

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Terrington St Clement Community School
Number of pupils in school	316 + 29 Nursery (Aut)
Proportion (%) of pupil premium eligible pupils	25% (R to 6) Aut 22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Amanda Conner
Pupil premium lead	Lindsey Clare
Governor / Trustee lead	Learning & Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,870
Recovery premium funding allocation this academic year	£9,135
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	£95,005

Part A: Pupil premium strategy plan

Statement of intent

At Terrington St Clement we want *all* of our learners to be aspirational, to set themselves challenging goals and to work hard, growing in confidence and acquiring the skills needed to thrive. We aim to instil in our learners the belief that learning is limitless, that the world is full of opportunities waiting to be grasped and that through effort and perseverance everyone can succeed. This is equally, and perhaps more so, a firm goal for our most disadvantaged pupils. We are committed to ensuring that they are supported to overcome barriers to learning and provided with the opportunities needed to succeed.

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.

The key principles of our strategy plan are:

- To base our priorities on robust diagnostic assessment of the needs of individuals
- To share good practice within the school and draw on external expertise where necessary
- To provide high quality CPD to address and improve identified areas of need and ensure that all disadvantaged pupils are challenged
- To ensure all staff have high expectations of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Underdeveloped skills of emotional self-regulation, exacerbated by lockdowns and time out of school during the last 2 years; pastoral needs around coping with family circumstances</p> <p>Evidence: Increased pastoral support/referrals to EH or other Tier 2 services; observations of pupils in school & internal vulnerable pupil group monitoring; support in place for vulnerable families</p>

2	<p>Limited reading of a wide range of children’s literature for some children in KS2 leading to underachievement in reading at KS2 for some PP.</p> <p>Evidence: Monitored reading choices and take up of school Reading Badge Challenge; achievement gap of -42% Reading at KS2 (in-house assessments Summer 2021); previous progress in closing this gap reversed due to lost learning time; this had decreased so that PP were performing in line with Non-PP in Summer 2022 – we now need to ensure this is maintained.</p>
3	<p>Attainment gap at end of KS1, particularly in reading and maths – exacerbated by lost learning time.</p> <p>Evidence: More than 50% of Pupil Premium group in low attainment group end EYFS/KS1 (based on 2019 results); achievement gap of -31% Reading and Maths between PP and Non PP at KS1 in-house assessments Summer 2021. Gap closing in Summer 2022, achievement gap of -6% Reading, -20% Maths</p>
4	<p>Some limited access to reading books or homework support including remote learning access</p> <p>Evidence: Monitoring of remote learning engagement of pupils and greater challenges faced by some PP; increased support for parents/carers required to encourage engagement in any home tasks; parental feedback about challenges at home around home learning/access</p>
5	<p>Reading assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils particularly in KS1. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
6	<p>Writing outcomes for all, including PP following lost learning time. Stamina for writing has decreased and the gap between PP and Non-PP has increased.</p> <p>Evidence: ISDR Writing Attainment for all at KS1 and KS2 was significantly below national and in the lowest 20% in 2022; Gap between PP and Non PP at KS1 was -29% at KS2 PP performed better than Non- PP +7%.</p>

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
To achieve and sustain improved self-regulation and coping strategies for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained learning habits/emotional regulation and/or an ability to demonstrate improved self-regulation skills by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ability to talk about/describe ways to self-regulate emotions ability to make positive behaviour choices for a small group of identified pupils

	on our SEN register – progress tracked through The Boxall Profile.
Improved reading attainment among disadvantaged pupils in KS2.	KS2 reading outcomes in 2024/25 show that more than 2/3 of disadvantaged pupils met the expected standard (based on relatively small cohorts, including some with additional SEN needs that may present a barrier)
Improved outcomes at KS1 in reading and maths	KS1 outcomes in 2024/25 are in line with national and the gap between disadvantaged and Non disadvantaged pupils has reduced to below 25% (note point about small cohort sizes above)
To support PP to engage in some home learning tasks in preparation for High School	Sustained home learning engagement from 2024/25 demonstrated by: <ul style="list-style-type: none"> • improved levels of engagement in disadvantaged pupils for home learning tasks • regular participation in other home learning/after school activities by disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improve writing stamina and outcomes for all, including PP pupils at KS1	Writing standards are broadly in line with national for all. KS1 outcomes in 2024/25 are in line with national and the gap between disadvantaged and Non disadvantaged pupils has reduced to below 25% (note point about small cohort sizes above)

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: £33,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a PP Champion post (Temporary TLR3 to support monitoring of progress for disadvantaged pupils, responding to need & pupil specific CPD for staff). Release time will be provided to facilitate this.</p>	<p>Recommendations from the following report Guidance for Teachers: Using Your Pupils Premium Funding Effectively EEF</p> <p>A dedicated practitioner will support leaders to ensure that our strategy is fully implemented and adapted in relation to need.</p>	<p>All</p>
<p>Continued implementation of maths recovery curriculum to address gaps in knowledge. Whole school training in use of Variation. Development of daily Maths Meetings to revisit key skills. CPD on scaffolding and challenge to ensure all can access the learning. Support and involvement with the Cambridge Maths Hub, "Teaching for Mastery" Program to develop teacher confidence and knowledge.</p>	<p>Recommendations from the following report Improving Maths in EYs and KS1: Improving Maths in KS2 EEF advocate that schools:</p> <ul style="list-style-type: none"> -Develop practitioners' understanding of how children learn mathematics - Dedicate time for children to learn mathematics and integrate mathematics throughout the day - Ensure that teaching builds on what children already know <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>
<p>Continued promotion of Reading Badge Challenge – teaching staff appraisal target. Continued Whole Class Readers linked to Home Learning across KS2 and taught reading</p>	<p>Research suggests a focus on explicit teaching of comprehension skills provides secure progress for relatively low cost.</p> <p>Reading comprehension strategies report from the Teaching and Learning Toolkit & Improving Literacy in KS2 EEF</p>	<p>2, 4 & 5</p>

comprehension and vocabulary development in class.		
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing CPD	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3 & 5
Revised phonics & spelling progression planning - implementation of additional weekly spelling session Y2+ to address gaps in learning. CPD effective teaching of spelling for all staff (VNET credits)	Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling Improving Literacy in KS1 EEF	3
Book Bundles & use of WCR texts to continue to ensure wider access of quality texts for all. Librarian post maintained to support reluctant readers and develop the library offer to promote good reading habits. Magazine subscription targeted at disadvantaged pupils to expand reading access & engage pupils	<i>“The Organisation for Economic Co-operation and Development (OECD)’s Programme for International Student Assessment (PISA) said as recently as 2021 that ‘PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status’”</i> The Reading framework – Teaching the Foundations of Literacy (publishing.service.gov.uk)	2 & 4
Support from SIPs to develop a clear approach to shared/ modelled & guided writing. CPD all education staff to help develop writing stamina and confidence in all pupils.	Teach pupils to use strategies for planning and monitoring their writing Improving Literacy in KS1 EEF Teach writing composition strategies through modelling and supported practice Improving Literacy in KS2 EEF	6

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

Budgeted cost: £46,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Librarian to focus on ensuring that all PP children have access to a wide variety of books and are supported to make good choices – work with learners to provide mentoring, specific intervention on reading fluency and encouragement to achieve their reading badge. Encourage own book purchases to expand access.</p>	<p>As above The Reading framework – Teaching the Foundations of Literacy (publishing.service.gov.uk)</p>	<p>2 & 4</p>
<p>Targeted 1to1 or small group provision to address misconceptions/ gaps in learning, facilitated by in school support staff. Focus on key maths (fluency) & phonics skills.</p>	<p>Evidence suggests that targeted small group tuition based on pupils' specific needs is effective Small Group Tuition EEF</p>	<p>3 & 5</p>
<p>Use of Reading Ambassadors to provide practice opportunities and support reading fluency.</p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Peer Tutoring EEF Evidence suggests that a targeted and specific focus on improving fluency in reading is a key component in becoming a confident and motivated reader. The Reading framework – Teaching the Foundations of Literacy (publishing.service.gov.uk)</p>	<p>2 & 3</p>
<p>Speech & Language Intervention including Time to Talk/ Talk for writing – x2 days TA focused intervention.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>3 & 5</p>

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small focused social skills/ emotional self-regulation groups for targeted pupils</p> <p>Subscription to Boxall Profile to identify individual priorities and track progress</p>	<p>Recommendations from the following report: Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Explicit re-teaching of these skills will support our learners to self-regulate and make positive behaviour choices.</p>	1
<p>Home School Support Worker (HSSW) to work alongside families to support home learning including ensuring access to appropriate IT devices (borrowed school machines)</p> <p>In school Homework Club alongside parental support to support and encourage engagement.</p> <p>Holiday reading activities & books</p>	<p>Recommendations for more sustained intensive support where needed to engage parents in home learning</p> <p>Working with Parent's to Support Children's Learning EEF</p>	4

Total budgeted cost: £101,031

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 2021 to 2022 academic year.

The academic year 2021/22 continued to be impacted by Covid, resulting in high levels of both staff and pupil absence over the course of the year. These absences meant that children missed more classroom learning time, on top of the time lost to Covid lockdowns, and the availability of staff to work with children was severely reduced.

However, despite the challenges the school faced during this academic year, strategies were implemented to aid children with their learning.

In maths, a recovery curriculum was introduced across the school which focussed on the main skills that children need to use consistently and confidently: addition, subtraction, multiplication and division. Following KS2 assessments at the end of the year, the gap between disadvantaged children and non-disadvantaged children was at -3%, with 56% of disadvantaged children reaching expected and 59% of non-disadvantaged children. In KS1, 43% of disadvantaged children reached expected or greater depth whereas 63% of non-disadvantaged children reached the same. However, it should be noted there was a small number of disadvantaged KS1 children (7) at the time.

In addition to the recovery curriculum in KS1, a new programme for learning number bonds was introduced to children in year one. They now work towards gaining a number bonds badge. When this is achieved, children then progress to working on learning their times tables.

To address the gaps in spellings, which feed into writing assessments, a new programme of spelling lessons was introduced for KS1, lower KS2 and upper KS2. This was designed to address misconceptions and revisit spelling rules for each year group. At the end of the academic year, disadvantaged children in KS2 outperformed non-disadvantaged children in writing by 7%. In KS1, the gap between non-disadvantaged and disadvantaged children achieving expected currently sits at 29%. Measures to address these gaps continue.

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?	<p>Our Home School Support Worker supports pupils' emotional wellbeing when family members are away on active service. Due to the very small numbers of pupils eligible, this support is bespoke to individuals.</p> <p>Achievement of pupils eligible is monitored and support adapted alongside other pupils in receipt of PP. Mobility of these pupils is stable and they normally complete their education with us so this is not a barrier.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Individual pupils were able to attend school during lockdown where requested. Families and teachers reported that this had a significant positive impact on wellbeing for individuals.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding the teaching of vocabulary in our curriculum, including CPD for staff on creating a rich and stimulating language environment including methods for supporting language development in pupils working below their peers in this area. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](#)
- continuing to develop and adapt our RHSE Curriculum to include a focus on maintaining good mental health which will benefit all pupils
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on adopting healthy lifestyles and building the skills of co-operation and compromise. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated previous plans and strategies that had had greatest impact. For example, although overall pass rates for disadvantaged pupils in phonics in 21/22 was significantly lower than for non-disadvantaged pupils. The average point scores for both groups was comparable and very close to the pass mark or in the case of Y2, above. This demonstrated the success of our approach for both groups and forms part of our ongoing School Development Improvement Plan.

We used summative assessment results, alongside formative assessments and observations of pupils in class. We talked to staff and reviewed work in books. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils - [Understanding Progress in the 2020/21 Academic Year \(publishing.service.gov.uk\)](#)

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly in relation to recommendation 2, "Creating a Leadership Environment" and building leadership capacity to ensure effective implementation of our strategy. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.