

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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   | Terrington St Clement Community School |
| Number of pupils in school  | 307 + 22 Nursery (Aut)                 |
| Proportion (%) of pupil premium eligible pupils   | 20.5% (R to 6) Aut 24                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024/25 to 2026/27                     |
| Date this statement was published   | November 2024                          |
| Date on which it will be reviewed   | December 2025                          |
| Statement authorised by   | Amanda Conner                          |
| Pupil premium lead  | Amanda Conner                          |
| Governor / Trustee lead   | Full Governing Body                    |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £97,680 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £97,680 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Terrington St Clement we want *all* of our learners to be aspirational, to set themselves challenging goals and to work hard, growing in confidence and acquiring the skills needed to thrive. We aim to instil in our learners the belief that learning is limitless, that the world is full of opportunities waiting to be grasped and that through effort and perseverance everyone can succeed. This is equally, and perhaps more so, a firm goal for our most disadvantaged pupils. We are committed to ensuring that they are supported to overcome barriers to learning and provided with the opportunities needed to succeed.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our strategy plan are:

- To base our priorities on robust diagnostic assessment of the needs of individuals
- To share good practice within the school and draw on external expertise where necessary
- To provide high quality CPD to address and improve identified areas of need and ensure that all disadvantaged pupils are challenged
- To ensure all staff have high expectations of disadvantaged pupils

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Underdeveloped skills of emotional self-regulation; pastoral needs around coping with family circumstances</p> <p>Evidence: Increased pastoral support/referrals to EH or other Tier 2 services; observations of pupils in school &amp; internal vulnerable pupil group monitoring; support in place for vulnerable families</p> |

|   |   |
|---|---|
| 2 | <p>Limited reading of a wide range of children’s literature for some children in KS2 leading to underachievement in reading at KS2 for some PP.</p> <p>Evidence: Monitored reading choices and take up of school Reading Badge Challenge; achievement gap of -26% Reading at KS2 2023; previous progress in closing this gap reversed due to lost learning time; this had decreased so that PP were performing in line with Non-PP in Summer 2022 but increased again in 2023 although reflects +0.78 progress for PP which was above Non PP. 2024, reduction in gap to -20% but still needs to reduce further. No progress measure for 2024.</p>   |
| 3 | <p>Some limited access to reading books or homework support including remote learning access</p> <p>Evidence: Monitoring of remote learning engagement of pupils and greater challenges faced by some PP; increased support for parents/carers required to encourage engagement in any home tasks; parental feedback about challenges at home around home learning/access</p>   |
| 4 | <p>Reading assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils particularly in KS1. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>   |
| 5 | <p>Writing outcomes for all, including PP following lost learning time. Stamina for writing has increased due to curriculum changes implemented but this has not impacted on KS2 results yet where, in contrast to strong reading and consistent maths achievement, writing results have not improved significantly from low starting points. Sentence level objectives for learners throughout the school are often not met and gaps are not closed as they move through the school.</p> <p>Evidence: ISDR Writing Attainment for all at KS1 and KS2 was significantly below national in 2022 to 2024 (2023, KS2 11<sup>th</sup> and 2024, KS2 6<sup>th</sup> percentile); Gap between PP and Non PP in 2023 KS2 it was -35%, closing to -26% in 2024. The gap between Non PP and PP is closing in all areas at KS2 but remains greater in writing scores. SLT &amp; teaching staff moderation of writing.</p> |
| 6 | <p>Some learners can be passive during whole class input, allowing more confident learners to dominate in discussions/question &amp; answer sessions. As a result, learners continue to have gaps in their learning, despite additional support, and learning does not “stick” for these learners. Pupils with SEND who are also PP are disproportionately represented within this group.</p> <p>Evidence: Lesson observations by SLT &amp; other professionals (e.g. SEN Advisers), teacher reflection and progress discussions.</p>   |
| 7 | <p>PP learners (particularly those with additional disadvantage such as SEN) are often impacted by poor working memory. This impacts on their ability to access learning at times and creates gaps in knowledge which are difficult to close.</p>   |
| 8 | <p>PP learners are disproportionately affected by low attendance.</p> <p>Evidence: 25% of PP learners were PA at end of Summer Term 2024.</p>   |

## 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  |
|---|---|
| To achieve and sustain improved self-regulation and coping strategies for all pupils in our school, particularly our disadvantaged pupils       | Zones of Regulation fully implemented across school this is demonstrated by: <ul style="list-style-type: none"> <li>• Learners' ability to talk about/describe ways to self-regulate emotions and identify which zone they are in.</li> <li>• regular reference to the zones to help learners identify how they are feeling by all staff</li> <li>• ability to make positive behaviour choices and improvement over time for SEN pupils with SEMH needs – progress tracked through ADPR framework.</li> </ul> |
| Improved reading attainment among disadvantaged pupils in KS2 maintained  | KS2 reading outcomes in 2024-27 show that more than 2/3 of disadvantaged pupils met the expected standard and that this is maintained (based on relatively small cohorts, including some with additional SEN needs that may present a barrier).   |
| To support all parents (including parents of PP learners) to engage in home reading tasks   | Take up of online reading facility remains high. Parents feel supported to access this and school take up remains above comparison schools after initial launch.  |
| Improve writing sentence level writing standards for all, including PP pupils at both KS1 & 2   | The vast majority of learners are meeting age appropriate sentence level objectives at key data points (Y2, 4 and 6). This is impacting on the percentage of learners achieving the expected standard by the end of KS2.  |
| Improve oracy and fluency in key maths skills to reduce cognitive load  | By the end of KS1, the vast majority of learners are able to recall number bonds within 10 fluently and articulate their understanding of this using key vocabulary.  |
| To embed scaffolding strategies in class to support learners to access the learning with some independence and build self-confidence            | Teachers employ a range of scaffolding techniques in class so that all learners are able to access most tasks with some level of independence unless a specific SEND need prohibits this.   |
| Improve learner engagement in whole class input so that all learners are involved in actively thinking about their learning during these times. | Walk Thru strategies of Cold Calling & Think, Pair, Share are fully embedded and learners' engagement in whole class input is consistent. Evident through observation and pupil voice.  |

## 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: £31,327

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Participation and development of NCETM Mastering Number Program</p>   | <p>Recommendations from the following report <a href="#">Improving Maths in EYs and KS1: Improving Maths in KS2  EEF</a> advocate that schools:</p> <ul style="list-style-type: none"> <li>-Develop practitioners' understanding of how children learn mathematics</li> <li>- Dedicate time for children to learn mathematics and integrate mathematics throughout the day</li> <li>- Ensure that teaching builds on what children already know</li> </ul> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> | <p>4</p>                      |
| <p>Book Bundles &amp; use of WCR texts to continue to ensure wider access of quality texts for all. Librarian post maintained to support reluctant readers and develop the library offer to promote good reading habits. Magazine subscription targeted at disadvantaged pupils to expand reading access &amp; engage pupils</p> | <p><i>"The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'"</i></p> <p><a href="#">The Reading framework – Teaching the Foundations of Literacy (publishing.service.gov.uk)</a></p>   | <p>2 &amp; 3</p>              |
| <p>Writing curriculum development to embed confident sentence level skills. Staff CPD and moderation of writing to</p>   | <p>Teach pupils to use strategies for planning and monitoring their writing</p> <p><a href="#">Improving Literacy in KS1  EEF</a></p>  | <p>5</p>                      |

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|---|---|---|
| develop common understanding of expectations.   | Develop pupils' transcription and sentence construction skills through extensive practice<br><a href="#">Improving Literacy in KS2  EEF</a>   |   |
| Implementation of Zones of Regulation as a tool to teach self-regulation skills.                            | Reinforce SEL skills through whole-school ethos and activities<br><a href="#">Improving Social &amp; Emotional Learning in Primary Schools  EEF</a>   | 1 |
| Implementation of Walk Thru CPD - coaching program to develop learner engagement tools in whole class input | When designing and selecting professional development, focus on the mechanisms.<br>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.<br>Implement professional development programmes with care, taking into consideration the context and needs of the school.<br><a href="#">Effective Professional Development  EEF</a> | 6 |

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

Budgeted cost: £54,862

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Librarian to focus on ensuring that all PP children have access to a wide variety of books and are supported to make good choices – work with learners to provide mentoring, specific intervention on reading fluency and encouragement to achieve their reading badge. Encourage own book purchases to expand access. | As above<br><a href="https://publishing.service.gov.uk">The Reading framework – Teaching the Foundations of Literacy (publishing.service.gov.uk)</a> | 2 & 3                         |

|   |  |                     |
|---|--|---------------------|
| <p>Targeted 1to1 or small group provision to address misconceptions/ gaps in learning, facilitated by in school support staff. Focus on key maths (fluency), reading &amp; language development skills.</p> | <p>Evidence suggests that targeted small group tuition based on pupils' specific needs is effective<br/> <a href="#">Small Group Tuition  EEF</a></p>  | <p>4, 5 &amp; 7</p> |
| <p>Use of Reading Ambassadors to provide practice opportunities and support reading fluency.</p>  | <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.<br/> <a href="#">Peer Tutoring  EEF</a><br/>         Evidence suggests that a targeted and specific focus on improving fluency in reading is a key component in becoming a confident and motivated reader.<br/> <a href="#">The Reading framework – Teaching the Foundations of Literacy (publishing.service.gov.uk)</a></p> | <p>2 &amp; 3</p>    |
| <p>Use of “Keep Up” and “Catch Up” interventions with identified pupils in response to ELS Phonics assessments.</p>   | <p>Evidence suggests that targeted small group tuition based on pupils' specific needs is effective<br/> <a href="#">Small Group Tuition  EEF</a></p>  | <p>2 &amp; 6</p>    |
| <p>Embed scaffolding strategies in school to reduce cognitive load</p>  | <p>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.<br/> <a href="#">Cognitive Science Approached in the Classroom: A Review of the Evidence, p46  EEF</a></p>   | <p>7</p>            |
| <p>Trial Learning With Parents platform to increase number of learners in KS2 reading with adults at home</p>   | <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.<br/> <a href="#">Parental Engagement  EEF</a></p>  |                     |

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

Budgeted cost: £25,513

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small focused social skills/ emotional self-regulation groups for targeted pupils   | Recommendations from the following report: <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> | 1                             |
| Pastoral Team to work with families at risk of PA to develop successful home/school relationships and improve attendance. | Recommendations from the following Reflection & Planning Tool: <a href="#">Supporting School Attendance   EEF</a>           | 4                             |

**Total budgeted cost: £111,702**

## 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 2023 to 2024 academic year.

| Intended outcome   | Success criteria  | Impact  |
|--|---|---|
| To achieve and sustain improved self-regulation and coping strategies for all pupils in our school, particularly our disadvantaged pupils. | Sustained learning habits/emotional regulation and/or an ability to demonstrate improved self-regulation skills by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>ability to talk about/describe ways to self-regulate emotions</li> <li>ability to make positive behaviour choices for a small group of identified pupils on our SEN register – progress tracked through The Boxall Profile.</li> </ul> | Impact on individual learners:<br>Reduction in suspensions.<br>Ability to remain in class and learn<br>Able to discuss emotions<br>Anxiety support leading to increased attendance  |
| Improved reading attainment among disadvantaged pupils in KS2.   | KS2 reading outcomes in 2024/25 show that more than 2/3 of disadvantaged pupils met the expected standard (based on relatively small cohorts, including some with additional SEN needs that may present a barrier)  | KS2 PP Rdg 62% expected end of 2024<br>Good impact of magazines leading to improved reading habits  |
| Improved outcomes at KS1 in reading and maths  | KS1 outcomes in 2024/25 are in line with national and the gap between disadvantaged and Non-disadvantaged pupils has reduced to below 25% (note point about small cohort sizes above)   | Accelerated progress Y1 pupils compared to low GLD – related to pre-school experience.<br>Y2 still need time to develop – related to developmental point. Developing fluency skills with number bonds to form part of new plan. |
| To support PP to engage in some home learning tasks in preparation for High School   | Sustained home learning engagement from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>improved levels of engagement in disadvantaged pupils for home learning tasks</li> </ul>  | Take up of after school clubs – increased PP take up.<br>Most complete home learning tasks – additional support in school to support this where needed.   |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>regular participation in other home learning/after school activities by disadvantaged pupils</li> </ul>  |  |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.                      | Governor monitoring – comparison of PP and Non-PP, pupils able to articulate clearly. SRB support impacting on development.  |
| Improve writing stamina and outcomes for all, including PP pupils at KS1 | Writing demonstrate good progress from starting points and the vast majority are meeting ARE (NB no KS1 national results from 2024 onwards) The KS1 gap between disadvantaged and Non-disadvantaged pupils has reduced to below 25% (note point about small cohort sizes above) | Will continue into next plan – improved writing stamina evident in books. Has not translated to improved outcomes in writing at this point, meeting more of expected criteria but not all at this point. |

## 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  |
|----------------------------|---|
| White Rose Maths           | Trinity MAT   |
| Essential Letters & Sounds | Oxford University Press & Knowledge Schools Trust           |
| Mastery Readiness          | Cambridge Maths Hub   |
| Mastering Number           | Cambridge Maths Hub   |
| Walk Thru                  | Teaching Walk Thrus – Oliver Caviglioli and Tom Sherrington |

## 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?    | <p>Our Pastoral Team supports pupils' emotional wellbeing when family members are away on active service. Due to the very small numbers of pupils eligible, this support is bespoke to individuals.</p> <p>Achievement of pupils eligible is monitored and support adapted alongside other pupils in receipt of PP. Mobility of these pupils is stable and they normally complete their education with us so this is not a barrier.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | Learners are supported when family members are away from home and able to continue to engage in their learning.   |