

Pupil premium strategy statement

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	Terling CE Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Meares
Pupil premium lead	Sarah Meares
Governor / Trustee lead	Lis Millard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,916
Recovery premium funding allocation this academic year	£ 2000
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	£ 31,916

Part A: Pupil premium strategy plan

Statement of intent

At Terling C of E Primary School, our vision is to Flourish and Shine in all that we do, linked to the Bible verse “Those who are wise will shine like the brightness of heavens” Daniel 12:3. Our vision is underpinned by our Christian beliefs. We celebrate the uniqueness of every child within our Christian community while we work to support and challenge our children. We support them to flourish and shine in all they do, preparing them for life’s journey. We build upon our Christian values of respect, trust, courage and truthfulness.

Our pupil premium strategy is intent in supporting all of our pupils, including the disadvantaged, to achieve their full potential and make good progress.

We ensure as a school we have a pupil centred approach and understand all the challenges faced by vulnerable pupils. Our approach and the activities we are engaging in have the intention of supporting the needs of all pupils, not just those who are disadvantaged.

At the centre of and continually driving our approach as a school, is that all pupils have consistent access to high quality first teaching. This is proven to have the greatest impact on closing the disadvantaged attainment gap. This approach ensures that all pupils, regardless of disadvantage, are able to achieve.

Targeted support is built into our strategy, supporting educational recovery. This support is targeted on need; it may not just be those who are disadvantaged.

All staff take responsibility for raising expectations of what disadvantaged pupils can achieve and their outcomes. We do not make assumptions about the impact disadvantage can have on pupils. We aim to act early at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Emotional needs of pupils and families, including parental engagement in supporting children’s learning

2	Misconceptions, gaps and weaknesses in learning, building resilience in learning
3	Financial barriers – costs for families relating to educational visits and outside enrichment. Enabling the same access and enrichment to the curriculum for all pupils

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
1. PPG pupils' emotional wellbeing and resilience improves through the provision of support, meeting the emotional needs of pupils and reducing barriers to learning related to pupil wellbeing and behaviour	<ul style="list-style-type: none"> Pupil morale is raised Pupils' resilience in lessons is improved to enable them to learn effectively Pupils feel listened to Pupils have a bank of strategies available to them to support their emotions and behaviour inside, outside, at school and elsewhere Pupils enjoy coming to school Pupils make at least expected progress in their learning Engagement and outcomes for pupils causing concern will have increased from starting points Parent attendance at parent conference meetings Parents, where able, providing support at home for learning
2. Pupils' misconceptions, gaps and weaknesses are addressed, building resilience in learning and closing the gap in pupil progress	<ul style="list-style-type: none"> Pupils make at least expected progress in their learning Core skills are revised and embedded Pupil focus is improved The gap in pupil progress between PPG and non PPG narrows
3. PPG pupils access the same enrichment to the curriculum as all pupils	<ul style="list-style-type: none"> Pupils take part in regular extra-curricular activity clubs Pupils participate in all visits and experiences at school Pupils feel valued Pupils resilience and self-esteem/ morale is high

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: £1525

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Metacognition – 7 step model	EEF evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional 7+ months’ progress when used well. Provides very high impact for very low cost	2
CPD – consistent approach to teaching writing across the school	EEF guidance report ‘Improving Literacy in KS1’ and ‘Improving Literacy in KS2’	2
CPD – Word Aware	EEF evidences oral language interventions, including ‘explicitly extending pupils’ spoken vocabulary’ – provides very high impact for very low cost	2
CPD – Mastering Number programme (EYFS and KS1)	EEF evidences the impacts of mastery learning approaches is an additional five months progress and is particularly effective for maths. This project is delivered through the Maths Hub and is supported by the DfE	2

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

Budgeted cost: £10,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group oral language intervention (Nuffield Early Language Intervention)	EEF evidences oral language interventions providing very high impact for very low cost	1, 2

Small group tuition	EEF evidences small group tuition as providing a moderate impact for low cost	1, 2
Teaching assistant interventions (i.e. precision teaching, reading for fluency, maths intervention)	EEF evidences that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1, 2

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

Budgeted cost: £19,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice for Families	Trauma Perceptive Practice is a practice being promoted across Essex schools to enable staff to understand and respond to pupil behaviour effectively. The school staff have been trained and the next step is to disseminate the practice to support targeted families. EEF evidences that behaviour interventions have a moderate impact for a low cost, understanding and using metacognition and self-regulation has a very high impact for a very low cost, social and emotional learning has a moderate impact for a very low cost. Parental engagement has moderate impact for a very low cost.	1, 2
Outdoor Play and Learning (OPAL) introduced to enhance lunchtime provision	EEF evidences physical activity as providing low impact for very low cost. However, behaviour incidents lower and pupil's enjoyment at lunchtime increases, when there are organised, physical activities for them to partake in. OPAL provides increased opportunities for collaborative learning which EEF evidences as providing high impact for very low cost.	1

Forest schools	EEF evidences collaborative learning approaches as providing high impact for very low cost. We have seen high impact on pupil engagement, morale and social skills when they are active and learning outdoors	1, 2
Social and emotional learning support - 1:1 or small group support	EEF evidences need to improve social and emotional learning skills, especially for children from disadvantaged backgrounds or other vulnerable groups, who, on average, have weaker social and emotional skills at all ages.	3
Cost of educational visits and enrichment activities, including attendance at breakfast club	Pupils who have financial barriers should have equal access to educational visits and enrichment visits, including after school clubs. EEF - there is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance	3

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 2022 to 2023 academic year.

Aim	Outcome
<p>PPG pupils' emotional wellbeing and resilience improves through the provision of support, meeting the emotional needs of pupils and reducing barriers to learning related to pupil wellbeing and behaviour</p>	<p>Pupil voice shows the majority of children in the school have good morale and are happy to come to school. All children have a trusted adult they can speak to and know their voices are heard. Pupils enjoy coming to school and are well supported.</p> <p>The school is inclusive and provides good pastoral support. Trauma Perceptive Practice (TPP) has been delivered to all staff (9/9 elements) and staff are able to use the theories in their everyday practise. Behaviour can be a barrier to learning for some PPG pupils so restorative conversations have been embedded and are used by all staff with pupils. Staff refer to the school values when providing support for pupils to understand their behaviour.</p> <p>Where needed, additional pastoral support is provided by all staff, particularly the Headteacher and an HLTA with timetabled 1:1 support. Children's needs are listened to and the school has excellent relationships with parents which feed into this understanding.</p> <p>The use of a lunchtime Sports Coach has continued to enhanced pupils' lunchtime experience, developing their teamwork and relationships with each other. Behaviour monitoring shows a decrease in incidents involving Upper Key Stage 2 pupils since the Sports Coach has been working with them.</p> <p>Children in the Early Years Foundation Stage were identified as benefitting from provision which targeted their social skills, particularly sharing, working as a team, risk taking and communicating. The introduction of Forest Schools once a week for this cohort continues to develop those skills significantly and was very well received by children, staff and parents.</p>
<p>Pupils' misconceptions, gaps and weaknesses are addressed, building resilience in learning and closing the gap in pupil progress</p>	<p>The number of pupils in EYFS and Y1 in receipt of PPG in 2022-23 was very small so comparisons cannot be made.</p> <p>All pupils in Y2 in receipt of the PPG in 2022-23 reached an expected standard in reading, writing and maths at the end of the year. This is compared to non-PPG children</p>

	<p>whereby 71% in reading, 64% in writing and 85% in maths reached an expected standard at the end of the year.</p> <p>The number of pupils in Y6 (4 pupils) in receipt of PPG in 2022-23 was very small so comparisons cannot be made.</p> <p>Across the curriculum, writing has continued to be a focus and particularly building children's stamina for writing which suffered significantly post covid and continued to impact children's progress. Children are now more able to write for a sustained period.</p>
<p>PPG pupils access the same enrichment to the curriculum as all pupils</p>	<p>The number of PPG children accessing school clubs was below non-PPG children: 59% PPG pupils accessed after school club compared to 70% non-PPG pupils. The school offered to fund clubs for pupils but families had other commitments so were not able to always take up the offer. School funded PPG pupils to attend enrichment activities (residential, class trips, sporting events) throughout the school year as well as buying uniform when needed.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

There are an increasing number of families who are disadvantaged by financial instability but are not in receipt of the pupil premium funding. The school works closely with these families to provide support where needed – that might be in the form of subsidising enrichment activities, pastoral care or sign posting to support services.

In 2022-23, the school was privileged to welcome pupils from Ukraine who moved temporarily to our area. The school continued to provide uniform for these pupils as well as purchasing dual language books and dictionaries and resources to support learning.

Parental engagement is supported through various means, including facilitating parent education classes. In 2022-23, those covered supporting children with 'Sensory Sensitivities', 'Emotional Literacy' and 'Positive Parenting'. In 2023-24, they hope to include 'Keeping up with children – maths and English' and 'Emotional wellbeing for KS2'.