

# Teignmouth Community School, Mill Lane

## 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	Teignmouth Community School, Mill Lane
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	43.47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	19.10.2021
Date on which it will be reviewed	5.1.2022
Statement authorised by	Annabelle Thomas
Pupil premium lead	Annabelle Thomas
Governor / Trustee lead	Mark McCarthy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127, 044
Recovery premium funding allocation this academic year	£ 13, 597
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ N/A

# Part A: Pupil premium strategy plan

## Statement of intent

At Teignmouth Community School, Mill Lane, we are committed to all pupils reaching their full potential regardless of their background. We meet pupils' academic, social and pastoral needs through a safe and nurturing environment. We teach pupils that the sky's the limit in what they can achieve in life.

As of December 2020, the school was in the top 20% for the percentage of children receiving the pupil premium. The local area (Teignmouth Hospital and Mill Lane) was ranked as the 27<sup>th</sup> most vulnerable neighbourhood in Devon (out of 457). The area is ranked in the top 30% of LSOAS (Lower Level Super Output Area) for multiple deprivation. (Teignmouth 2020 Economic and Data Profile, December 2020)

We want pupils to develop into well rounded individuals who can achieve well in the wider world and make a positive difference to it. We teach children about this through our 6 green behaviours which are linked to learning: resilience, independence, curiosity, respect, honesty and responsibility. Pupils are at the heart of everything we do and we offer excellent pastoral care for them.

We offer a broad and balanced curriculum with topics that are carefully planned to engage and excite pupils with their learning. We give pupils the opportunity to help plan some of their topic learning and topics are brought to life by trips, residential, memorable experiences and visitors. We aim to share learning with parents where possible.

The majority of funding will go towards supporting pupils to be able to access the full curriculum and reaching their academic potential. This may be through extra intervention with a tutor or through using PiXL interventions in reading, writing and maths supported by a member of staff. The wider curriculum is funded also through paying for a percentage of trips and visitors to make these enrichment activities more affordable. We recognise that pupils also need support in pastoral areas to support them learning academically and so we offer spaces for PP pupils at our breakfast club, paid for using the funding.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
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1	<i>Poor speech and language issues</i>
2	Pupils entering EYFS below age related expectation
3	Vocabulary being below age related expectation
4	Not having opportunities to broaden their experiences with trips and clubs
5	Pupils not having breakfast before school and therefore not able to focus in school
6	Pupils not being resilient in their approach to learning and giving up when work becomes more challenging
7	Pupils having low aspirations of what they can achieve

## 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
Speech and language to be improved by the time pupils enter KS2	Fewer children require Speech and Language support
Gaps closed between PP and non-PP pupils	Statutory outcomes show attainment and progress is broadly in line for PP and non-PP pupils
Vocabulary of PP pupils to be improving so that they can access a full curriculum	PP pupils' books demonstrate an increasingly rich vocabulary PP pupils can articulate why vocabulary is important and how their teacher helps them to learn new vocabulary
Pupils to have a broad and balanced curriculum that are enriched with trips and visitors	Regular trips have taken place for each class Pupil voice demonstrates a positive view of these experiences
Breakfast club provided free of charge for PP pupils to enable them to eat so that they are in the right frame of mind for learning	Pupils are fed and learning can be accessed
A range of extra-curricular activities offered for pupils	Analysis shows a regular uptake for PP pupils Pupil voice demonstrates a positive view of these experiences
Pupils to feel confident and resilient in their approach to learning	Learning walks and pupil voice evident children engaging with challenging work
Pupils able to articulate ambitious careers for themselves	A range of experiences have been provided to develop children's aspirations



## 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: £ [7,325]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for staff-Tackling disadvantage through high quality first teaching</i></p> <p><b>(£60)</b></p> <p><i>Introducing meta-cognition and self-regulated learning within staff's teaching and learning approaches</i></p>	<p>EEF school improvement planning</p> <p>In-school data has shown an impact on PP attainment following lock-down</p> <p>EEF Toolkit</p>	2 (1, 2, 3, 6 and 7)
<p><i>Ensure reading is the heart of the curriculum: non-negotiable reading everyday to children, CPD on teaching reading and fluency, WCR model consistent across KS2, use of RWI to teach systematic phonics, use of Accelerated Reader to motivate and monitor reading, investment in quality texts, text-led topics, engaging parents through meeting.</i></p> <p><b>Accelerated Reader-(£1565.55)</b></p>	<p>EEF Tackling Disadvantage</p> <p>Ongoing reading data in the phonics check, KS1 and 2 assessment.</p> <p>Lesson observations.</p>	1, 2 and 3
<p><i>Staff to take part in an oracy project as part of the Trust</i></p>	<p>EYFS assessments and in-house tracking demonstrates that Communication and Language is an ongoing area of need for our pupils</p>	1 and 3

<p><i>Pupils given access to high quality IT resources to support their learning</i></p> <p><b>IT (£5700)</b></p>	<p>Tracking of the quality and in-lesson monitoring show a need for higher quality IT resources</p> <p>High levels of engagement during lockdown and feedback from families demonstrated the impact of IT resources on PP pupils' engagement</p>	2
<p><i>Participation in the Arts-access to musical performances to take part in, watch, learn an instrument, clubs, Trust-wide music project</i></p>	<p>EEF teaching and learning toolkit</p> <p>Reception baseline and 2021 Development Matters assessment shows low achievement in Expressive Arts and Design</p> <p>Pupils had reduced experiences of the Arts following Lockdown and the Recovery Curriculum</p>	4
<p><i>RWI phonics programme ran by teacher and TAs to create small homogenous groups</i></p>	<p>EEF teaching and learning toolkit</p> <p>High impact of RWI phonics programme in 2019 outcomes and previous work</p> <p>Monitoring and internal data shows a drop in phonics attainment following lockdown</p>	2

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

Budgeted cost: £ 52,192.55. (with Kingfishers—89,483.55)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch-up tutor to support marginal pupils</p> <p>(£15,680- 112 days, 5hours at £28 an hour)</p>	<p>In-house data showed increased impact through use of Catch-Up tutor in previous year</p> <p>Low attainment of current Year 6 cohort</p>	2
<p><i>1PiXL bought into as an intervention programme to support catch-up and pupils reaching the expected standard and beyond</i></p>	<p>In-house data demonstrated children reaching expected levels of progress, even with a second lockdown with use of PiXL interventions in 2020-21</p> <p>EEF learning tool kit- productive use of assessment</p>	2

<b>PIXL (£4,700)</b>		
<i>Teaching Assistant interventions</i> <b>(£56,747)</b>	EEF teaching and learning toolkit	2
<i>Access to the nurture provision to meet social and behavioural needs through structured small group intervention</i> <b>(£9,698)</b>	EEF teaching and learning toolkit  High level of need within disadvantaged cohort following lockdowns/national COVID situation  School records of behaviour has identified groups of children requiring further support	6
<i>Use of Boxall profile to track the impact of the above</i> <b>(£100)</b>	EEF teaching and learning toolkit	6
<i>Speech and language intervention 1:1</i> <b>(£1,804)</b>	EEF teaching and learning toolkit  Impact on Communication and Language demonstrated within EYFS, and when assessing against Development Matters framework	1
<i>1:1 RWI phonics intervention</i> <b>(£5,454.94)</b>	EEF teaching and learning toolkit  Significant impact demonstrated in previous official data sets for Y1 and Y2 outcomes.	2

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

Budgeted cost: £ [50514)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Access to a range of trips, visitors and residentials to enrich the curriculum and give rich experiences  <b>(£5000)</b>	Lockdown and recovery curriculum limited opportunities for trips, visitors and residentials.	4

<i>Access to breakfast club for PP pupils free of charge</i> <b>£1,450</b>	Monitoring and review has shown some pupils arriving at school without breakfast	5
<i>SCARF PSHE programme purchased to meet RHSE requirements and support pupils well-being</i> <b>(£460)</b>	Need identified through behaviour and pastoral monitoring (significant need to further support well-being following national crisis)	6
<i>Careers days and activities built in through the year</i>		7
<i>Access to a weekly outdoor learning session</i>  <b>(£43,604)</b>		

**Total budgeted cost: £147,323**

## 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.*

- Gaps narrowed between PP and non-PP pupils
- More pupils achieving GD in Y6 reading (school improvement focus area)
- PP children have made good progress for the year and there is very little difference in the progress made to the non PP children. Small gap.
- Progress is slightly lower in Maths for PP children (area to focus funding especially as the children working at ARE is lower in Maths than reading and writing)
- Extremely positive that 30-40% of PP children have moved from below to at ARE this year and the progress in the summer term for writing and maths was very good)
- Aspirations raised for PP children through SCARF activities and careers day where guest speakers discussed their careers and skills

### 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
PiXL	