

Pupil premium strategy statement: Treverbyn Academy 2022-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2022/23, 2023/24, 2024/25
Date this statement was published	30 Dec 2022
Date on which it will be reviewed	30 Mar 2023
Statement authorised by	Mrs Maria Rundle
Pupil premium lead	Mr Mike Brady
Governor / Trustee lead	Miss Emma Goudge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,895
Recovery premium funding allocation this academic year	£10,005
Pupil premium (and recovery premium*) funding carried forward from previous years	£3165
Total budget for this academic year	£112,065

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Many of our disadvantaged pupils also have special educational needs. Some pupils lack confidence in their belief as learners. These challenges particularly affect some disadvantaged pupils and influence their attainment.
2	Our attendance data over recent years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. In autumn term 2022, 33.9% of disadvantaged pupils have been 'persistently absent' compared to 22.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (2025), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils feel psychologically safe in school due to an established culture of warmth	<ul style="list-style-type: none"> Relationships among pupils, parents and staff are strong Pupils are safe and they feel safe

and social engagement in adult-pupil interactions	
Pupils possess a confident, positive belief that they have the capacity and the skills to achieve their learning goals	<ul style="list-style-type: none"> • Staff promote independence in pupils • Pupils are resilient learners and challenge themselves • Pupils have confidence to complete set tasks • Pupils experience a sense of accomplishment • Pupils experience, know and remember more across the curriculum
Pupils have high attendance	<ul style="list-style-type: none"> • Whole school attendance increases over time • Persistent absence rates reduce over time
The development of oracy is a high priority. All staff will use every opportunity to talk and encourage pupils' vocabulary development	<ul style="list-style-type: none"> • Throughout all teaching, pupils are taught and exposed to a wide range of subject specific vocabulary • Pupils use and apply their skills in spoken and written language across the whole curriculum
Children use their knowledge of phonics to read accurately and with increasing speed and fluency.	<ul style="list-style-type: none"> • Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge • Children experience, know and remember more. They are effectively taught to read • By 2024/25, the proportion of pupils passing the Y1 phonics screening check exceeds national standards
Outcomes improve in mathematics for all pupils, including disadvantaged pupils	<ul style="list-style-type: none"> • Curriculum planning for mathematics carefully sequences knowledge, concepts, and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas • The school's curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life • Within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts, and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories • Pupils who need to catch-up are effectively supported to reach age-related expectations in mathematics

	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/25 show that a very high proportion of disadvantaged pupils met the expected standard.
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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: £56,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to promote on-going high-quality professional development. This will include strategies to ensure efficient, effective feedback to pupils, to enhance and accelerate their learning of the curriculum</p> <p>We will purchase <i>WALKTHRUs</i> and teach children to understand self-efficacy, increasing their responsibility to improve their learning</p>	<p>There is a strong evidence base to suggest that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5

vantaged pupils who require further phonics support.	more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 4, 5

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

Budgeted cost: £28,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. We will review and deepen our investment in a <i>trauma informed school</i> culture	Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk) Trauma Informed Schools UK	1, 3, 4, 5
Embedding principles of good practice set out in the DfE's attendance advice. This will involve training for staff to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance (publishing.service.gov.uk)	2

implement new procedures and resourcing to improve attendance.		
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Total budgeted cost: £112,065

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst there were some individual success stories, overall academic outcomes for disadvantaged pupils were not strong in 2021/22. This was largely as a result of significant staffing instability and change, as well as the on-going impact of the covid-19 pandemic. The attainment and progress of these pupils was assessed using formative teacher assessment information and summative national test data.

Disadvantaged pupils' attainment was typically lower than their non-disadvantaged peers in reading, writing and mathematics (given the uneven impact of the pandemic, any comparisons need to be considered with caution).

In conclusion, the previous pupil premium strategy plan achieved some positive outcomes for individual pupils. Overall, based on the reasons outlined above, the intended outcomes of that plan were not sufficiently met.

Externally provided programmes

Programme	Provider
1:1 online maths tutoring	Third Space learning