

The Topsham School



A love of learning and commitment to the success of every child at the heart of everything we do

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	185
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	<i>Maria White / Amanda Lacey</i> Co- Head teachers
Pupil premium lead	<i>Maria White / Amanda Lacey</i> Co- Head teachers
Governor / Trustee lead	<i>Tamsin Beauchamp</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,695
Recovery premium funding allocation this academic year	£3,708
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£35,403

Part A: Pupil premium strategy plan

Statement of intent

The school's vision is "A love of learning and the success of every child at the heart of all we do".

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 will 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.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

➤ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision 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	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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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Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average for all groups with progress being at least expected with some progress being better than expected.
Phonics	At least 90% of pupils in Y1 achieve the expected standard in the phonics screening tests.
Attendance	Attendance for all pupils including those in receipt of Pupil Premium Funding is at least 96%.
Improved wellbeing and mental health	Pupil and parent surveys and teacher observations show where concerns have been highlighted, actioned and the impact of these actions. All enrichment activities are accessible to all pupils and uptake is equally positive across all groups including disadvantaged pupils.

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: £7,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing early reading resources, support and training provided for all staff around early reading and phonics.	Phonics knowledge and understanding has improved with 100% of disadvantaged pupils reaching the required standard in the Y1 phonics check	2, 3
Introduction of whole class guided reading and enhancing reading resources for	Pupil conferencing and internal data shows that regular whole class guided reading, daily whole class reading and use of the accelerated	2

more able readers and of non-fiction texts.	reading programme has helped pupils grow in confidence, explore wider ranges of texts and improve their fluency and comprehension which is reflected through internal assessment data.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading and phonics interventions across KS1 and EYFS	Language rich environments, staff training in phonics, enhanced early reading resources and targeted support for speech, language and communication have all supported progress of individual pupils and groups to make rapid progress across the course of the year.	2, 3
Small group school led tutoring across KS 2 and KS 1 to support gap filling and catch-up programme.	Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny, pupil conferencing and internal data. Supported by the new school reading phonics programme.	2
Small group targeted interventions in upper Key Stage 2.	Targeted interventions have supported children in filling specific gaps in their learning and knowledge. This is reflected in book scrutiny, internal data and pupil conferencing.	2

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

Budgeted cost: £17,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Jigsaw	The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	1, 5
EWO / SEND assistant support	Attendance data shows that all groups of pupils within school have attendance in line with or above national averages. Levels of persistent absence are significantly below national average levels.	4, 6
Thrive trained support adult	Children's resilience is improved. Mental health is addressed and improvements are seen in resilience.	1, 3, 4
Early Help	Measurable targets set within the TAF are being met and targeted support provided to support wellbeing and attendance.	1, 4, 6

Total budgeted cost: £32,843

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022//23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below expectations. Using careful analysis, the school will identify some of the approaches we can use to boost outcomes for disadvantaged pupils and improve impact.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has continued. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 10% higher than their peers in 2022/23 and persistent absence 33% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

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.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools.

We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children.

Assessments demonstrated progress in subject areas where extra support classes were provided.