

***Bishops Tawton Primary School***  
***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	Bishops Tawton Primary
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022/July 2023
Statement authorised by	M Smallwood
Pupil premium lead	D Clark
Governor / Trustee lead	S Mills

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,485
Recovery premium funding allocation this academic year	£1,595 (11 children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,080

## Part A: Pupil premium strategy plan

### Statement of intent

- *We aim for all of our children to have access to and to make good progress in a broad and balanced curriculum*
- *Our Current pupil premium plan works towards meeting this objective by supporting targeted groups or individuals to access the curriculum through quality first teaching or high quality interventions*
- *Our key principles are to provide the highest quality intervention and support alongside high quality wellbeing practice that is embedded throughout the school*

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

Challenge number	Detail of challenge
1	Independence and resilience – impact due to Covid closure has reduced the pace related and independent learning behaviours
2	Increased levels of anxiety for children and parents
3	Attendance figures dipped due to anxiety, ill health or other parenting issues
4	Gaps in learning increased due to school closure/pupil absence

**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
Pupils access full curriculum and work at pace towards ARE	At least 80% of children are working at or above ARE in each year group
Barriers to learning are reduced and pupils make good progress towards ARE	All children have made sufficient progress from their starting points
Attendance over time is at least in line with national average. Persistent absentees are targeted and attendance improves, these children make good progress towards ARE	Attendance figures are at least in line with national average
Targeted groups make accelerated progress towards ARE, the gap narrows	The attainment gap narrows, the vast majority of pupils are on track to meet ARE

## 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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First teaching QT 1:1 support QT targeted support (Use of TAs to support groups allowing QTS delivery)</i>	EEF research on most effective use of TA support	1,4
<i>Targeted interventions delivered by trained TAs</i>	Interventions chosen from previous evaluation of impact	1,4

## Targeted academic support Budgeted cost: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions- Y6 targeted catch up tutoring - QTS</i>	Quality first teaching high impact (EEF research)	1,4
<i>TA led interventions for targeted groups and individuals</i>	Evaluations of impact for interventions implemented.	1,4

## Wider strategies Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support (Thrive/play Therapy)</i>	Good mental health, place to learn (Thrive approach)	3
<i>50% subsidy for trips and visits</i>	Improved enrichment programme, social skills, emotional development, resilience	2

**Total budgeted cost: £28,400**

## 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.

#### How successfully were the intended outcomes of the previous plan met?

*Targeted support has ensured that more children are reaching age related expectations.*

*Quality first teaching (resourced by TA support) has provided rigor to lessons which has increased the pace for learning. Revisiting pedagogy has improved independence for learners. Interventions such as 'Fun fit' have enabled children to improve their gross and fine motor skills.*

*There are still groups of children and individuals who have fallen behind, these children continue to be supported both emotionally and through direct teaching strategies in order to close the gap.*

*Direct quality first teaching for specific year groups will impact upon the readiness for children in Year 6 for example to take their SATS tests with confidence.*

*A focus across the school with targeted pupils for reading, for example, ensures that all children have access to a broad and balanced curriculum.*

*Our Thrive practitioner and play therapist has been able to provide high quality support for families in receipt of pupil premium, this in turn is closing the attainment gap and improving wellbeing for them. Attendance is addressed through the pastoral support, again ensuring that all children access the curriculum.*

*Trip subsidy has been used for the limited amount of trips/visits this year. Music tuition continues to be supplemented. This is valuable tool for improving learning outcomes and skills.*

*Due to COVID-19, performance measures have not been published for 2020 to 2021. Progress measures are based upon ongoing teacher assessments and end of unit checks.*

% of all children on track to reach age related expectations by the end of the year 2022

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	80	78	68	65	69	82
Writing	66	70	54	50	69	61
Maths	75	70	66	69	81	79

% Pupil premium/Disadvantaged children on track to meet age related expectations by the end of the year 2022							
Subject	Yr R (1)	Year 1 (2)	Year 2 (4)	Year 3 (4)	Year 4 (4)	Year 5 (3)	Year 6 (0)
Reading		50	75	50	50	66	
Writing		0	50	25	50	33	
Maths		50	50	75	25	66	

## 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
Electronic reading programme	Big Cats
Dyslexia support programme	Nessy

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Thrive programme/Staffing
What was the impact of that spending on service pupil premium eligible pupils?	Service child/ren able to access pastoral support