# Pupil premium strategy statement 23-24 (based on Oct 22 census)

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 | Tweedmouth West First School |
| Number of pupils in school | 104 |
| Proportion (%) of pupil premium eligible pupils | 17% (18/104) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Jacqueline Dalrymple (Headteacher) |
| Pupil premium lead | Jacqueline Dalrymple |
| Governor / Trustee lead | Julie Riley |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £27,305 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £27,305 |

# Part A: Pupil premium strategy plan 23-24

## Statement of intent

| * ***We ensure that every child has access to every opportunity that the school has to offer, regardless of disadvantage.*** * ***We ensure that all children, irrespective of their background or the challenges they face, make good progress, and achieve well across all subject areas.*** * ***We ensure that those children with special educational needs are at the heart of our school and focus.*** * ***High quality teaching is therefore at the core of our 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 at Tweedmouth West. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well established diagnostic assessments and not assumptions about the impact of disadvantage.*** |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Observations and assessments (EYFS baseline and SaLT assessments) identify a low baseline for some in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. |
| 2 | Low baseline for oral communication also has a longer term impact on basic literacy skills as individuals go through school.  Some children are finding writing a particular challenge, and have little stamina or imagination for rehearsing stories and writing. Basic skills are missing particularly in our Year 2,3 and 4 children. |
| 4 | Some children find it difficult to identify and regulate their emotions, affecting their confidence and engagement with learning. |
| 5 | Financial constraints impact on children’s ability to access extra-curricular activities.Observations and discussions with pupils evidence that many of our pupils have limited experiences beyond their immediate environment and few experiences to enhance their cultural capital. This impacts on pupils' understanding of the world and allows a gap to persist. |
| 6 | Children who do not have breakfast before coming into school, or do not eat nutritious meals at home are finding learning more difficult. |

## 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 communication (speaking and listening) skills throughout the school. | Through referrals to Speech and Language Support children and staff will receive appropriate resources and strategies  Support staff to facilitate the interventions  Daily phonics teaching will result in reading fluency  Daily action words (Early Years and Key Stage 1)  Daily story read to each class will enhance vocabulary, comprehension |
| Children’s writing will improve in terms of stamina, basic skills and quality. | Children will listen to a wide range of quality texts across the curriculum to enhance their vocabulary and comprehension.  **Letterjoin** handwriting daily will improve automaticity of writing and enable children to focus on content and quality. (EEF Metacognition)  In school tracking data, RWI assessments and end of Key Stage (GLD, Phonics and KS1) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of LKS2. |
| Children will demonstrate improved emotional awareness and resilience to sustain a **Calm, Safe and Respectful** environment in which **everyone** can learn. | Children will be **Calm, Safe and Respectful** throughout the school using strategies explicitly taught through a range of programmes i.e Whole school use of Zones of Regulation , Thrive , RSHE curriculum, Nurture Groups and Sensory Circuits |
| **All** children to be able to access the full offer from school, regardless of cost. | PP children take a full part in school life, including after school clubs, school visits, residential, and breakfast club.  Individualised lunches to accommodate dietary demands and to promote uptake of nutritionally balanced meals.  Children participate in many trips and host visitors to enhance their cultural capital and to close the social gap most prominent in disadvantaged children. |

## 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: £10,000

| **Activity** | **Evidence that supports this approach** | **Challenge**  **number(s)**  **addressed** |
| --- | --- | --- |
| ● Elklan/Talkboost assessment used with all EYFS pupils to identify communication language baselines and to measure progress made  ● Staff training – including Elklan and Early Talkboost  ● Elklan intervention implementation (targeted) and training impacting all  ● Staffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.  ● CPD for phase leaders / teachers and TAs in **‘Making best use of**  **Teaching Assistants’EEF**  ● Phonics lead in school (supported by English Hub) to model phonics sessions, support to promote  consistency  **Quality of teaching for all** ● Half termly data monitoring and progress discussions  ● CPD programme including **EEF ‘Making best use of Teaching Assistants’.**  ● TA teacher intervention groups targeted to address gaps in learning for those to achieve high standard at LKS2  ● Quality marking & feedback monitored by phase leaders  ● Planned induction programme for ECT | Detailed research into appropriate assessment and intervention tools using EEF  recommendations and evidence based upon previous years work with Speech and language service, Elklan and Neli.  Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.  The **systemic review** commissioned by **the EEF ‘Early Language Development’** reinforces the above approaches to be inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.  **EEF EY Toolkit Evidence**: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make **approximately six months’ additional progress over the course of a year.**  **Voice 21 Oracy Project - The EEF toolkit states that Oral Language impact development** (Average impact +5 months),  The EEF toolkit states that **phonics approaches** has a moderate impact (+4 months) for a very low cost.  **EEF Toolkit** and evidence of best practice - ● **Reading Comprehension Strategies** (Average impact +6 months),  ● **Small Group Work** (Average impact +4 months),  ● **Feedback** (high impact for very low cost +8 months)  Ambition Institute - **Steplab and Mentor** | 1,2 |

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

Budgeted cost: £3000

| **Activity** | **Evidence that supports this approach** | **Challenge**  **number(s)**  **addressed** |
| --- | --- | --- |
| ● Target group work in Reception  using Early Talkboost  ● SENDCo release to target assessment and support for those eligible for PP who are identified as having SEN  ● Intervention groups practised by TAs but planned by teachers | **EEF EY Toolkit Evidence**: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.  On average, children who are involved in communication and language approaches make **approximately six months’ additional progress over the course of a year (EEF).**  **The EEF toolkit states that Oral Language impact development** (Average impact +5 months), and **phonics approaches** have a moderate impact (+4 months) for a very low cost.  **EEF toolkit : Small Group Work** (Average impact +4 months), **Feedback** (high impact for very low cost +8 months) | 1, 2 |

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

Budgeted cost: £4,305

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Phonics | Daily Read Write Inc phonics sessions (Early Years & Key Stage 1) “The evaluation found a positive impact of Read Write Inc. Phonics on pupils’ phonics outcomes, equivalent to 1 month’s additional progress.” EEF | 1 , 2 |
| Action Words | Connecting Action Words with phonics | 1 , 2 |
| Letterjoin handwriting subscription | These exercises will help with stamina, speedy note-taking and encourage **proof**-checking and editing.  EEF Preparing for Literacy (3) | 2, |
| Support staffing | To enable intervention groups to take place | 1 , 2 , 3, 4,5 |

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

Budgeted cost: £10,00

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Breakfast Club subsidy | Children who have had breakfast are better able to concentrate in class.  Breakfast club allows parents to work and means that they are in school on time. | 4, 5,6 |
| Wraparound Care | After school childcare allows parents to work more convenient hours, or to provide respite. | 4, 5,6 |
| Sensory Circuits | Regular sessions allowing children to concentrate on their wellbeing | 4 |
| Subsidising transport for school trips, visits etc.  Subsidising music lessons in school. | Children can take part in all aspects of school life without concerns about paying for extra-curricular/off site activities. | 5 |
| Lunches | Children with special dietary needs are accommodated, whether these needs are physical or emotional. | 6 |
| Nurture Groups | Groups operating to meet the specific needs of children, whilst allowing the class to benefit from Quality First Teaching. | 4 |

**Total budgeted cost: £27,305**

# 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 2021 to 2022 academic year.

| **Through referrals to Speech and Language Support children and staff have received appropriate resources and strategies with good progress in speech and language assessments. (17 children (16%) with NHS Speech and Language Support Plans)**  **Support staff facilitated the interventions - Phonics, Talkboost, Sensory Circuits, Nurture groups, 1-1 reading**  **Daily phonics teaching - 86% pass , 50% (2/4 PP children)**  **Daily action words (Early Years and Key Stage 1) 73% GLD**  **Nurture groups – The Nest, The Nook - High TA ratio to support 7 children with EHCPs (7%) and SEN**  **Writing remains an area of development (41% Y2 Expected) and we have a strong focus on core skills, handwriting, comprehension, stamina, content for 2023-24.**  **Whole school use of Zones of Regulation resulting in calm, safe, respectful and regulated behaviour the vast majority of the time. No serious incidents. No exclusions.**  **Thrive approach is used by trained practitioners as part of a trauma informed approach, especially for our ‘cared for ‘ LAC and Post LAC children.**  **RSHE curriculum - carefully planned for progress.**  **Sensory Circuits and Nurture Groups - children, parents and staff are very satisfied that our most vulnerable children are exceptionally well cared for. (Parent Survey, SIP report, HINT team)**  **PP children take a full part in school life, including after school clubs, school visits and breakfast club through subsidies, ensuring they are well fed, regulated and ready to learn. Currently 6 regularly (43% of PP children with more being encouraged).** |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme** | **Provider** |
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