

Pupil premium strategy statement

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	Trevisker School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Head Teacher and Chair of LAB
Pupil premium lead	Collene Thorpe
Governor / Trustee lead	Natalie Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£3,625
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	£38,250

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to improve and sustain higher attainment for disadvantaged pupils at our school.

Our expectation at Trevisker, is that we ensure all pupils, irrespective of background or the challenges they face become strong readers, writers and mathematicians. This will enable them to access all learning opportunities presented to them, broadening their horizons and affording them greater life choices as they progress through the school. Our intention is that all pupils are included in challenging learning.

Our response will be responsive to common challenges and our pupils' individual needs rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage on learning.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show some underdeveloped phonics and spelling knowledge and vocabulary gaps for some disadvantaged pupils ranging from YR to Y6
2	We have continued to note through parental discussions, an uptake in parents self-referring to EHH and observations that there are increased levels of general anxiety and an increase in mental health issues and well-being concerns amongst our disadvantaged pupils.
3	Assessments have shown that a disproportionate number of our disadvantaged pupils in Upper Key Stage 2 have gaps in key mathematical knowledge due to the impact of missed learning.
4	Analysis of school data shows that reading for pleasure and parental involvement has decreased amongst our disadvantaged pupils.
5	Monitoring and professional dialogues have shown that disadvantaged pupils are not always meeting targets set by teachers.

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
<p>All pupils will leave Trevisker able to apply phonics accurately.</p>	<p>Phonics Screening scores will show that disadvantaged pupils perform as well as non-disadvantaged pupils nationally.</p> <p>Texts read in school will be carefully matched to phonic levels.</p> <p>Teaching staff to undertake RWI training.</p> <p>A strong focus on increased vocabulary evident, in planning and in the learning environment.</p> <p>RWI interventions to take place.</p> <p>Spelling and Reading assessments to be at least in line with national figures.</p>
<p>That pupils' mental health and well-being will improve, impacting on readiness to learn and, in turn, progress.</p>	<p>TIS practitioner to put together bespoke packages of support for identified pupils and support teachers in a whole-school TIS approach.</p> <p>That increased TIS support will result in pupils showing greater self-confidence and higher levels of resilience when faced with change or challenges.</p>
<p>End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally with no more than 5% gap between non-disadvantaged pupils at Trevisker.</p>	<p>Targeted maths and tuition and/or intervention to be delivered to at least 80% of our disadvantaged pupils in Upper Key Stage 2.</p>
<p>Pupils will leave Trevisker strong readers and parents will engage with reading more at home.</p>	<p>Pupils able to discuss the books they have read with confidence.</p> <p>Targeted reading tuition and/or intervention delivered to at least 80% of our disadvantaged pupils in Upper Key Stage 2.</p> <p>Disadvantaged pupils being assessed in formative and summative assessment procedures will perform as well as non-disadvantaged pupils nationally.</p> <p>School to hold targeted Reading Workshops across the school year to engage parents.</p> <p>Library books and book bag books to be well matched and of high quality and engaging.</p>
<p>Teachers will demonstrate increased pedagogy as part of a professional growth plan, setting their own targets linked to their cohort and moving learning forward for all pupils.</p>	<p>Quality CPD for all staff around curriculum development.</p> <p>Teachers will be able to identify gaps and trends in their cohorts and set challenging targets for all pupils.</p>

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI Phonics training and support</i>	Evidence shows that using an explicit and systematic approach to the teaching of phonics ensures greater outcomes for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 5
<i>Whole staff training around principles inspired by Chris Moyes</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	6
<i>Ongoing professional development and cover for release time for TIS practitioner to embed whole-school approach.</i>	The EEF Toolkit and Nurture Groups nurtureuk	2, 3
<i>Use of targeted TA support for interventions</i>	EEF (educationendowmentfoundation.org.uk)	1, 5, 6

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Nessy</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 5
<i>Purchase reading books linked to RWI and RfP</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
<i>Use of School-led Tutoring for maths and reading tuition</i>	EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £4,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 3
<i>Reduced fees for music lessons</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2, 3
<i>Reduced costs for school trips, outings, residential</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2, 3

Total budgeted cost: £38,250

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 and 2021 to 2022 academic years.

Due to COVID-19, national performance measures for 2020-21 were not published. During national school closures, large numbers of our disadvantaged pupils were invited to attend school and all families in receipt of FSM were supported with food packages or vouchers. Many initiatives in our last strategy were unable to go ahead; some funds were then diverted for use in catch-up interventions.

The past academic year 2021-22 saw an increased focus on standards and a return to school improvement. There was a huge push to fill gaps in attainment for all pupils and increased rigour in initiatives set out in the strategy. The school led tutoring programme ran throughout Spring and Summer and will reach more pupils into the new academic year, prioritising disadvantaged pupils. Pastoral support for all pupils, including disadvantaged and service pupils, is fully in place and pupils are supported by a whole-school TIS approach, impacting positively on their learning.

Externally provided programmes

Programme	Provider
Nessy	
National Tutoring Programme	
Read Theory	
Spelling Shed	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Transition materials and TIS support provided for service pupils who are being posted. Support for pupils impacted by deployment of parents with TIS practitioner.

	Reduced fees for music lessons. Requisition of temporary outdoor learning spaces.
What was the impact of that spending on service pupil premium eligible pupils?	Positive feedback received about support provided from pupils and our service families. Positive impact on pupil well-being, noted by staff and parents.