

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	Troon Community Nursery & Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Wilkins Headteacher
Pupil premium lead	Sarah Wilkins Headteacher
Governor / Trustee lead	Lauren Seymour, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,285
Recovery premium funding allocation this academic year	£7,685
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	£78,970

Part A: Pupil premium strategy plan

Statement of intent

Troon school is an inclusive academy on the outskirts of Camborne, Cornwall. Our intention is to provide our pupils with an inspirational and inclusive teaching and learning environment in which children feel safe, happy and are ready to learn. We strongly believe that parental engagement is key to removing barriers for our pupils and so we work closely to build relationships with parents and carers so that we can work together to improve outcomes for our children and families.

We prepare our children so that they can live full, active, lives as part of their community and into adulthood, ensuring that they are well prepared for life in modern Britain. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

Common barriers to learning for disadvantaged pupils that staff at Troon School have identified include:

- Attendance/punctuality issues
- Complex home issues
- Less adult support at home
- Low self-esteem
- Social, emotional, mental health difficulties
- Behavioural difficulties

All staff at Troon School are committed to ensuring that all of our disadvantaged pupils, including those who are able, receive teaching which is at least good in every lesson and that disadvantaged children who have fallen behind their peers with similar starting points, receive frequent intervention and daily support. We encourage all of our children to take part in our wide range of extra-curricular activities on offer.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

We ensure that all of our pupils are ready to learn and offer access to free breakfast provision, equipment and uniform grants and subsidised trip costs. We have a full-time Family Liaison officer who works closely to support parents/carers and their families to access support both in school and the wider community. To ensure good mental health and well-being for our pupils we ensure our pupils have access to a qualified TIS practitioner who can offer 1:1 and group support.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment and observations suggest that our disadvantaged pupils generally have greater difficulties with reading compared to their peers.
2	Our assessments and observations show that our disadvantaged pupils have made less academic progress than other pupils in writing and maths during wider school closures. These findings are supported by national studies.
3	Attendance/Punctuality- Our attendance data over the last two years indicates that attendance amongst disadvantaged pupils has been approx. 2% lower than non-disadvantaged pupils. Our current attendance data also indicates that there is a higher percentage of persistence absentees amongst our disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties including low self-esteem and behavioural difficulties for many of our disadvantaged pupils.
5	Our observations and discussions with disadvantaged pupils inform us that our disadvantaged pupils are not always ready to learn. This may be due to missing a breakfast, lack of equipment or uniform. As a school we have also noted a lack of enrichment experiences and opportunities outside of the school day. This leads to a gap in wider curriculum knowledge and vocabulary between our disadvantaged pupils and their peers.

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
1. Improved reading attainment among disadvantaged pupils.	<p>End of Year 1 phonics screening results meet or exceed National Average.</p> <p>By the end of year 2 all pupils are secure with their phonological sounds and blending and are no longer on the Read Write Inc Programme.</p> <p>End of Key Stage 2 Reading results meet or exceed National Average.</p> <p>Pupils enjoy reading for pleasure and enjoy talking about books they have read and their favourite authors.</p>

<p>2. Improved academic outcomes for our disadvantaged pupils.</p>	<p>End of Key Stage Assessments for our disadvantaged pupils is in line with other pupils. Progress is good for all pupils.</p>
<p>3. Improved attendance for disadvantaged pupils. Reduced number of persistent absentees amongst our disadvantaged pupils</p>	<p>Attendance for disadvantaged pupils is in line with non-disadvantaged pupils.</p> <p>The number of persistence absentees is reduced for disadvantaged pupils.</p> <p>Disadvantaged pupils arrive at school on time ready to learn.</p>
<p>4. Improved well-being and mental health for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of pupil well-being. Improved pupil behaviour.</p> <p>Reduced numbers of pupils accessing well-being support.</p> <p>Pupil voice informs us that our pupils feel good about themselves.</p>
<p>5. All pupils regardless of background have the necessary equipment and resources to learn. They can access high quality enrichment activities as part of our school curriculum offer.</p>	<p>Pupils are ready to learn and have appropriate equipment to support them.</p> <p>Disadvantaged pupils access extra curriculum activities outside of the school day.</p> <p>Disadvantaged pupils benefit from day and residential visits and these experiences enhance and deepen subject knowledge.</p>

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: £34, 422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher and higher-level teaching assistant support working throughout the school to enable children to be taught in smaller groups to further support progress.	Education Endowment Foundation As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1&2
Additional teachers in year 1 and 5 to ensure maths can be taught in single aged groups.		
Additional adult to deliver Read Write Inc to enable reading lead to assess and offer support/CPD to staff delivering the program.		

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

Budgeted cost: £26, 237

£6, 278 (National Tutoring Programme Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions delivered by qualified teachers in small groups or 1:1- this may include the use of Precision Teaching.	EEF findings show that one to one tuition is very effective at improving outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF (educationendowmentfoundation.org.uk)	1&2
Additional focussed reading support, teaching assistants used to deliver 1:1 Read Write Inc interventions for identified pupils. Across Key Stage 1	EEF findings show that most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months)	
Writing support across years 2, 3, 4, 5 and 6 delivered by qualified teacher.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Maths support across years 2, 3, 4, 5 and 6 delivered by qualified teacher.	Phonics EEF (educationendowmentfoundation.org.uk) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	

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

Budgeted cost: £18,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Officer- employed to support many of our disadvantaged pupils and families. The role includes supporting children into school, referrals to Early Help for families, liaising between school, families and external agencies, co-ordinating meetings, supporting parents with applications to secondary schools/FSM support etc</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> ○ Approaches and programmes which aim to develop parental skills such as literacy or IT skills; ○ General approaches which encourage parents to support their children with, for example reading or homework; ○ The involvement of parents in their children’s learning activities; and ○ More intensive programmes for families in crisis. <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4&5</p>
<p>Educational Welfare Officer to work closely with school and families to provide support with improving attendance.</p> <p>£375</p>	<p>Evidence from EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Trauma Informed Schools intervention to support pupil’s mental health and well-being.</p> <p>Practitioner is also undertaking Senior</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>3&4</p>

<p>Mental Health Lead training.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Financial support to families with purchasing;</p> <ul style="list-style-type: none"> - Uniform - Trips and residentials - Club payments e.g. - Equipment for extra curricular activities (E.g. Football boots) - Attendance at breakfast and after school club. - Free breakfast provision available each morning at the start of the school day. 	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Total budgeted cost: £78,970

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.

Our internal assessments during 2021/21 suggest that the performance of some of our disadvantaged pupils is lower in reading, writing and maths than expected. Our assessment of the reasons for these outcomes point primarily to Covid-19 impact and reduced targeted interventions that we were able to deliver. The impact was mitigated by the fact that we were able to offer all pupils high quality remote learning using pre-recorded teacher led lessons. Our Family liaison officer also worked closely with our disadvantaged families to ensure devices were available and access to internet via a router. IT support was provided to families to ensure no barriers would stop our pupils accessing their learning. School places were offered to vulnerable pupils and those we had identified as needing to attend the school site daily.

We were able to support pupil's mental health by delivering online TIS sessions during wider school closures.

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
Clicker 5	Crick Software
Nessy- Reading and spelling programme	Nessy