

# Pupil premium strategy statement – Teignmouth Primary School

This statement details our school's use of pupil premium (for the 2023 to 2024 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	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Annabelle Thomas and Luke Marchant
Pupil premium lead	Annabelle Thomas and Luke Marchant
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
<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	£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, residentials, 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	<p><b>Lower level of communication and language</b></p> <p>The majority of our pupils have a significant barrier to their speech and language on entry to our school. Throughout the school, many pupils have a lower breadth and quality of vocabulary and find it more challenging to articulate their thoughts and feelings. Currently, 20% of our Nursery children require individualised plans set by a Speech and Language therapist.</p>
2	<p><b>Pupils entering EYFS below age related expectation</b></p> <p>On entry to our Early Years (whether joining in Reception or Nursery), many of our pupils are working below age related expectations. Communication and Language, Physical Development, and Personal, Social and Emotional Development, are frequently the areas in which pupils find it challenging to achieve their ELG. On entry, 75% of our Reception children were achieving below in Communication and Language, and PSED. .</p>
3	<p><b>Vocabulary being below age related expectation</b></p> <p>Pupils do not always have access to a frequent and varied vocabulary outside of school, and this in turn impacts on their comprehension and communication.</p>
4	<p><b>Pupils having further opportunities to broaden their experiences with trips and clubs outside of school</b></p> <p>Many pupils do not participate in clubs outside of school, or have had limited experience of the wider and local area. This does not always allow them opportunities to develop talents and interests, or gain a greater understanding of the world around them.</p>
5	<p><b>Pupils not having breakfast before school</b></p> <p>Some pupils and families comment on the difficulty of having/providing breakfast before school. This impacts on some pupils' physical wellbeing and their ability to focus in school.</p>
6	<p><b>Some pupils not yet possessing strategies to support their social, emotional and mental health</b></p> <p>Many pupils require further Nurture outreach and intervention, and show gaps within the Boxall profile. A range of factors (including attachment barriers and trauma) have shown a barrier to pupils' SEMH, and require bespoke intervention.</p>
7	<p><b>Pupils potentially having lower life aspirations</b></p> <p>Pupils are not always aware of potential careers or career paths outside of school.</p>
8	<p><b>Less diverse area, leading to potentially fixed societal views</b></p> <p>Our school population is 90% White British (as opposed to 74% nationally). Due to a less diverse area, pupils have fewer experiences of multiculturalism. We aim to provide these opportunities within our curriculum</p>
9	<p><b>Risk of lower attainment</b></p> <p>Although disadvantaged pupils make high rates of progress within our internal data, there is still a large gap in attainment on entry to the school. We aim to</p>

	narrow this gap so that disadvantaged pupils achieve in line with or above their non-disadvantaged peers.
10	<b>Behavioural incidents</b> Disadvantaged pupils are likely to have a higher number of negative behavioural incidents on average than their peers (77% of behaviour incidents came from disadvantaged pupils in 2022-23) . This, in turn, impacts on their academic achievement. We aim to reduce the number of negative behavioural incidents from our disadvantaged pupils.
11	<b>Attendance and punctuality</b> 70% of disadvantaged pupils have had attendance meetings or additional support to ensure that attendance remains high.
12	<b>Reading for Pleasure</b> Pupils receiving the pupil premium have a lower number of recorded reads at home on average. This means they require further support in order to access reading for pleasure in school.
13	<b>Basic number facts</b> A large proportion of disadvantaged pupils in KS1 have found retaining and recalling basic number facts challenging. Recall of the times tables is lower for disadvantaged pupils on average upon entry to Year 3 according to internal data.
14	<b>Early Help</b> A large number of our disadvantaged families access Early Help, with a range of challenges being faced.

## 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 of disadvantaged pupils is in line with, or exceeds, their peers.
Vocabulary of PP pupils continues to improve so that they can access a full curriculum	Disadvantaged pupils' books demonstrate an increasingly rich vocabulary. There is an increase in reading and writing attainment for our disadvantaged pupils.
Pupils have developed strategies to support their Social, Emotional and Mental Health	There is a decrease in behavioural incidents for our disadvantage pupils on Class Charts.

	The Boxall profile demonstrates an improvement in pupils' SEMH. Suspensions have reduced from the previous year.
Pupils to have a broad and balanced curriculum, which is enriched with trips and visitors	A broad and balanced curriculum is delivered, and pupil voice/learning walks demonstrate engagement with this. 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 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.
Attendance and punctuality continues to improve for disadvantaged pupils.	School is well-attended by disadvantaged pupils, with attendance and rates of punctuality in line with or better than national.
There is a high engagement with reading	Pupil voice shows high levels of engagement with reading. Accelerated Reader data shows an increase in the range of books read by disadvantaged pupils. Reading attainment for disadvantaged pupils is in line with or above national standards at the end of KS2.
Knowledge of basic number facts improves	This is reflected in statutory outcomes (i.e. KS2 mathematics, achievement of the mathematics ELG, and the Y4 MTC).

## 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: £73,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continually raising the standard of Quality First Teaching to tackle disadvantage, including the use of 'Steplab coaching'.	A wealth of evidence shows that continually developing high quality teaching is one of the most impactful methods in supporting disadvantaged pupils. The Education Endowment Fund states that "Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending." (the EEF Guide to the Pupil Premium, 2023) <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a> Regular Instructional coaching is shown to directly support teacher performance over time	1,3,4,6,9,13
<i>Development of the EYFS, including full time teacher in Nursery to ensure enhanced provision for children in school</i>	On average, pupils from a disadvantaged background enter reception almost a year behind non-disadvantaged pupils (Sutton Trust). Through facilitating high quality interactions Barriers to communication and language, wider experiences, through investment in EYFS, outcomes have continued to rise in Reception at Teignmouth Primary School.	2,3,9
CPD on using retrieval practice to develop memory of key concepts	Research, including from the EEF and <i>Primary Retrieval Practice</i> by Kate Jones, shows that regular retrieval practice helps to ensure retention of key knowledge. OFSTED highlighted the importance of further refining our use of formative assessment to develop high quality teaching for all pupils.	3,4,9
Further development of adaptive teaching and universal provision, including CPD on whole school strategies	A large proportion of our pupils have communication and language barriers (over half of our SEND register), with 16% of our school being pupils with SEND <b>and</b> in receipt of Pupil Premium. Wider research, including <i>SEND Huh</i> by Mary Myatt, demonstrates the impact of universal strategies and adaptive teaching in generating an inclusive classroom.	1,7,9
<i>Ensure reading is the heart of the curriculum: non-negotiable reading every day to children, CPD on</i>	Research from The Education Endowment Fund, Doug Lemov and the DfE Reading Framework (2023) demonstrate the importance in teaching reading comprehension strategies in improving pupils' attainment As the EEF states: 'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use	1,2,3,7,9,12

<p><i>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>reading comprehension strategies'. Extensive research shows the importance of rich vocabulary experiences for disadvantaged pupils; this is reflected in the high levels of communication and language needs within the school (and the lower on entry attainment for our Reception cohorts). Through investment in these strategies, disadvantaged pupils perform in-line with non-disadvantaged pupils in the KS2 SATs, KS1 SATs and Y1 PSC.</p>	
<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>Schemes have been carefully selected to support teacher subject knowledge, provide clear progression, and ensure that all pupils can build on prior knowledge.</p> <p>White Rose Hub is based on effective principles of mastery teaching, as advocated by the National Centre of Excellence in Teaching Mathematics- and ensures that approaches advocated by EEF (such as using clear manipulatives and representations, and building effectively upon existing knowledge). Investment in this scheme has ensured an improving picture in mathematics at the school, with improvements in progress and attainment at KS1 and KS2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>3,4,7,9,13</p>
<p><i>Pupils given access to high quality IT resources to support their learning and make links with home</i></p>	<p>Through internal monitoring, and raised levels of engagement and feedback from families, there is an impact of IT resources on PP pupils' engagement.</p>	<p>4,7</p>
<p>RWI phonics programme ran by teacher and TAs to create small homogenous groups</p>	<p>The following report details the high level of impact of phonics in closing the disadvantaged gap:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The use of RWI programme at the school has continued to raise standards of phonics, with the school performing in line or above national for disadvantaged pupils.</p>	<p>2,3,9</p>
<p>Targeted support with teacher in lessons to reduce class size to support disadvantaged pupils ahead of secondary school</p>	<p>Progress rose significantly in our end of KS outcomes through the targeted use of a teacher. Gaps have been identified for our current Y6 cohort through internal monitoring and data tracking, with the high impact of precision teaching evident.</p>	<p>7,9,13</p>

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

Budgeted cost: £39,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of TAs to support pupils, including Speech and Language Intervention.</p>	<p>A large proportion of our pupils receive support for Speech and Language, with many of our disadvantaged pupils arriving with lower levels of Communication and Interaction in EYFS. 22% of our Y2 cohort are currently accessing Speech and Language support.</p> <p>The EEF states that: “Communication and language approaches typically have a very high impact and increase young children’s learning by seven months.”</p> <p>Impact on Communication and Language demonstrated within EYFS, and when assessing against Development Matters framework</p> <p>EEF learning tool kit- productive use of assessment  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2,7,9</p>
<p>Access to the nurture provision to meet social and behavioural needs through structured small group intervention, with the use of the Boxall Profile to track impact.</p>	<p>There is a high level of need within our disadvantaged cohort, with a large number of families accessing Early Help. Our behavioural analysis shows that the majority of negative behaviour incidents come from disadvantaged pupils. Through the use of the Boxall Profile, precise areas of SEMH need have been pinpointed and the nurture provision works to support this.</p>	<p>6,10</p>
<p>1:1 RWI phonics intervention</p>	<p>EEF recommends using structured interventions to support early literacy, stating in their guidance: “Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy”.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p> <p>The significant impact of this is demonstrated in our previous official data sets with our Phonics Screening Check results.</p>	<p>1,2,9</p>

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



Budgeted cost: 41,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a range of trips, visitors and residential to enrich the curriculum and give rich experiences	Through our 'Teignmouth Tripadvisor' reviews, pupils have commented on their enjoyment and engagement with a range of trips and visits. Our parent surveys also demonstrate that 95% of parents and carers are happy with the school curriculum. Many of our families are significantly impacted by the national economic situation, so require further support for additional experiences. The EEF highlights the importance of wider experiences in building character, and providing children with an enriched understanding of their curriculum.	4,8
Access to breakfast club for PP pupils free of charge	Monitoring and review has shown some of our disadvantaged pupils arrive at school without breakfast.	5,10,11,14
SCARF PSHE programme purchased to meet RHSE requirements and support pupils' well-being	OFSTED 2022 showed Personal Development was Good at the school, and areas of need were continually targeted.	6,8, 10
Careers days and activities built in through the year	Internal monitoring through pupil voice has shown impact on aspirations of pupils, and the OFSTED 2022 review commented on how this supports 'pupils to learn about careers'.	7,8
Access to a weekly outdoor learning session	The 2022 OFSTED inspection commented on the impact of Outdoor Learning on pupils' engagement with school. EEF states that: "outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation."	7,8, 10
Participation in the Arts-access to musical performances to take part in, watch, learn an instrument, clubs, Trust-wide music project  Artsmark award Peripatetic music teacher	EEF state with regards to the Arts that: "There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education."  Our Reception baseline and 2023 Development Matters assessment shows a low level of achievement in Expressive Arts and Design.	4
Use of Early Help Coordinator to provide further early intervention in supporting families	Case studies show the ongoing impact and improvement for families and children accessing this support.	14

<p>Continuing to work with stakeholders on improving attendance and punctuality through use of an AIO, work with teachers, and addressing profiles of individual barriers.</p>	<p>We believe in the importance of good attendance in supporting pupils' wellbeing, as stated in 'Working Together to improve School Attendance ' (DfE, 2023), which states: 'The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families'.</p>	<p>11</p>
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**Total budgeted cost: £ 155,199**

## 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.

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.

60% of KS2 pupils attained the expected standard in RWM, which was above the national average for all pupils.

#### Mathematics

- Significant rise in Expected Standard and Greater Depth for Y2 and Y6. There has been a rise in full marks in the MTC (35% of pupils attained 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 White Rose mathematics has been further embedded in Reception this year (evidenced in internal monitoring, and a rise in GLD to 67% for FSM pupils)

#### 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, with 67% of pupils attaining the EXS in Reading.
- Robust systems in reading, and the impact of the broader curriculum, continue to build across the school, as reflected in internal data and outcomes.
- 90% of PP children attained the expected standard in the Phonics Screening Check at the end of Y1.

#### Writing

- Writing attainment has increased for disadvantaged pupils. Composition was noted as a strength within external moderation. 67% of PP pupils attained ARE in writing, which was an increase from the previous year.

#### Greater depth

- Greater Depth outcomes in KS2 maths and reading have risen, with 40% of FSM children securing GD in reading (higher than the national average for all pupils) and 20% attaining GD in maths (higher than the GD attainment of non-PP).

#### EYFS

- Outcomes were in line with national for a higher-needs cohort (65% GLD)

- Disadvantaged attainment was above non-disadvantaged and in line with all national pupils (67% attained GLD).
- The improvement in the quality of provision was noted in our external review. This is further verified in our external 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 (75% of FSM pupils attained this in 2023).

## 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 Rock Stars	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)

*We are committed to improving the lives and opportunities of our disadvantaged pupils. This means that we have allocated funding in addition to the pupil premium to supporting these children.*