Years 3 and 6 – slightly below in Year 4 and 5

- Progress of PPG children is roughly in line with expected for KS1
- 33% of PPG children were on track in writing

#### Maths:

- 67% of PPG children in Key Stage 1 are at age related expectations or higher
- PPG children are making accelerated progress in Years 3 and 6
- Percentage of PPG attaining ARE is above national average of 73% in Years 5 and 6 but below in Years 3 and 4

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations in writing. Our analysis suggests that the reason for this is primarily due to the SEN/PPG crossover and EAL barriers to learning.

Our attendance is above the national for PPG children. However, PPG attendance is lower than their non-PPG peers. Attendance and punctuality continue to be a focus as we are aware of the correlation between attendance and progress.

#### 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.