

Pupil premium strategy statement

This statement details our school's use of pupil 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	Teignmouth Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Annabelle Thomas
Pupil premium lead	Annabelle Thomas
Governor / Trustee lead	Maggie York

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,950
Recovery premium funding allocation this academic year	£14,355
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	£145,305

Part A: Pupil premium strategy plan

Statement of intent

At Teignmouth Primary School, 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 February 2022, the school was in the top 20% for the percentage of children receiving Free School Meals. In December 2020, the local area (Teignmouth Hospital and Mill Lane) was ranked as the 27th 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. Curriculum content is pitched high, and we ensure children study ambitious concepts and vocabulary. Our curriculum is brought to life by trips, residential, memorable experiences and visitors. Our unique Outdoor Learning offer ensures that children relate their learning to the world around them even further. We aim to share learning with parents where possible.

Reading is at the heart of our curriculum. Topics are based around key texts, and a love of reading is nurtured continuously. Pupils' reading habits and progress are continually monitored, and the teaching of reading is prioritised throughout the school. We utilise a rigorous system of phonics alongside a range of strategies to that the teaching and learning of Early Reading is of the highest calibre.

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 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
1	Speech and language difficulties
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 outside of school
5	Pupils not having breakfast before school and therefore not able to focus in school
6	Children not yet possessing strategies to support their social, emotional and mental health
7	Pupils having low aspirations of what they can achieve
8	Less diverse area, leading to potentially fixed societal views
9	Risk of lower attainment

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
Raise the standard of Oracy throughout the school so disadvantaged pupils communicate effectively	Disadvantaged pupils can communicate effectively, as reflected in pupil voice, learning walks and online evidence
Speech and language to be improved by the time pupils enter KS2	Fewer children require Speech and Language support SALT targets are being met more regularly
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 continues to improve 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 have developed strategies to support their Social, Emotional and Mental Health	Decrease in behavioural incidents Pupils verbalise strategies Boxall profile demonstrates an improvement in pupils' SEMH

Pupils to have a broad and balanced curriculum, which is enriched with trips and visitors	<p>A broad and balanced curriculum is delivered, and pupil voice/learning walks demonstrate engagement with this</p> <p>Regular trips have taken place for each class</p> <p>Pupil voice demonstrates a positive view of these experiences</p>
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	<p>Analysis shows a regular uptake for PP pupils</p> <p>Pupil voice demonstrates a positive view of these experiences</p>
Pupils able to articulate ambitious careers for themselves	A range of experiences have been provided to develop children's aspirations
Pupils are aware of different cultures and a diverse range of role models	Curriculum monitoring and pupil voice show that pupils show respect for different cultures and are aware of different role models

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: **£49, 226**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff – Quality First Teaching to tackle disadvantage Use of researched QFT techniques	Buy into Step Lab instructional coaching EEF Toolkit	1,3,4, 6, 9
CPD for staff and whole school approach- using retrieval practice to develop memory £60	<i>Primary Retrieval Practice</i> Kate Jones Links with other schools across the Trust	3,4,9
Further development of adaptive teaching and universal provision, including CPD on whole school strategies £64	<i>SEND Huh</i> by Mary Myatt Links with other schools across the Trust	1, 7, 9
<i>Ensure reading is the heart of the curriculum: non-negotiable reading every day 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> £7,179	EEF Tackling Disadvantage Ongoing reading data in the phonics check, KS1 and 2 assessment. Lesson observations.	1,2,3,7,9

<p>Investment in QFT schemes designed to raise standard of curriculum</p> <p>White Rose Maths (research from NCETM)</p> <p>Times Table Rockstars</p> <p>Charanga (EEF toolkit-quality schemes)</p> <p>Teach Computing</p> <p>£1178</p>	<p>Internal monitoring shows impact of schemes for consistency</p> <p>OFSTED 2022 reviewed use of White Rose Maths at the school</p> <p>End of KS outcomes show continual improvement through use of schemes</p>	3,4,7,9
<p>CPD and Lesson Study to raise the standard of writing teaching and ensure a consistent approach across the school</p>	<p>Internal monitoring demonstrates further need for a consistent approach, as does KS1 2022 outcomes</p> <p>EEF Raising Standards of Literacy</p>	1,2,3,7,9
<p><i>Pupils given access to high quality IT resources to support their learning and make links with home</i></p> <p>£1,975</p>	<p>Internal monitoring, raised levels of engagement and feedback from families demonstrated the impact of IT resources on PP pupils' engagement</p>	4,7
<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><i>Artsmark award</i></p> <p><i>Peripatetic music teacher</i></p>	<p>EEF teaching and learning toolkit</p> <p>Reception baseline and 2023 Development Matters assessment shows low achievement in Expressive Arts and Design</p>	4
<p>RWI phonics programme ran by teacher and TAs to create small homogenous groups</p>	<p>EEF teaching and learning toolkit</p> <p>High impact of RWI phonics programme in 2022 outcomes and previous work</p>	2,3,9
<p><i>Full time teacher in Nursery to ensure enhanced provision for children in school</i></p> <p>£38,810</p>	<p>EEF teaching and learning toolkit</p> <p>Impact on end of Reception outcomes</p>	2,3,9

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

Budgeted cost: £55,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up tutor to support marginal pupils Use of NTP funding	In-house data showed increased impact through use of Catch-Up tutor in previous year Low attainment of current Year 6 cohort	7,9
<i>Deployment of TAs to support pupils, including Speech and Language Intervention.</i> £28,374	Raised level of progress in 2023-24 KS2 outcomes. Internal data shows impact on attainment and progress EEF teaching and learning toolkit Impact on Communication and Language demonstrated within EYFS, and when assessing against Development Matters framework EEF learning tool kit- productive use of assessment	1,2, 7,9
<i>Access to the nurture provision to meet social and behavioural needs through structured small group intervention</i> £27,278	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> £325	EEF teaching and learning toolkit	6
<i>1:1 RWI phonics intervention</i>	EEF teaching and learning toolkit Significant impact demonstrated in previous official data sets for Y1 and Y2 outcomes.	1,2,9

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

Budgeted cost: 41,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Access to a range of trips, visitors and residentials to enrich the curriculum and give rich experiences	High level of engagement from pupils. Families significantly impacted by national economic situation, so further support required for additional experiences.	4,8
<i>Access to breakfast club for PP pupils free of charge</i> £3594	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> £475	Need identified through behaviour and pastoral monitoring (significant need to further support well-being following national crisis) OFSTED 2022 showed Personal Development was Good at the school	6,8
<i>Careers days and activities built in through the year</i>	Internal monitoring has shown impact on aspirations of pupils	7,8
<i>Access to a weekly outdoor learning session</i> £37,727	OFSTED 2022 showed impact of Outdoor Learning on pupils' engagement with school	7,8

Total budgeted cost: £ 146,999

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 2022 to 2023 academic year.

Mathematics

Significant rise in Expected Standard and Greater Depth for Y2 and Y6. There has been a rise in full marks in the MTC.

White Rose' Maths has successfully embedded as a scheme, and the use of Retrieval Practice systems benefitted key groups. This is also reflected in internal data.

The use of the catch-up tutor supported key marginals

Reading

The expected standard has risen, and is in line with last year's national for Y2 and Y6. There is a significant gain in Y6.

Robust systems in reading, and the impact of the broader curriculum, continue to build across the school, as reflected in internal data and outcomes.

Writing

Writing attainment has increased.

Composition was noted as a strength within external moderation

Greater depth

Greater Depth outcomes in KS2 maths and reading have risen.

EYFS

Outcomes were in line with national for a higher-needs cohort.

Disadvantaged attainment was in line with non-disadvantaged.

The improvement in the quality of provision was noted in our external review. This is further verified in our external monitoring.

Mathematics: The use of White Rose mathematics has been further embedded in Reception this year (evidenced in internal monitoring)

Physical Development: Delivery of PE has been structured differently for Reception allowing for further teacher targeting. Further prioritising of Fine Motor Skills in the Reception provision has also supported the attainment in Physical Development (and the raised percentage of Literacy).

The disadvantaged gap has narrowed in all areas this year (with the exception of KS1 Reading). Targeted support and whole-school strategies have helped to lead to this.

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
Times Tables Rockstars	Maths Circle
SCARF	Coram Life Education
Seesaw	Seesaw
Charanga music	Charanga
White Rose Maths	White Rose Maths
Inspire	Mosaic

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?	None received
What was the impact of that spending on service pupil premium eligible pupils?	None received

Further information (optional)