

Pupil premium strategy statement – Treeton C of E 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
School name	Treeton CE Primary School
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	12% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years Strategy aims outlined below are for 2023-26 but reviewed annually in line with three-year overview intended outcomes.
Date this statement was published	December 2024
Date on which it will be reviewed	Interim reviews termly End of Year review: July 2025
Statement authorised by	Sharon Patton (Executive Head Teacher)
Pupil premium lead	Aileena Brooks (Assistant Headteacher)
Governor / Trustee lead	Alison Adair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,320
Recovery premium funding allocation this academic year	None
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£50,320</p>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that ALL pupils, irrespective of their background or the challenges they may face, make good progress and achieve their potential across all subject areas. We encourage each and every one of them to shine. 'Let your light shine' (Matthew 5V16).

The aim of our Pupil Premium Strategy is to support disadvantaged pupils to achieve their potential in line with non-disadvantaged pupils. We understand the impact of socioeconomic disadvantage on learning and use research to inform our decision making when planning strategies to tackle educational disadvantage.

In line with the Educational Endowment Foundation guidance, our strategy is a tiered model and menu of approaches to address the challenges disadvantage pupils face. At the core of our strategy, is a focus on high-quality teaching with use of proven evidence-based research including pedagogical expertise and knowledge of the science of knowing and remembering more to raise outcomes. Targeted academic support for our disadvantaged children is bespoke based on meeting the needs of the individual. Alongside these strategies, is a focus on wider strategies including supporting pupils' social, emotional and behavioural needs and increasing parental engagement.

In order to meet individual needs, our approach is rooted in robust diagnostic assessment, not based on assumptions about the impact of disadvantage, and it is underpinned by high expectations that ALL children can attain well. To ensure effectiveness we engage in a range of strategies:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged outcomes with high expectations on what they can achieve
- Intervene early at the point at which needs are identified
- Ensure disadvantaged pupils are challenged in all curriculum areas and access wider opportunities
- Reduce the impact of those with multiple barriers to their learning
- Monitor and support 'good' attendance
- Evaluate our processes over time to ensure effectiveness of teaching and interventions and to adapt and refine each approach as needed.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in core subjects Internal assessments, in school monitoring indicate that the attainment in core subjects (including phonics) for disadvantaged pupils is behind that of nondisadvantaged pupils.
2	Multiple barriers (including SEN) A significant number of our pupil premium pupils, in each cohort, have multiple barriers to learning, including SEN. A high percentage of PP pupils present with SEMH needs and have a lower level of language and communication upon entering school. Additionally, some of our disadvantaged children and families face mental health and wellbeing difficulties. This also impacts on attendance.
3	Attendance Attendance data over time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. For example, from 2023-24 attendance was at 91.4% compared to 95.2% for non-disadvantaged pupils. This is caused by a number of factors, but this negatively impacts on attainment and progress.
4	Gaps in knowledge and of curriculum content Poor attendance and the impact of school closures (COVID 19 lockdown) have impacted on disadvantaged pupils' progress attainment. Children show a lack of resilience and low self- esteem which prevents them from fully engaging in their learning.
5	Parental engagement Parental Engagement in pupils' learning is not consistent across all families. For many families support is good but some pupils, for a variety of reasons, they are not fully supported with learning at home. This impacts on pupil progress, self-esteem and aspiration.

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
High expectations for all There will be a strong culture of high expectations of all children and a belief from all that every child can achieve and that learning is to be valued	<ul style="list-style-type: none"> All stakeholders, staff, children, school board members and parents, will talk positively about school and what is being and can be achieved by children. All children will be fully included in the classroom and all policies and practices will be used to strive to find solutions to challenges. Children will have high expectations of themselves strengthened by the school's core values of having courage, respect and faith. This will be evident in academic outcomes and in their attitudes to learning.
Outcomes in core subjects Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age across the curriculum	<ul style="list-style-type: none"> A greater proportion of pupils in receipt of PP make good progress across the curriculum and attain in line with their peers at identified end points Standards are raised for all pupil premium pupils by the end of each key stage, closing the gap on national outcomes All PP pupils, other than those cognitively unable or unready, catch up quickly in phonics and reach the expected standard. This impacts positively on reading fluency For those pupils who are cognitively unable to close the gap to their peers bespoke SEN plans will be put in place and progress will be made against their individual targets

<p>Multiple barriers (including SEN)</p> <p>Barriers (including SEN) do not impact on self-esteem, behaviour or engagement in wider activities in and outside of school</p>	<ul style="list-style-type: none"> • All children, but especially those who are disadvantaged, are well regulated and are supported with their emotional and mental health needs. • Tracking shows that disadvantaged children are a focus for enhanced support from our wellbeing team • Playtime behaviour incidents are reduced in number • The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra-curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. • Pupil Premium pupils will engage with wider opportunities such as becoming a Year 6 prefect, class councillors, anti-bullying officers, worship leaders etc • Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement
<p>Attendance</p> <p>Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall.</p>	<ul style="list-style-type: none"> • The percentage of pupils in receipt of pupil premium who are persistently absent decreases year on year • The rigorous application of the attendance policy ensures that parents/carers are fully informed about their child's attendance and are supported in raising attendance of their child if it is a concern.
<p>Gaps in knowledge</p> <p>Quality First Teaching and Tailored Provision ensures that all children experience a broad and balanced curriculum, which is implemented through effective teaching</p> <p>Provision is regularly re-assessed to ensure that the learning needs of all children but especially those who are disadvantaged pupils are met.</p>	<ul style="list-style-type: none"> • Disadvantaged children are tracked and knowledge retention is good • Gaps in knowledge are quickly identified through robust analysis of a range of data and they are addressed to allow children to catch up using bespoke interventions • Assessment show improvements in term-to-term assessments demonstrating that children's standardised scores are closer to age related expectation • Across school, there is a culture of high expectations for all, high quality teaching and inclusivity
<p>Increase parental engagement</p> <p>Greater parental engagement helps to raise aspiration and ambition of pupil premium pupils and their families</p>	<ul style="list-style-type: none"> • An increased range of opportunities for parents/carers to engage with learning will be in place • There will be an increase of parents/carers of PP pupils engaging positively with their child's learning • Parents/carers will access regular workshops provided by the school

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| | <ul style="list-style-type: none">• All parents, regardless of whether they attend parents' evening or not, will be fully informed of their child's progress and attainment. |
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality professional development programmes for all staff. Staff CPD on high quality feedback and metacognition. Staff release and training costs.</p> <ul style="list-style-type: none"> - CDP for all staff on strategies to support children to know and remember more referring to the science of memory including use of 'teach simply' approach. - CDP for all staff to support the development of Early Reading and Early Writing. Mentoring and coaching by LPD Literacy and Pupil Premium lead 	<p>Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser) Marc Rowland: Addressing Educational Disadvantage, CDP on EEF guidance resources and the 'Great Teaching Toolkit' from Evidence Based Education</p>	1, 2, 4, 5
<p>Quality First Teaching</p> <ul style="list-style-type: none"> - All teaching members of staff deliver high quality practice based on effective processes and implementation of evidence informed strategies to support effective CDP - Teaching encourages metacognition - High quality, experienced, expert staff are working equitably with disadvantaged pupils, especially those that are lower current attainers. - Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. - Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise 	<p>Quality First Teaching EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching.</p>	1,2,4

<p>Rigorous assessment promotes early intervention and ongoing support for pupils</p> <ul style="list-style-type: none"> - Use of NTS and Smartgrade (past SATs) diagnostic assessments to identify learning gaps - Bespoke interventions based on pupils needs such as the use of NTS assessments and SHINE interventions - NTS assessments and SHINE interventions Bespoke intervention (learning packs) delivered so that the curriculum is not narrowed for these pupils - Early intervention through the use of additional phonics practise, phonics intervention and additional reading support to address potential failure to read. 	<p>Assessment and Feedback EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback Marc Rowland: Addressing Educational Disadvantage</p>	<p>1, 4</p>
<p>Build staff expertise and support around highpriority themes (a) Poverty proofing: Enrichment, b) Attendance: Social and Emotional, Learning Behaviour C) Background knowledge Vocabulary Oral Language</p> <ul style="list-style-type: none"> - High quality CDP. For example, Trauma workshop and specialist consultant working with SLT to build expertise - All staff aware of pupil premium strategy, roles and responsibilities - CDP for all staff for supporting SEMH needs 	<p>Marc Rowland: Addressing Educational Disadvantage and the 'Great Teaching Toolkit' from Evidence Based Education</p>	<p>1, 2, 3, 4, 5</p>
<p>Reading and Writing: to ensure that all pupils make at least good progress in English across school, with those falling behind making measurable accelerated progress.</p> <ul style="list-style-type: none"> - Early Reading and writing development: embedding the systematic (RWI) approach to the teaching of phonics, and writing introduced in Reception to Year 2 - Continue to develop and maintain excellence within the teaching of phonics in FS/KS1 and for pupils not yet at the standard across KS2 - Ongoing professional development: weekly coaching sessions for staff - Refine tracking and diagnostic assessments for phonics to ensure precise and rapid intervention for those at risk of falling behind. 	<p>Internal data and monitoring outcomes</p> <p>EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated Phonics Programmes</p>	<p>1,2 4</p>

<ul style="list-style-type: none"> - Reading: Introduction of a new scheme for KS2 that is based on reading for pleasure. Content is built progressively and shows clear progression of skills. - Continue to drive and encourage reading for pleasure across school - Increased intentionality within FS1 and 2, in line with the EYFS curriculum - Early intervention for Speech and Language through small group language support. 		
<p>Development of Oracy</p> <ul style="list-style-type: none"> - Use the Oracy project to develop and embed dialogic activities across the school curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time - additional training for staff on developing oracy in the classroom and within subject areas 	<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 impact on reading and writing:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/oral-languageinterventions</p> <p>https://voice21.org/impactreport-2021/ We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few. When the progress of children whose language skills were 'delayed' at age 3 was tracked, researchers found that household income matters. Children in poverty were only half as likely to catch up with their peers than 'delayed' children from richer households. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing rigorous evaluation of pupils' attainment, barriers to learning and diagnostic assessment of pupils' needs</p> <ul style="list-style-type: none"> - EEF evidence illustrates the importance of the use of standardised assessment tools and teacher administered diagnostic assessments - Use of assessment tasks to give the best diagnostic information about the prerequisite knowledge, skills and competencies we want our pupils to develop such as the use of low stake quizzes, hinge questions and effective use of AFL to ascertain pupils' prior knowledge - Past teachers share contextual information on pupils to receiving teachers - Robust analysis of disadvantaged pupils' needs in half-termly pupil progress meetings 	<p>Assessment and Feedback EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessmentfeedback</p> <p>Marc Rowland: Addressing Educational Disadvantage</p>	<p>1, 2, 4</p>
<p>Structured small group in interventions directly linked to classroom teaching and the curriculum</p> <ul style="list-style-type: none"> - Delivery of after-school, catch-up sessions delivered by two teaching assistants and two HLTAs 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-toone-tuition/technicalappendix Evidence (EEF) consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement (core subjects) https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/smallgroup-tuition</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. Small group tutoring +4 months progress One to one tutoring +6 months progress</p>	<p>1, 2, 4</p>

Support for Early Writing <ul style="list-style-type: none"> - Purchase further RWI writing resources linked to phonic knowledge - Use of Get writing and Pathways to Write to support writing developments in EYFS/KS1 	DFE Research on validated phonics programmes include Read Write Inc Phonics	1, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund contributions to visits for FSM pupils, including residential (including transport for events) <ul style="list-style-type: none"> - Positive impact for pupils who attend residential visits. The funding enables equality of opportunities, and raises aspirations and life chances. Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching. 	EEF: Social and Emotional Learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Personal Development and Self-regulation <ul style="list-style-type: none"> - Use of Jigsaw PSHE and RSHE programmes across school continue to impact on pupils' resilience, ability to discuss and debate and develop their understanding of protected characteristics. - Review and introduce a behaviour policy based on restorative practice and self-reflection - 'Healthy Minds' Targeted Transition programme for Year 6 which supports vulnerable children. - MIND sessions: Weekly to support mental health and wellbeing of vulnerable pupils - Purchase of 'My Happy Mind Scheme' to support well-being and PSHE curriculum. Roll out of parent app to support parents managing their child's health and wellbeing at home. - Development of nurture space in school to support pupils with regulation and a quieter space to work, where appropriate 	EEF Toolkit: Social and Emotional Learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Increase parental engagement <ul style="list-style-type: none"> - Focused termly workshops for parents focused on providing support for acquiring reading skills and developing pupils' love of reading. - Autumn: Phonics workshops (EYFS) - Spring: Reading workshops (Phase level) - Summer: Read for pleasure (Whole school) 	The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. Workshops are targeted and focus on providing support for the learning of reading in particular	1, 5

<p>Attendance</p> <ul style="list-style-type: none"> - Attendance of pupils in receipt of pupil premium is closely monitored by Pupil Premium Lead - Telephone calls made to any parent of a PP child when attendance falls below 94% - Rigorous and robust systems in place led by K. White to support PA pupils and families - Strategies include daily phone calls, offer of Early Help and meetings with school leaders. - Support from EWO who will hold attendance meetings at school with parents of children who are PA. - Additional oversight of attendance by Executive Head Teacher and DSAT EWO/CEO – attendance action plan in place - Attendance Ambassadors (pupils) supporting with promoting good attendance 	<p>EEF: Attendance interventions rapid evidence assessment</p>	<p>1, 3</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. These are outlined below with additional information relating to targeted support and wider strategies.

Pupil Outcomes				
	Number of PP pupils	Reading EXP	Writing EXP	Maths EXP
Outcomes for Reception 2023/24	5	0% (0/5)	0% (0/5)	40% (2/5)
Outcomes for Y1 PP pupils 2023/24 Standardised teacher administered tests	10	90% (9/10)	40% (4/10)	90% (9/10)
Outcomes for Y2 PP pupils 2023/24 Standardised teacher administered tests	10	60% (6/10)	60% (6/10)	60% (6/10)
Outcomes for Y3 PP pupils 2023/2024 Standardised teacher administered tests	4	75% (3/4)	75% (3/4)	75% (3/4)
Outcomes for Y4 PP pupils 2023/2024 Standardised teacher administered tests	11	73% (8/11)	64% (7/11)	82% (9/11)
Outcomes for Y5 PP pupils 2023/24 Standardised teacher administered tests	4	75% (3/4)	50% (2/4)	75% (3/4)
Outcomes for Y6 PP pupils 2023/2024 Standardised teacher administered tests	11	75 % (6/8)	50% (5/8)	50% (4/8)

- In helping prepare Year 6 for transition to Year 7 and in addressing wellbeing, 100% of Year 6 (8/8) accessed tailored support for SEMH needs with additional opportunities to share in 'time to talk'
- In Year 6, 100% of pupils in receipt of pupil premium (8/8) accessed in school booster session or interventions. 55% (7/8) accessed after school boosters. All pupils were invited. During the spring term a total of 88% (7/11) accessed tutoring support.
- Children in receipt of pupil premium have access to a wide range of extra-curricular activities. 96% of PP children across years 1 to year 6 attended at least one sports club from 2023-24. KS1: 18 out of 20 KS2: 27 out of 27
- Further review and evaluation of the teaching and learning of phonics has led to a new programme of phonics (Read, Write Inc.) being introduced for the academic year 2023/24. From September 2023, followed Read Write Inc. (a phonics-based literacy program) developed by Ruth Miskin. It is widely used in schools to improve reading and writing skills, particularly for young children and struggling readers. The program has been praised for its effectiveness and has several benefits when it comes to improving reading skills. Outcomes in the Y1 phonics scheme led to 83.3% (5/6) Y1 PP pupils achieving the expected levels. This is a significant improvement on the previous year with only 50% achieving in 2022/23.
- Outcomes for PP children in PHSE in Years 1,2, 4, 5 and 6 were in line with non-disadvantaged peers
- Attendance figures for 2023-24 for pupil premium was 89.2% compared with 95.1% for non-disadvantaged pupils. Additional oversight of attendance by Executive Head Teacher and DSAT EWO/CEO – attendance action plan in place

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
My Happy Mind	
Read, Write Inc	Ruth Miskin