

Pupil premium strategy statement – Trimley St Mary Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24-2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Chair of Governors	Carolyn Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87300
Recovery premium funding allocation this academic year	£9135
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£96435

Part A: Pupil premium strategy plan

Statement of intent

Our overarching vision at Trimley St Mary Primary School is that:

“We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.”

This rings even truer for our children who are in receipt of the Pupil Premium Grant and therefore our funding is spent in ways which:

- Support and champion children’s emotional health and wellbeing to enable them to access the curriculum at an appropriate level
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Promote and maintain progress at or above national levels

When allocating funding and making choices regarding spend, research into the improving outcomes for learners is carefully considered, particularly that of the Education Endowment Fund (EEF) where the research is congruent with the context of Trimley St Mary

The provision of Quality First Teaching is the fundamental strategy deployed at Trimley with enhancements provided through 1:1 or small group support for pre-teaching, additional support to recap learning to ensure it is embedded and to practice key skills in reading, writing and maths. All other support links with the wider strategies outlined by the EEF.

Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers of children requiring mental health and wellbeing support to access school including attachment, anxiety and emotional dysregulation that require 1:1 support and responsive care and intervention alongside the specific, timetabled teaching of strategies to manage this.
2	Increasing numbers of children begin school, working at a level well below age expected for their speech and language, hindering all other aspects of learning whilst this persists making this this initial target for these individuals.
3	Attendance - Disadvantaged children at Trimley St Mary have an average attendance that is 91.6% this is 4.4% lower than non-disadvantaged children. 36% of Persistent Absentees at Trimley St Mary are disadvantaged.
4	Parental engagement and capacity – many of our disadvantaged families have a range of circumstances that do not allow them to dedicate time to working with their children outside of the school day.
5	Financial pressures – many of our disadvantaged families have a limited disposable income to provide children with the resources needed including the technology to access the learning.

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 and Success Criteria
<p>To close the gap in reading, writing and maths attainment between pupils who are not meeting age expectation in core national curriculum subjects are provided additional weekly targeted support either as 1:1 or part of a small group.</p> <ul style="list-style-type: none">- Support could include pre teaching of subject content, review of content already taught, targeted intervention for key skills, individual reading and time spent to build academic confidence- Support will differ between students to meet their individual needs and may need to focus on emotional support alongside the academic intervention.- Targeted intervention (as listed above) will accelerate progress of disadvantaged learners, in turn this will increase the percentage of disadvantaged learners achieving age related expectations. <p>We will know we have succeeded when - the attainment and progress gap is significantly reduced compared with Summer 2023 results.</p>
<p>Pupils receive support from well trained and highly skilled staff to support their mental health and well being both at times of dysregulation and as part of a proactive strategy to build resilience including targeted outdoor intervention.</p> <ul style="list-style-type: none">- All children reporting poor mental health have access to strategies to support them. These strategies will be tailored to meet their age and needs.- Children will be able to build resilience over time and deploy some taught strategies independently.- Children in receipt of support will require less support over time.- Improvement in staff wellbeing where staff are dealing with complex challenging behaviours and distressing circumstances.- Targeted intervention (as listed above) will allow disadvantaged learners to be emotionally available for learning in class and in small groups, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.
<p>Pupils receive support from well trained and highly skilled staff to accelerate progression in their identified speech and language difficulty.</p> <ul style="list-style-type: none">- Children make better than good or expected progress in their speech and language difficulty and assessments show this consistently.- Targeted intervention (as listed above) will allow disadvantaged learners to access learning and communicate what they have learnt more effectively, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.
<p>Children/families with attendance that falls below our target of 96% are supported by well trained and highly skilled staff who meet them with kindness and care but who expect high standards of attendance and engagement with the support given.</p> <ul style="list-style-type: none">- Attendance improves during the next school by at least 5% or to meet the 96% attendance target.

- Targeted intervention (as listed above) will allow disadvantaged learners to access learning and school-based activity, in turn this will increase the percentage of disadvantaged learners achieving age related expectations.

Children/families with limited engagement/capacity are met with kindness and respect for their individual circumstances.

- All families reporting/ or believed to have limited capacity are directed towards club/enhancement activities available to their children.
- All families reporting/ or believed to have limited engagement are contacted consistently to improve engagement and offered opportunities to increase this.

Children/families experiencing financial difficulty are met with kindness and respect for their individual circumstances.

- All families reporting/or believed to have financial difficulty are offered access to a well-stocked and discreet "Trimley treasure trove" as often as required to meet their food, toiletry and clothing needs.
- Families would be directed to services and assistance where suitable.

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

Budgeted cost: £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Year 6 Booster sessions	Small group tuition- EEF +4	1, 2, 4

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

Budgeted cost: £24,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support beyond NHS offer	Oral Language Interventions – EEF +6 months	2

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

Budgeted cost: £81,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Liaison Post including attendance support, liaison for parenting courses and other services	Parental Engagement – EEF +4 months Social and emotional learning – EEF +4 months	1,3,4
Development of a positive school ethos to support engagement in learning e.g celebration assembly	Behaviour Intervention – EEF +4 months Metacognition and self regulation – EEF +7	1

Emotional Literacy Targeted Support	Mentoring – EEF +2 months Social and Emotional Learning – EEF +4	
Bramblewood Opportunities	Collaborative Learning Approached – EEF +5 Metacognition and self-regulation – EEF +7 months Outdoor adventure learning – EEF Physical Activity – EEF +1 Social and Emotional Learning – EEF +4	1
Family Support Fund	Funds available as necessary and reviewed on a case by case basis.	1,2,4,5
Play Therapy	Mentoring – EEF +2 months Social and Emotional Learning – EEF +4	

Total budgeted cost: £ 106,613

Outcomes for disadvantaged pupils

The current strategy differs significantly to the previous strategies implemented and offers a more targeted and strategic approach.

Results outlined here are expected to improve as the new strategy benefits are built on over time (Summer 2024 onwards)

Summer 2023

EYFS

Non Pupil Premium % Achieved GLD	Pupil Premium % Achieved GLD
50%	38%

Phonics

Non Pupil Premium % Achieved Pass	Pupil Premium % Achieved Pass
44%	76%

KS1

	Non Pupil Premium	Pupil Premium
% Achieved Reading	57%	30%
% Achieved Writing	45%	10%
% Achieved Maths	61%	10%

KS2

	Non Pupil Premium	Pupil Premium
% Achieved Reading	67%	31%
% Achieved Writing	65%	46%
% Achieved Maths	53%	46%

