

# 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	Treverbyn Academy
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021/22, 2022/23, 2023/24
Date this statement was published	16 <sup>th</sup> September 2021
Date on which it will be reviewed	16 <sup>th</sup> September 2022
Statement authorised by	Mr Welch (Headteacher)
Pupil premium lead	Mr Freckelton
Governor / Trustee lead	Miss Goudge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104390
Recovery premium funding allocation this academic year	£ 11165
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£115,555</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Treverbyn Academy is to provide the contextual life experiences, broad vocabulary and aspirational outlook necessary to support all pupils to engage fully with the curriculum and succeed both in school and beyond.

Treverbyn's curriculum has been specifically designed to inspire enthusiasm for learning and develop a growth mindset. Learning opportunities are immersive, creative and enveloped in our core values of aspiration, perseverance, collaboration and compassion.

Our curriculum is planned to provide the experiences and opportunities to create a level playing field in cultural capital. We aim to give our pupils access to the very best knowledge of previous generations and inspire them to take up the torch fully armed for the modern world.

Our specific areas of focus for our disadvantaged children are to increase the number of pupils achieving a greater depth of the standard in writing and to narrow the gap between the number of children achieving the expected standard in maths at Treverbyn and those nationally.

We believe that a central theme across these two areas is vocabulary. We aim to broaden and deepen our pupils' grasp of vocabulary in order to support them in accessing key mathematical concepts and strengthen their ability to discuss and remember what they have encountered and understood.

We also believe that a focus on vocabulary, combined with a deeper understanding of text structures (achieved through our storytelling approach) will support the pupils' ability to express themselves fully in their written work.

Further to this, our holistic approach to children's education requires a commitment to their emotional and physical well-being through a trauma informed schools approach and ensuring that children's basic daily needs are met.

## Challenges

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

Challenge number	Detail of challenge
1	Language/ Vocabulary skills & readiness to write in EYFS / KS1/ KS2 are lower for pupils eligible for Pupil Premium and initial progress is slower
2	Pupils eligible for Pupil Premium who also have other potential barriers (SEN, SEMH, Lower Prior attainment group) have lower rates of progress than other pupils.
3	Attendance rates for all eligible PP children is below the national average (96%) and persistent absence is 50% above the national average. This reduces school hours and causes them to fall behind on average.

## 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 improve the progress made in reading by pupils eligible for Pupil Premium	Halt the decline of attainment at KS1 for EXS and GDS and close the gap significantly on national average attainment KS2- continue to improve attainment to close the gap on national average attainment
To improve the progress made in writing by pupils eligible for Pupil Premium	Halt the decline of attainment at KS1 for EXS and close the gap significantly on national average attainment KS2-halt the decline in attainment at EXS & GDS- achieving progress that is in line with national average.
To improve the progress made in mathematics by pupils eligible for Pupil Premium.	Halt the decline of attainment at KS1 for EXS and close the gap significantly on national average attainment KS2- Sustain attainment improvements to further close the gap on national average attainment at EXS & GDS. Progress to be in line with

	national.
To improve the outcomes in spelling for pupils eligible for Pupil premium.	Increase spelling outcomes so that they are at least in line with national outcomes.

## 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils access quality first teaching - Appropriate training to improve high quality first wave teaching. For example: RWInc Training in Phonics delivered by Teacher, HLTAs, TAs for KS1 and KS2. Storytelling strategy training for all staff (and new staff) Teachers have a greater understanding of teaching a wide and challenging vocabulary and how to engage children	Large body of research evidences that quality first teaching has a major impact on pupil progress and has the most impact on the most disadvantaged pupils. Development of vocabulary to reduce the word gap of disadvantaged pupils. Introduction of storytelling approach to teaching writing to increase the narrative store of young writers.	
Provide targeted daily reading support for our disadvantaged pupils, who have been identified from the Early baseline assessments in EYFS, Phonics assessments PUMA reading assessments, as requiring additional focus intervention. Teachers explicitly modelling and extending pupils vocabulary. Pre teaching of unfamiliar words in new texts. Use of VIPERs approach to target	Focused reading comprehension strategies which are tailored to the readers ability and focused on specific weaknesses can improve reading outcomes +6m. Systematic, high quality delivery of phonics approaches have been found to support younger readers in mastering the basics of reading, +4m. Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment. Sutton Trust: Feedback +8 months.	

specific vocabulary based questions. CT/ HLTA/TA to carry out specific and targeted intervention/ support		
<p>All pupils access quality first teaching in mathsebed Mastery across all classes</p> <p>Appropriate training to improve high quality first wave teaching.eg- Maths Hub training, small steps planning.</p> <p>Purchase of high-quality support resources (White Rose/ TTRockstars)</p> <p>Pupils with PP receive high quality, purposeful, focused support. In line with the schools marking policy the majority of marking will be done in lesson with a focus of moving learning on through effective feedback. Teachers and support staff to spend time 1:1 with pupils during lessons to discuss their next steps in learning.</p>		

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Accelerated Reader across Y2-6 and associated digital books to encourage further reading for pleasure and access to wider range of texts	To ensure that PP pupils have the same chances in life and cultural capital we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed at finding activities that they can take	

to enhance interest in reading.	pride in, excel at and develop a sense of achievement.	
Support disadvantaged children who experience SEMH issues arising from ACE'S to meet their emotional needs and developing high levels of engagement with learning and a positive impact on outcomes. Whole school TIS approach adopted and targeted TIS sessions. Nurture Provision, Forest school whole class sessions and small group interventions providing a holistic learning and development programme	Evidence of severe detrimental impact that ACE'S have on a child's social/emotional and academic progress. Preventing a pupil from being ready to learn. Sutton Trust: Social and emotional learning +4 months Sutton Trust: Outdoor adventure learning +4 months	
All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.		

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

Budgeted cost: £ 10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Greater engagement and support of parents. PSA/Behaviour shared with Bugle School. Support and wellbeing practitioner to target specific families 6 who are experiencing SEMH	That deprivation and parental difficulties do not have adverse impact on pupil attendance, aspiration and readiness for education. Sutton Trust: Parental engagement +3 months.	

issues, attendance issues and deprivation		
Increase attendance levels of disadvantaged children and reduce persistent absence for this group so that it closes the gap with non-disadvantaged pupils. Bought in services of EWO to support schools with processes, monitoring and support to improve pupil attendance.	Strong evidence base to show that increased levels of attendance have a positive impact on attainment and progress.	
Embed and direct breakfast club attendance to support SEMH, attendance and acute family difficulties	EEF research- free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months over course of year.	

**Total budgeted cost: £115,000**



## 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.

The outcomes for the end of KS2 in 2021, show a significant improvement in achievements for our pupils:

50% of our disadvantaged pupils achieved the expected standard in reading, which was an increase of 12% on the previous year an increase of 17% in pupils achieving a greater depth of the standard.

In writing, there was also an increase of 12% of pupils who achieved the expected standard in writing from 2020 to 2021.

There was also an increase of 25% of pupils achieving the expected standard in maths and an increase of 17% of pupils achieving greater depth.

In 2021, 50% of our disadvantaged pupils achieved the expected standard in reading, writing and maths, which was an increase of 25% from 2020 and 17% from the last formal attainment measure in 2019.

### Externally provided programmes

Programme	Provider
1:1 online maths tutoring	Third Space Learning

### Service pupil premium funding

Representatives from Treverbyn Academy have met with parents of our pupils who receive the Service Premium to explore and identify the ways in which the school can best support the pastoral needs of those children.

The measures that we have put in place for the next academic year include:

- A trained member of staff allocated to liaise with the family to ensure that we have the most up to date information regarding their role, which service they are in and

details of any postings. This will be a consistent point of contact for families and children in the future.

- A one-page overview profile will be created for each Service Premium child to ensure that adults and other pupils have relevant information which will avoid the need for repeated questions, explanations or discussions.
- A 'time to talk' club will be established to support pupils with parents who are based away from home. This will include 'vlogging' opportunities for pupils to share with their parent at an appropriate time as well as the opportunity to communicate with their parent via TEAMS/Zoom calls where a time difference is a barrier to communication outside of school.
- We have connected with the Naval Families Federation and used their guidance to create a bank of resources to support pupils.
- A selection of aspirational/career-based days will be organised where opportunities in the armed forces are presented positively, to off-set the concern which some children develop through only hearing reference to the armed forces on occasions such as Armistice and Remembrance Day.
- Connections will be established on a school level with the Naval Children's Charity, Reading Force and Little Troopers.