

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Talbot Primary School |
| Number of pupils in school | 587 |
| Proportion (%) of pupil premium eligible pupils <small>* Higher percentage of children at Talbot Primary School allocated PPG than the national average.</small> | 169 (29%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Year 1 2021-22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Kate Curtis |
| Pupil premium lead | Ross Browne |
| Governor / Trustee lead | Gemma Jefferson-Peters |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £258,084 |
| Recovery premium funding allocation this academic year | £23,345 |
| 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 | £281,429 |

Part A: Pupil premium strategy plan

Statement of intent

Research and analysis carried out shows that for pupils classed as disadvantaged, there is a considerable gap in attainment compared to their peers. By the time disadvantaged students leave primary school, they are around 9 months behind their peers. This gap increases as children get older and has been exacerbated further by the impact of the Covid-19 pandemic.

It is this gap that prompted the introduction of the Pupil Premium Grant in 2011 and whilst there have been notable successes, including here at Talbot. Our aim is to narrow this gap by a greater margin than that which has been achieved thus far and ultimately to close it.

The aim of this strategy is to ensure the highest quality, most effective teaching and to mitigate the challenges to learning that disadvantaged pupils have to try to overcome.

Our ultimate objectives for disadvantaged pupils are:

1) To close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

2) For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach, at least, Age Related Expectation at the end of Year 6.

These ultimate objectives are broken down into smaller, measurable targets, with clear success criteria within the strategy.

The ultimate objectives will be achieved by:

- Ensuring high quality, effective teaching.
- Providing a curriculum that is broad, balanced, and ambitious but can be accessed by all. This also incorporates wider provision such as enrichment, extracurricular activities, pastoral support and development of cultural capital.
- Ensuring basic skills in reading, writing and maths are secure.
- Supporting pupils with SEND who are eligible for the PPG to accelerate their academic progress.
- Ensuring good mental health, wellbeing and opportunities to thrive for all pupils.
- Providing tailored support to help pupils to recover from the disruption to their learning caused by the pandemic.
- Helping pupils to understand the importance of their education to their future success.

Robust analysis of data is used to identify need and to maximise the use of resources for individuals, groups and cohorts to ensure the support provided is the most effective.

The strategy plan is based on the following principles:

- We follow a tiered approach
- Teaching and learning opportunities meet the needs of all the pupils
- Appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (Not in hierarchical order)

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Poor levels of oral communication and limited vocabulary. |
| 2 | Lower levels of attainment in basic skills, especially reading. |
| 3 | Lower levels of life experience, limited access to sports and everyday opportunities, limited aspirations, lack of confidence and self-esteem (including parents) |
| 4 | Lower levels of parental expectations for learning and involvement in their children's learning |
| 5 | Vulnerable and chaotic family circumstance- poor nutrition, dysfunctional home life, mental health, domestic violence, generations of unemployment, drug and alcohol misuse. Increasing reported incidences of ACEs. (Adverse childhood experiences) |
| 6 | Low attendance / punctuality rates |
| 7 | The disproportionate negative impact of the Covid 19 pandemic. |

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 |
|--|--|
| Consistent, high quality teaching from all teachers within school. | - High quality, effective teaching evident from all teachers. (Verified by Trust / Ofsted judgements.) |
| A broad, balanced curriculum is in place, which is well sequenced, ambitious but accessible to all pupils. | - Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning - The intended curriculum closely matches the learnt curriculum. - All pupils can access all lessons. - Curriculum is judged by Ofsted / Trust as at least good. |
| Significantly improved speaking, listening and communication skills for PP eligible pupils in Early Years. | - Pupils identified as requiring SALT support on entry to Reception, will have met their targets. - PP pupils will achieve % 'good level of development' inline or above that for other pupils locally and nationally. They will achieve 'good level of development' % in line with non PP pupils at Talbot Primary, which diminishes the difference. |
| Strong reading progress | - Attainment gap narrows significantly between disadvantaged readers and their peers. - All PPG pupils meet the Reception expectations for Reading, Speaking & Managing Self - Achieve above national average progress scores in KS1 Reading - Achieve above national average progress scores in KS2 Reading |

| | |
|--|---|
| <p>Basic Skills are secure.</p> | <ul style="list-style-type: none"> - Identified 'year group fundamentals' in reading, writing and maths are secure for all pupils when assessed and evidenced through test outcomes, pupil work and pupil conferencing. - Pupils retain and apply the knowledge they have learnt. |
| <p>Accelerated progress for PPG & SEND pupils to narrow the gap with their peers.</p> | <ul style="list-style-type: none"> - Pupils achieve above 'national other' progress in core subjects. |
| <p>Catch Up / Recovery support enables pupils to meet their age related expectations.</p> | <ul style="list-style-type: none"> - Disadvantaged pupils achieve above 'national other' progress in core subjects at the end of KS2. - Higher proportion of disadvantaged pupils achieve ARE by the end of KS2. |
| <p>Wider Curriculum offer enables all pupils to participate in activities and learning opportunities. Pupils will gain confidence, become more self-regulated, engaged learners and will develop a positive mind set, improved learning skills and high aspirations,</p> | <ul style="list-style-type: none"> - Curriculum is judged by Ofsted as at least good or outstanding. - Pupils will show progress from established starting points in terms of both key skills and learning attitudes - All disadvantaged pupils have participated in extracurricular clubs and attended school trips. - Pupils develop a broader 'cultural capital' which enables them to access conversations, and experiences that may have been shut off to them previously. |
| <p>Mental Health & Wellbeing support for pupils is effective with early identification of ACES (adverse childhood experiences) leading to timely and appropriate support.</p> | <ul style="list-style-type: none"> - A significant increase in children's and families' mental health. - Higher attendance and greater participation by parents and children in the targeted focused support – e.g. parent workshops. - Pupils who are vulnerable are provided with holiday clubs, through HAF, to give them positive experiences during breaks from school. |
| <p>Parental / Family Support is effective leading to increased levels of parental involvement and engagement in their children's learning.</p> | <ul style="list-style-type: none"> - Attendance for disadvantaged pupils is a least 95% - Persistent absenteeism is significantly reduced by the end of KS2 - Parental engagement improved, evidenced via surveys, attendance at parents' evenings, parental communications and feedback. - Parents gaining greater range of learning skills to assist with language development at home. Increased number of parents coming into school to develop skills in phonics and reading. - Improvements in pupils' language and reading over time. The above will be measured by increased numbers attending parental support sessions. Improvements in pupil's oral language and reading, over time. - Family learning – school led practical workshops in core and non-core subjects. |

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: £77,442.76

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Staff CPD (£19,220.06*) High quality training from Hamwic Trust and BCP. Specific focus for 2021-22 on quality first teaching for pupils with SEND or pupils within the lowest attaining 20% - Ensuring high quality scaffolds & effective task design to enable pupils to access learning in all lessons. Leaders with class teacher commitments are given weekly leadership release to ensure training is embedded and to monitor impact.</p> | <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> | 1,2 |
| <p>Teaching Assistant Development. (£14,303.66*) Trust led CPD for TAs - School will engage fully with the CPD. With HT & SENCO attending, TAs given time to complete gap tasks and to implement the suggested changes to working practices. Senior Leaders will monitor to ensure that the training is embedded and impact evaluated. Teachers will have complimentary CPD to ensure effective implementation.</p> | <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> | 1,2 |
| <p>Whole School Reading (£4067.31) <i>New planning & high quality texts Investment in new reading scheme and accompanying high quality texts.</i></p> <p>New English Lead(s) (£6,070.40) <i>Assistant HT & KS1 English lead funded for a year to drive improvement in the teaching of reading and ensure consistency of approach and oversee training for teaching staff.</i></p> <p>Accelerated Reader KS2 (£5,073) <i>All children reading for half an hour each morning ensuring all PP children are given regular opportunities to read and are heard read regularly by their teachers. Physical books provided for PPG pupils to take home and own.</i></p> <p>Phonics (£4,592.58) <i>Improving the consistency of teaching and learning in phonics sessions across Reception, KS1 and Catch up provision in lower KS2</i></p> <p>Purchase of validated SSP scheme and CPD for teachers to ensure it is embedded (£5,000*)</p> <p>Assessment Lead Release (£2,550) to work alongside Year Leaders / SLT to monitor impact.</p> | <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p> <p>Accelerated Reader - Evidence 4 Impact reading for pleasure.pdf (publishing.service.gov.uk)</p> <p>AR also gives school the ability to access online reading both in school and out of school enables pupils in book-poor homes to access texts on devices, including smartphones, tablets and laptops.</p> <p>phonics.pdf (parliament.uk)</p> <p>Intelligent analysis of data through schools' robust monitoring cycle, ensures provision will be continuously evaluated and adapted accordingly.</p> | 1,2,3,4 |
| <p>Curriculum Development (£15,727.38) <i>DHT working with subject leaders to consolidate and strengthen the quality of provision across the foundation subjects (DT / PE / LANGUAGES)</i></p> | <p>School inspection handbook - GOV.UK (www.gov.uk)</p> | 2,3 |
| <p>Fundamental Skills (£838.37) <i>UPS teacher tasked with identifying fundamental skills in R/W/M that must be secured by the end of each year of a primary child's journey. Teachers provided with CPD & support to ensure children secure fundamental skills.</i></p> | <p>Adult literacy National Literacy Trust</p> <p>To avoid moving into adulthood, illiterate or innumerate, all pupils must secure fundamental language & number skills that will enable them to function at secondary school and into adulthood.</p> | 1,2,3 |

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

Budgeted cost: £90,432.91

| Activity | Evidence that supports this approach | |
|--|---|-------------|
| <p>Investigation of and implementation of intervention strategies that have a proven track record of success and are backed by evidence. (£12,527.30)</p> <p>Engage with Trust CPD for leaders, SENCo & Governors.</p> | <p>Updated DFE guidance on managing the use of Pupil Premium funding states that schools should: Use evidence to assess the merit of any activity that they consider implementing: consult a wide range of independent, high-quality reviews of evidence, such as the evidence summaries published by EEF. Our trust, Hamwic Education, have employed a special needs specialist to create an intervention bank, which features tried and tested programs backed by evidence.</p> <p>SLT & SENCO will engage with this piece of work when complete and use it to make strategic decisions on provision, before trialling them to assess effectiveness and impact. Successful programs will be retained and staff given appropriate training.</p> <p>SEND training from NASEN (National Association for Special Educational Needs) will be accessed by all staff and Governors to ensure all stakeholders understand SEND and the best practice guidance.</p> | 1,2,3 |
| <p><i>NELI (Nuffield Early Language Programme)</i> (£20,563.76)</p> <p>Staff in Reception & Year 1 are trained to deliver the program.</p> | <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Week Language and Communication skills. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> | 1,2 |
| <p><i>Speech and Language Assistant (£18,105)</i></p> <p>Screen all children on entry and provide bespoke programmes. Pupils access SALT in Reception – small group or 1:1 support from the school S&L assistant, backed up by S&L therapist</p> | <p>Week Language and Communication skills. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Report (ican.org.uk)</p> <p>https://www.bbc.co.uk/news/education-56889035</p> | 1,2 |
| <p>Read Write Inc (£960)</p> <p>Utilised as an intervention for pupils who have not met age related expectations for reading and writing at the end of Reception, Year 1 & Year 2</p> | <p>ruth_miskin_literacy_inc_read_write_inc_research_and_evidence_xbviibh.pdf (ruthmiskin.com)</p> <p>We are yet to complete a full, interrupted year of the program so will review the success in July 2022 in moving children on at an accelerated rate from their baseline measures.</p> | 1,2, 4 |
| <p>Catch up Strategy (£2,674.40)</p> <p>modified by designated Leader to continue the work begun last academic year to mitigate the impact of the pandemic (refer to Catch Up Plan 2020-21)</p> | <p><i>'Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.'</i> – DFE 20 July 2020</p> <p>The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)</p> | 7 |
| <p>Academic Mentor (£3,925.45)</p> | <p>Academic Mentors Programme: helping your pupils after COVID-19 - NTP (nationaltutoring.org.uk)</p> | 2, 3, 4 & 7 |
| <p>Additional out of hours tutoring. (£1,215)</p> | <p>National tutoring programme (NTP) - GOV.UK (www.gov.uk)</p> <p>School will provide after school tuition for disadvantaged pupils with SEND.</p> | 2, 3, 4 & 7 |
| <p>School-Led Tutoring: (£6,480)</p> <p>School staff provide tutoring outside of curriculum time for disadvantaged pupils.</p> | <p>Staff within school, who the children are familiar with provide additional tutoring support for children to enable identified pupils to have instant catch up provision at 1:4 or at most a 1:6 ratio</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 2, 3,4 & 7 |
| <p><i>Catch-Up Tutor (£23,982)</i></p> <p>employed by school to work for 3 days per week, with identified pupils to provide tailored tuition 1-1 and in small groups within curriculum time.</p> | <p>The areas of deficit between disadvantaged pupils and their non-disadvantaged peers, have been magnified by the lockdown.</p> <p>Educational gaps are growing during lockdown - Nuffield Foundation Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 3, 4, & 7 |

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

Budgeted cost: £121,346.10]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embedding the Talbot Primary School Pupil Premium Promise. (£4,185.60)</p> <p>All staff fully aware of PPP, including rationale & evidence behind its inception. Information also shared with the parents. Leaders will monitor.</p> | <p>Sir John Dunford: "Equity isn't the same as equality. It means schools doing more for some children than others in order to create a more level playing field."</p> <p>The PPP is the way in which school ensures equity for our disadvantaged pupils.</p> | 1 – 7 |
| <p>Improve attendance to be at least 95% by providing targeted support for families where the attendance of disadvantaged children falls below 90% (£11,949)</p> <p>Wraparound care to enable children to be in school on time and improve attendance (£2,000)</p> <p>Attendance lead oversees attendance, providing support for pupils and families to drive improvement.</p> | <p>Improving attendance at school - GOV.UK (www.gov.uk)</p> | 6 |
| <p>Behaviour Coordinator - (£38,658) To support vulnerable pupils and families where poor behaviours are barriers to learning and improve parental engagement</p> | <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Ensuring consistent graduated response to behaviour across school with specialist, tailored approaches to PPG pupils with more specific needs</p> | 3,4,5 |
| <p><i>Crisis Fund (£1,500)</i> – Children who may need additional resources, clothing, food or support due to damaging changes in their personal circumstances</p> | <p>Children cannot learn or thrive when they or their families are in crisis. Their primary need must be met to improve the situation as quickly as possible.</p> | 5 |
| <p>Pupil Premium Champion (PPC) (£20,511) Provide close pastoral and academic mentoring for identified disadvantaged pupils to reduce barriers to learning. PPC helps to facilitate Star Curriculum provision for disadvantaged pupils who need a modified curriculum offer.</p> | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The Star Curriculum provision trialled during 2020-21 was highly effective in improving the behaviours, raising pupil enjoyment/engagement at school. This will continue in 2021-22</p> | 2,3,4,5,6 |
| <p>Support children's understanding and knowledge of the world through a specific program to provide access a wider breadth of cultural capital. (£30,042)</p> <p><u>Forest school</u> closely matched to curriculum content to embed skills and knowledge through outdoor and experiential learning.</p> <p><u>AIM – funded music and/or drama lessons</u> off-site for children showing potential in these areas.</p> <p><u>Variety of extra-curricular clubs</u> provided by teaching staff to enable pupils to identify an interest and experience music, dance, art, cooking, gardening, drama, sport and technology</p> <p><u>Bikeability</u> (including the loan of bikes, where appropriate.)</p> <p>Music lessons funded by school for vulnerable pupils that show an interest to help improve metacognition.</p> | <p>The Ofsted Schools Inspection Handbook states that: "As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life."</p> <p>Barry Dufour Professor of Education Studies, University of Leicester describes the curriculum as "The total learned experience of the child: formal, informal, within the classroom and beyond. "</p> <p>School endeavours to provide disadvantaged pupils with a wide variety of experiences, knowledge and opportunities both within and beyond our classrooms to deliver a rich, enabling curriculum. This offer should raise aspirations, broaden horizons and open pathways to pupils that they would otherwise have been unaware or unable to explore.</p> | 3 |
| <p>Ensure that no PP child is excluded from attending school trips or visits due to financial constraints. (£2,500)</p> | <p>Education Secretary Gavin Williamson: "Trips are a key step in returning to normality for a lot of children and are so important for children's development and wellbeing."</p> | 3,4 |
| <p>Contingency (£10,000)</p> | n/a | 5 |

* These are best estimated costs at time of writing.

Total budgeted cost: £289,221.77

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 2020 to 2021 academic year.

Record of provision 2020-21

The interventions which have been funded by Pupil Premium Money have seen:

All children able to access high quality teaching and learning in school or via remote learning through blended learning provision.

The continued development of the Talbot Curriculum offer which benefited all pupils.

167 children accessed online maths programs to help embed fundamentals (See TTRS Report).

123 children across KS2 accessed AR, raising reading engagement and ensuring books closely matched to reading ability (See AR Report).

19 children working with behaviour support to enable them to access learning resulting in:

- Exclusions – reduced by 66%:
- 5 children moving down on the graduated response to behaviour due to impact of support.
- 1 child who was a school refuser returning to full time education after targeted intervention.
- 2 children at risk of exclusion supported to remain in full time education and achieve ARE.

2 children accessing Speech and language support in EYFS (11 across the school)

596 children accessed forest school sessions.

27 children accessed additional specialist music and/or drama tuition at AIM.

10 children provided with school uniform due to serious hardship.

11 children provided with funded childcare before and/or after school to support families in crisis.

All children were able to access school trips

21 children given fully funded cooking lessons after school to enable them to prepare affordable, healthy meals.

- 37 families have had support with home visits, attendance surgeries and pastoral calls to support parents and carers in order for their child's attendance to improve rapidly and build relationships with these families.

- Vulnerable pupils actively targeted to come into school during lockdown to support families struggling with remote learning

- Pastoral Team's Attendance Surgeries with Attendance Lead enabled signposted 20 families to appropriate support outside of school provision.

12 Families offered breakfast club / after school club to encourage children to come into school and be on time. Resulting in an average improvement in attendance of just under 10% for these pupils, 5 children achieving 100% attendance for the final half term of school. Lateness reduced by 3.5% on average after the intervention was put in place.

Externally provided programmes

| Programme | Provider |
|--------------------|--------------------|
| X Tables Rockstars | TT Rockstars |
| Accelerated Reader | Accelerated Reader |
| Spelling Shed | Spelling Shed |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | - |
| What was the impact of that spending on service pupil premium eligible pupils? | - |

Further information (optional)

Summary of Pupil Premium Provision at Talbot Primary

Lockdown disproportionately impacted on disadvantaged pupils across the country and despite the mitigations made here at Talbot, through a catch-up plan, outcomes were not as strong this year.

Prior to the onset of the pandemic we had improved outcomes in many of the key metrics and national benchmarks for disadvantaged pupils.

Through the implementation of the PP strategies, we made strong gains over time (2016-17 to 2019-20), in reading and maths at the end of KS2 in particular, culminating in outcomes which matched or surpassed 'national other'. Similarly, trends of improvement over time were evident in the proportion of PPG pupils achieving GLD and disadvantaged pupils meeting age related expectations in the phonics screen.

We have worked hard to increase attendance for disadvantaged pupils along with increasing parental engagement e.g (Attendance at parent consultations in 2019-20 was over 96% for disadvantaged pupils).

The frequency of incidents of poor behaviour have greatly reduced for disadvantaged children.

The new strategy is ambitious and builds on the foundations of successful practice and interventions that have been implemented. We recognise that the need to 'catch up' is particularly pressing for disadvantaged pupils, who by definition were already striving to catch up with their peers.