

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium 2020-21

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	The Topsham School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	This document is for Year 2020-21
Date on which it will be reviewed	End of academic year for 2020-21 July 2022 (for whole strategy)
Statement authorised by	Emma Pipe Headteacher
Pupil premium lead	Emma Pipe and Nasim Hartmann (SENDCO)
Governor / Trustee lead	Anna Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,189
Recovery premium funding allocation this academic year	£ 9,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£ 48,569</p>
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# 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 highest attainment they can 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 understand the challenges that some of our most vulnerable children may face and with continue to work with families and outside agencies to ensure the needs of these children are met and do not become a long term barrier to their progress. Due to this commitment some of the activity outlined below is of a more nurturing/ self-awareness nature and not quantifiable by quantitative data.

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.

Our strategy is also integral to wider school plans for education recovery and this is has been outlined in the schools COVID Catch Up Premium Report; please read alongside this report.

Our approach will be 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 our Pupil Premium children are known by all adults they work with, are given targeted support in every lesson and are challenged in the work that they're set. Staff know we are all responsible for the progress and attainment of these children
- act early to intervene at the point need is identified; they are the first children we speak about pupil progress meetings and are the focus of teaching staff to support them make at least expected progress and targeted children to make rapid progress to try and close attainment gaps.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment data and observations across the school continue to show % of pupil premium children reaching ARE/GD compared to non-pupil premium is not equal. This was further impacted by Lockdown in 2019-2020 where many of our PP children did not engage in educational offer. Focus remains on teachers having high expectations of these children and creating a culture of 'no opt out' and ensuring these children receive targeted support in every lesson and are part of pre teach and post teach groups to support 'keep up' catch up. Maths remains an area of focus across the school with 'reading first' remaining a priority.
2	Assessments, observations and dialogue with teaching staff across the school identified gaps in the level of understanding and use of vocabulary as a barrier to progress in all areas of the curriculum for some of our Pupil Premium children; especially evident in reading and writing.
3	Assessments and observations identified the need to ensure phonics is taught consistently across FSU and KS1 and quality of teaching of guided reading and to be improved and consistent across the school including the purchasing of wide range of appropriate texts.
4	Analysis of pupil engagement in remote learning provision in previous year identified not all PP children engaging and gaps for some children more significant on returning to school.
5	Observations and professional dialogue with teachers raised some children's lack of intrinsic motivation and understanding of their role in the learning process, leading to opting out of learning or sabotaging when learning presented a challenge; this was seen more in our more vulnerable groups including PP.
6.	Through analysis of attendance data, including engagement levels in remote provision identified negative impact on progress for some our PP children. Through conversations with families and children we identified the need to continue to form close relationships with parents/carers to raise quality of engagement with school; need for regular attendance, attendance at TAF meetings, engaging with support that can be offered via Early HELP

## 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
Raise the profile of our Pupil Premium pupils with all staff having high expectations with no opt outs to ensure that all make at least expected progress from their individual starting points. Identified children make rapid progress. Targeted support is planned for in	Observations, books looks and assessments show all teaching staff have high expectations of our PP children. 'NO OPT' out strategies are evident with children being asked questions and being expected to answer in full sentences- aiding engagement,

every lesson with children supported through pre teach, post teach and other structured planned interventions.	<p>and Assessment for Learning.</p> <p>Misconceptions are clarified and teaching staff act swiftly to close gaps in class. Pupil Premium children are prioritised for pre/post teach and targeted interventions evidence impact through data; quantitative or qualitative.</p> <p>Assessment data shows gap between PP and non PP is minimal in Reading, Writing and Maths (focus on reading first)</p>
Improvement in vocabulary skills leading to better reading and writing outcomes for disadvantaged with majority of PP children making at least expected progress from starting points	Evidence of explicit teaching of vocabulary is seen in observations, book looks and assessments show improved outcomes for PP children, with focus on reading first.
Phonics and guided reading is taught consistently across the school and there is a wide range of quality texts for children to enjoy.	<p>% children achieving phonics screen in Yr 1 continues to be above national.</p> <p>Observations and assessments evidence children including the disadvantaged make at least expected progress in reading and identified children make rapid progress. Gap between PP and non PP is minimal.</p>
All disadvantaged children attend school during any period of Lockdown/ remote learning and if unable to have the technology to access successfully from home	In school provision registers or remote provision tracking registers shows good engagement by all disadvantaged pupils.
Development of children's understanding of metacognition and positive learning behaviours leading to self-motivation, perseverance and knowledge of how to learn and succeed	Children understand the learning process and their role within it. They understand and talk about learning powers and how these help to be successful in their learning and show a 'growth mind-set'. Teaching staff use of the language of learning and learning powers to support children.
Wider Strategy: Working with families: To develop the level of active participation and understanding of essential clear routines and structures to support children's resilience, reduce anxiety and improve attendance where needed	<p>Parents of disadvantaged pupils attend meetings such as parent consultations, information events and school activities such as Christmas Fayre etc so they feel and are seen as part of the community. Parents engage with TAF meetings and outside agency support</p> <p>Attendance levels for some pupils improve due to parental engagement with support</p> <p>The school continues to facilitate parenting support group; Timid to Tiger</p>

	Co Adventures work with identified children to support improvements in behaviour and engagement.
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## 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: £ 12,365**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching staff: Raising the quality of maths teaching and learning through high quality Assessment for Learning including 'no opt' out strategies. This work linked to Maths Lead NPQSL These strategies relevant for all subject teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  EEF shows highest form of impact is teachers AfL and quality feedback. This focuses on questions and feedback linked closely to learning intention to uncover misconceptions, identify next steps and how to achieve them  Support through Dylan Williams text Formative Assessment; all teachers to read and will be basis of all CPD in this area  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  EEF effective professional development is a key component of raising and sustaining quality teaching and learning. CPD led by Dept Head and linked to NPQSL	1
CPD for FSU Lead teacher on	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1

developing reasoning in maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">reports/effective-professional-development</a>  EEF effective professional development is a key component of raising and sustaining quality teaching and learning. Training provided by Babcock and includes peer to peer feedback and team teaching across schools	
English Leader to attend relevant training on the teaching of vocabulary through English Sequences	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  EEF effective professional development is a key component of raising and sustaining quality teaching and learning. Training provided by Babcock and includes peer to peer feedback and team teaching across schools	1, 2
Phonics Leader release time to monitor quality of phonics provision across FSU and KS1 to ensure consistency. Investment in quality texts to engage children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  “Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.”	1 3
Investment in Guy Claxton’s books on Learning Powers for all staff and CPD throughout Autumn Term to ensure consistent secure understanding of learning powers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <i>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.”</i>	1 4 5

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

**Budgeted cost: £ 26,204**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of F/T qualified teacher to lead 1:1 small group pre teach/post teach and planned intervention programmes	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <i>"Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support."</i>	1 2 3 4
Employ phonics intervention TA .5 to support phonics provision in Yr 3 and 4	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1 3 4
Invest in TT Rockstars for both in school and in preparation for remote provision	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf?v=1630915585">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf?v=1630915585</a> <i>"Different approaches to remote learning suit different types of content and pupils. Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment."</i>	4 6
Invest in spelling frame for both in school and in preparation for remote provision		
Invest in Oxford Owl to support Reading at home especially if need for remote learning		
Invest in speech link to identify areas of development in speech and language		

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

**Budgeted cost: £ 10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Co Adventurers employed to work with	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	6



identified children to improve behaviour, support well-being and engagement with school	<a href="#"><u>learning-toolkit/social-and-emotional-learning</u></a>  <i>"The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores."</i>	
Increased hours for SENDCO to allow more time to support families including assessments to Early Help EWO etc.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</u></a>	6
Whole staff training linked to School Values leading to whole school values project to support community reconnection	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u></a>  <i>"Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required."</i>	5 6

**Total budgeted cost: £ 12,365 + £ 26,204 + £10,000= £48,569**

## Review of outcomes 2020-21

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments at the end of 2020/21 show:

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments at the end of 2020/21 show these outcomes for our PP children:

	Attainment: ARE or above			Progress		
End of KS1	Reading	Writing	Maths	Reading	Writing	Maths
	100%	0	0	100%	100%	100%

	Attainment: ARE or above			Progress		
End of KS2	Reading	Writing	Maths	Reading	Writing	Maths
	100%	50%	100%	100%	25%	100%

The vast majority of Pupil Premium children in our school made at least expected progress in all 3 core areas of learning, however not all of children in this group did; indeed in some cohorts we did not reach our aspirational target of 80% for the year

2020-21 (our overall target is 90% but due to CV19 governors agreed 80% may be more achievable)

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees most specifically in writing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from all of 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 such as those provided by Oak National Academy and other online providers. It is also to be noted that all of our disadvantaged pupils were in our in school provision for at least part of the week if not all of the week. What must be celebrated is that our Pupil Premium children, indeed all our vulnerable groups did not 'fall back' further.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue building on that approach with the activities detailed in this plan.

Attendance continued to be rigorously monitored and support provided to families as and when needed including intensive support for some families. The EWO commended the school for the work done in this area and our attendance remained in line and often above national and local data for this group.

## 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
Relational Support individualised programme	Co Adventurers

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a Service Premium Champion who works with these children once a week providing pastoral support. This person is a member of staff and is themselves a services family
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral and wellbeing support. We also include these children in educational support programmes outlined for PP children to support progress and attainment.

