

Titchmarsh Church of England Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	Titchmarsh CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Ed Carlyle
Pupil premium Lead	Ed Carlyle
Governor Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 3390
Recovery premium funding allocation this academic year	£ 3390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6373.84
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	£9763.84

Part A: Pupil premium Strategy Plan

Statement of intent

The Unity vision states a clear intent of the curriculum it provides through the vision statement that includes its intentions as to what pupils leaving Titchmarsh and Warmington will have and be. The Unity is ambitious for all its pupils and encompasses an enrichment approach focusing on enabling pupils to develop the necessary aspects of cultural capital so they can become positive contributors to society, be well-prepared for the next phase of their education and lead fulfilled lives to the greatest extent in the future.

Our intent is for all disadvantaged pupils to be able to access this vision, flourish as full members of our school community and to identify and remove any barriers to achievement for these pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	Confidence and resilience can affect pupil progress
2	Support at home can sometimes be less focused or consistent

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 ensure that pupil attainment and progress is at least in line with whole school outcomes	All pupils will be closely tracked and disadvantaged progress will be monitored as part of whole school scrutiny process. All pupils will make at least expected progress and pupils will be identified and supported to make more than expected progress (6+ steps for each subject each year)
To ensure that disadvantaged pupil participation is at least in line with whole school levels	Disadvantaged pupils will participate in sports events, trips and residential to the same level as

	all pupil groups. No pupil should miss out on any visit or opportunity.
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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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD</i>	Send staff on training that will benefit the quality of teaching, learning and support	This will directly support all pupils and the disadvantaged pupils.

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

Budgeted cost: £ 2390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA costs</i>	Quality first teaching will be supported by high quality teaching assistant support in lessons. Additionally, each afternoon TAs are able to provide tutoring and interventions to ensure that all gaps are instantly closed.	All pupils.

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP Offer</i>	All disadvantaged pupils are entitled to financial support with uniform, trips and musical tuition so that they are able to participate in all school activities and are not prohibited from joining us. Past evidence shows high levels of attendance and confidence for these pupils.	3
<i>Wraparound Care</i>	Where required, pupils are entitled to a number of wraparound care sessions to help	3

	build friendships with peers and to provide social activities.	
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Total budgeted cost: £ 3390

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 2021 to 2022 academic year.

<p>Ensure that PP attendance is at least 95% or above (in line with whole school)</p> <p>Disadvantaged attendance for 2021-2022 was 95.6% so slightly below the whole school figure of 96.3%. This, however, is in a lockdown year where bubbles had to be closed on two occasions.</p> <p>Ensure that Reading and Writing attainment is at least at national levels for PP pupils at KS1 and KS2.</p> <p>100% of disadvantaged pupils made at least 5 steps' progress in Reading and 50% in Writing made at least 6 steps (with 100% making 5 steps) in 2021-2022 (based on Target Tracker data)</p> <p>Attainment for PP pupils was:</p> <p>Reading – 83% at or above age-related expectation and 33% above;</p> <p>Writing – 67% at or above age-related expectation and 17% above.</p> <p>Ensure that Maths attainment is at least at national levels for PP pupils at KS1 and KS2.</p> <p>50% of disadvantaged pupils made at least 6 steps' progress in Maths in 2021-2022 and 100% made at least 5 steps. (based on Target Tracker data)</p> <p>Attainment for PP pupils was:</p> <p>Maths – 100% at or above age-related expectation and 33% above.</p> <p>Ensure that the Unity 'PP Offer' is in place</p> <p>Pupils were able to access PP funding for uniform, wraparound care and music tuition. Pupils were also able to access funding for residential and external visits.</p>

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
Circus and Music Skills	External Providers

Animal Therapy	Draw and Paw
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Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	2 pupils were eligible for Service Premium Funding. This was spent on TA support to ensure pupils were supported in class as part of Quality First teaching and through intervention groups.
What was the impact of that spending on service pupil premium eligible pupils?	R – no pupils made expected progress although one pupil is above age related expectation for Reading; W - 50% of pupils made at least expected progress; M – 50% made at least expected progress. (each pupil is worth 50%)

Recovery Premium Funding Impact

Subject	Percentage of tutored pupils achieving Age-Related Expectation	Percentage of tutored pupils achieving at least 6 steps' progress (5 steps in bold)
Reading	55% (85%)	60%/ 80%
Maths	55% (82%)	50%/ 85%

(Whole school figures in brackets)

Age-related expectation figures show that the majority of tutored pupils made at least age-related expectations for Reading and Maths.

Progress was strong for pupils with over 80% making 5 steps progress and over 50% making 6 steps – this is against the age-related expectations so pupils will have made up considerable ground to be able to reach these standards. Attainment and progress have improved as a result of the tutoring – 70% of the pupils also had Special Educational Needs so this additional support has had a major impact in closing their gaps and allowing them to catch-up in their work. In addition, marking stations in Maths will help to provide more precisely targeted quality-first teaching. This will ensure that any additional tutoring and interventions support areas identified as requiring support and will allow further catch-up to take place.