

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 (and recovery premium for the 2021 to 2022 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	Trimley St Mary Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	Hayley Lloyd
Governor / Trustee lead	Robin Pattinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93405.00
Recovery premium funding allocation this academic year	£3195.00
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	£96,600.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Delivering personalised support in addition to Quality First Teaching by specific staff across the school. Providing effective feedback to all pupils in designated time. (EEF +8) – Feedback, (EEF +6) – Reading comprehension.
- Developing outdoor classroom to support learning for those pupils who require a therapeutic practical provision in which to learn. (EEF +4) – Outdoor learning.
- Further developing staffing to support therapeutic provision and to enhance outcomes for those with specific SEMH needs.
- Tutoring and catch up programmes.

- Mentoring – named staff providing mentoring/pastoral support for individual/groups of children.
- Support inclusion practically by means of resources and direct funding to families. Contingency to support inclusion and access to broad rich Quality of Education reflecting curriculum aims. Theatre experiences, residential holiday, uniforms.
- School trained personnel to carry out language programmes re ELKAN – specifically EYFS and Year 1. Resourcing private Speech and Language provision.
- Resourcing additional behaviour support provision via private provider and the continuation of CPD for staff working with pupils displaying challenging behaviour. (EEF +3)
- Sourcing access to School Counsellor for individual pupils. Counselling service – private provider.
- Develop school's own capacity to improve mental health. Continued up skilling and CPD opportunities using the THRIVE approach. (EEF +7) – Metacognition and self-regulation.
- Increase support hours for LAC pupils to reflect the increase in numbers.
- Home school liaison support.
- Further additional catch up, targeting pupils within Yr 2 and Yr 5/6 specifically (EEF +5) – One to One tuition, (EEF +4) – small group tuition.
- Parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Cognitive and emotional need of an increasing number of pupils.
2	Poor attendance.
3	Accessing learning opportunities and technologies.
4	Financial difficulty.
5	Language deficits and difficulties.
6	Increasing numbers of children with attachment, anxiety and emotional de-regulation.
7	External factors – home situations, compounded by the pandemic.
8	Lack of 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
Pupil attainment and progress in line with that of pupils not entitled to the funding.	Achieve national average attainment and progress scores for reading, writing and maths.
Pupils experience benefits of outdoor learning.	Positive impacts on behaviour and wellbeing.
Inclusion of children in mainstream provision, enabling all children to access learning.	Reduction in exclusions and Incident report forms.
Physical needs of children better met.	Children can access learning and develop their cultural capital.
Improvement in children's speech and language skills.	Reduction in number of children requiring additional support, specific speech and language assessments reflect individual and group gains.
Increasing staff knowledge and capability in managing challenging situations.	Improvement in staff wellbeing and greater inclusion of those children with specific SEMH needs.

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: £19,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing staffing to support therapeutic provision and to enhance outcomes for those with specific SEMH needs. £7498.00	EEF Mentoring +2 Metacognition and self regulation +7 By employing additional staff, we can better cater for the emerging needs of some of our children with complex SEMH needs – many of whom are requiring one to one support in order to avoid exclusion.	1,2
Resourcing additional behaviour support provision via private provider and the continuation of CPD for staff working with pupils displaying challenging behaviour. (EEF +3) £500.00	EEF +3 EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff	1,5
Delivering personalised support in addition to Quality First Teaching by specific staff across the school. Providing effective feedback to all pupils in designated time. (EEF +8) – Feedback, (EEF +6) – Reading comprehension. £11958.00	(EEF +8) – Feedback, (EEF +6) – Reading comprehension. EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,3,5

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

Budgeted cost: £16,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1
<p>School trained personnel to carry out language programmes re ELKAN – specifically EYFS and Year 1. Resourcing private Speech and Language provision.</p> <p>£16944.00</p>	<p>EEF +5 One to one tuition EEF +4 Individual instruction EEF +6 Oral language programmes</p> <p>Upon entry to school, low prior attainment linked directly to speech and language. Poor speech and language is directly linked to lesser academic outcomes and poorer financial security as an adult.</p>	1,3,5

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

Budgeted cost: £65,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing outdoor classroom to support learning for those pupils who require a therapeutic practical provision in which to learn. (EEF +4) – Outdoor learning.</p> <p>£1000</p>	<p>EEF +4 Outdoor learning</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	1,2,3,5,6
<p>Mentoring – named staff providing mentoring/pastoral support for individual/groups of children.</p> <p>£26189.00</p>		
<p>Support inclusion practically by means of resources and direct funding to families. Contin- gency to support inclusion and access to broad rich Quality of Education reflecting curriculum aims. Theatre experiences, residential holiday, uniforms.</p> <p>£2500</p>	<p>EEF +3 Arts participation</p> <p>Ensuring children have equal access to opportunities as their peers and are well equipped to access learning will have a directly positive impact upon their learning. Children have a right to have their basic needs met.</p>	4

<p>Sourcing access to School Counsellor for individual pupils. Counselling service – private provider.</p> <p>£4280.00</p>	<p>EEF +7 Metacognition and self-regulation</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1,2,3,5,6</p>
<p>Develop school's own capacity to improve mental health. Continued up skilling and CPD opportunities using the THRIVE approach. (EEF +7) – Metacognition and self-regulation.</p> <p>£1000.00</p>		
<p>Increase support hours for LAC pupils to reflect the increase in numbers.</p> <p>£5297.00</p>	<p>EEF +4 Teaching assistant interventions</p> <p>Having a designated Teaching Assistant listed in children's education plans enables closer monitoring and opportunity to intervene. These members of staff can carry out specific programmes such as breaking barriers, roots reading (SFA). This will increase cognitive and emotional outcomes for this particular group of vulnerable children.</p>	<p>1,3,5,6,7</p>
<p>Home school liaison support.</p> <p>Parental engagement.</p> <p>£25,038</p>	<p>EEF +4 parental engagement</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>7,8</p>

Total budgeted cost: £102204

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 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.