# 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

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| **Detail** | **Data** |
| School name | Tiverton Academy |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published |  |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | D Norbury |
| Pupil premium lead | D Norbury |
| Governor / Trustee lead | Jem Shuttleworth |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £134446 |
| Recovery premium funding allocation this academic year | £13775 |
| 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 | £148221 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At the heart of our strategy is the belief that all pupils irrespective of their background or the challenges they face, will have the opportunities and education they need to be the very best that they can be.. We believe that one of the biggest barriers for children can be ‘poverty of expectation’ and so are determined to create a climate that does not limit a child’s potential in any way.Our focus is to enable disadvantaged pupils to achieve high attainment in all subject areas and to make good progress from their starting point.Our motto ‘one school many talents’ encapsulates our vision of giving all children as many opportunities as possible to enable them to discover and excel in their individual talents.  We will address the challenges faced by our vulnerable pupils including those with a social worker and young carers.We intend to support vulnerable pupils by addressing their individual needs and barriers to learning , regardless of whether they are disadvantaged or not.  Our strategy is also integral to wider school plans for education recovery, through targeted support using our recovery premium and support through the National Tutoring programme for those whose education has been most affected , including non disadvantaged pupils. Implicit in the intended outcomes below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  High quality teaching underpins our strategy, with a focus on subjects in which our disadvantaged pupils need the most support. We aim to rapidly close the attainment gap through high quality teaching that will impact both disadvantaged and non disadvantaged children. Carefully planned quality interventions in small groups will enable us to ensure that disadvantaged pupils make at least good progress and attain in line with their peers.  Our strategy plan also places great emphasis on the emotional health and well being of all of our children.Our observations show that the pandemic has particularly affected our most vulnerable and disadvantaged families and children.Pastoral , family support and therapeutic interventions delivered by highly trained staff and specialists aim to ensure that mental health and well being does not form a barrier to learning . We believe that well being underpins any academic success and that targeting this alongside academic support will unlock children’s full learning potential. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Our observations , signs of safety assessments , discussions with pupils and parents identify that our vulnerable and disadvantaged children and families are experiencing social and emotional difficulties . We have identified a lack of parental capacity to support remote learning and a deterioration in pupil mental health during lockdown.  Teacher referrals for support have markedly increased during the pandemic. 24 pupils , 18 of whom are disadvantaged, are currently receiving small group or 1:1 interventions to support their social and emotional well being. |
| 2 | Our attendance data shows that since September , attendance of disadvantaged pupils is on average 6 % lower than that of non disadvantaged pupils.The largest gaps in attendance data are in Y1, Y2, Y4 and Y5.Our attendance data also shows that a greater percentage of our disadvantaged pupils are receiving interventions for persistent absence than our non disadvantaged pupils.(15%) |
| 3 | Internal data and assessments indicate that Reading attainment , closely followed by Writing attainment of disadvantaged pupils is significantly lower than that of non- disadvantaged pupils as is the rate of progress being made in Reading and Writing. |
| 4 | Assessments and phonics check data suggests that disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts on their development as readers as they progress through the school. |
| 5 | Our data shows that disadvantaged pupils are less likely to participate in paid extra curricular enrichment activities in comparison to non disadvantaged pupils. These activities are vital to discovering individual talents, providing opportunities, equality and building confidence and well being. |
| 6 | Evidence shows that our disadvantaged pupils do not have equal access to high quality reading materials in comparison to non disadvantaged pupils. |
| 7 | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and poorly developed vocabulary among many disadvantaged pupils throughout Reception to Year 6. |

## 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.

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| **Intended outcome** | **Success criteria** |
| To achieve and sustain improved well being for all pupils in our school with a particular focus on the disadvantaged. | Sustained higher levels of well being in all pupils , disadvantaged pupils and those receiving 1:1 and small group interventions demonstrated by  qualitative data from student voice , parental and student surveys and teacher / support teacher observations.  Reduction in the number of referrals to the pastoral team of pupils requiring intensive 1:1 and small group support.  Significant increase in engagement during lessons and improved levels of attainment at assessment points.  Significant increase in engagement of enrichment activities for disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained improved attendance demonstrated by:  The gap in attendance between disadvantaged and non disadvantaged pupils being reduced / made even.  The persistent absence figures for disadvantaged pupils will improve and be in line at least with that of non disadvantaged pupils. |
| Improved Reading and Writing attainment for disadvantaged pupils. | Reading and Writing end of year data shows that at least 80% of disadvantaged pupils meet expected standard by the end of the academic year. |
| Improve the % of disadvantaged pupils passing the phonic screen check.  Reduce the number of disadvantaged pupils requiring phonic intervention in KS2 | At least 80 % of disadvantaged pupils will pass the phonic screen check.  100% of disadvantaged pupils will pass the phonics retake in Year 2  The number of disadvantaged children requiring KS2 phonic interventions will reduce by 50%  At least 80% of disadvantaged pupils will reach EXS at the end of KS1 |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils This is evident when triangulated with other sources of evidence,including engagement in lessons , book scrutiny and ongoing formative assessment. |
| A higher % of disadvantaged pupils are participating in enrichment activities out of school and have improved access to a range of opportunities. | Records indicate that an increased number of disadvantaged pupils are able to participate in  Residential visits  Sporting and other enrichment activities after school.  Sports camps at school during the holidays  Music lessons  Subsidising disadvantaged pupils will allow a great % of children to participate. |

## 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: £*35,500*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase a Speech and language toolkit (Wellcomm) to provide screening and interventions from Rec - Year 6  Fund ongoing teacher training and release time to embed the Wellcomm | Develop pupils’ language capabilities Purposeful speaking and listening activities support pupils’ language develop  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 7  3 |
| Purchase of a DFE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils and ongoing staff training for all teachers and support staff ( whole school) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3  4 |
| Enhancement of our teaching of reading and reading for pleasure.  Staff CPD for planning , teaching and assessing reading.  Funding training to address the importance of early reading and release of staff to work alongside literacy consultant (RK) | [Improving Literacy in Key Stage 2 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 3  6 |
| High quality training for ECT and RQT teachers( who will have been impacted by the pandemic in terms of time spent teaching) specifically in Literacy and coaching to establish quality first teaching for all pupils .Specific focus on barriers to learning for disadvantaged pupils. | Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 3  4  6  7 |

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

Budgeted cost: £ 82,400

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Two days of targeted phonics intervention teacher Y1-Y5 for disadvantaged pupils . | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 4 |
| Engaging with the National tutoring programme to provide tuition for specified pupils who have been most impacted by the pandemic. A significant portion of the pupils who receive tuition will be disadvantaged children. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Daily interventions for small groups of disadvantaged pupils in Y6 (4days per week) in Literacy and Maths targeting gaps in knowledge. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 3 |
| An extra qualified teacher dedicated to Year 2 5x days a week to work with small groups of disadvantaged pupils to close gaps in phonics , reading , writing and maths. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 3 |
| A teaching assistant dedicated to Y4 3 days per week to provide closing the gap interventions in Reading for 1:1 and small group disadvantaged pupils. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| A teaching assistant dedicated to Y3 4xam to provide reading and phonics interventions to disadvantaged children. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 3 |

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

Budgeted cost: £*30,500*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Embedding principles of good practice set out in the DFE’s improving attendance advice .  This will involve training and release time for staff to develop and implement new procedures to improve attendance of all pupils with a focus on vulnerable and disadvantaged pupils. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | 2 |
| A trained member of staff -Pastoral lead practitioner to deliver 1:1 and small group sessions to support and develop social skills , SULP , behaviour , VLC and communication skills for disadvantaged children. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1 |
| Music therapist employed to support identified disadvantaged children with emotional and mental health needs. | MTW practises a specific model of therapy developed and refined over 25 years. It is an evidence-based and outcomes-led intervention delivered by specialist music therapists who practice within a clear and specific framework.  <https://www.musictherapyworks.co.uk/mtw-model-of-music-therapy> | 1  5 |
| To fund the establishment of a school library to further embed reading for pleasure and enable all children, especially disadvantaged children access to high quality reading materials. | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf> | 3  4  6 |
| To work with Coram Beanstalk Reading programme to support disadvantaged children to become effective readers. | There is a wealth of research showing that when we read because we want to – not because we are being told to or feel we have to – it makes a significant difference to how successful we are in education, how good we feel and how well we do in life. <https://www.beanstalkcharity.org.uk/whatwedo> | 3  4 |
| Whole staff safeguarding training on signs of safety to enable all staff to effectively carry out this intervention with all disadvantaged and vulnerable children in order to identify needs and plan support for the pupil. | The Signs of Safety® approach is a relationship-grounded, safety-organised approach to child protection practice, created by researching what works for professionals and families in building meaningful safety for vulnerable and at-risk children.  <https://www.signsofsafety.net/what-is-sofs/> | 1  2 |
| Funded places for disadvantaged pupils to attend our school holiday sports camps. | Evidence suggests that disadvantaged pupils have limited access to physical activity and that this can improve confidence and in turn improve attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 5 |
| Part funded places for all disadvantaged pupils to take part in school residentials. | Evidence suggests that disadvantaged pupils have limited access to physical activity and that this can improve confidence and in turn improve attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 5 |
| Part funded places for disadvantaged pupils to participate in an elected range of peripatetic music lessons. | Disadvantaged pupils do  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education> | 5 |

**Total budgeted cost: £ 148, 500**

# 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.

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| Any internal assessments that were able to be carried out during 2020/21 indicate that the attainment of disadvantaged pupils was broadly lower than that of non- disadvantaged pupils in Writing and Reading.Due to COVID 19 , the outcomes of the previous strategy were not able to be fully realised.  Our assessment of this is that the impact of COVID - 19 and school closures disrupted face to face learning in all subject areas for two academic years.  School closure was the most detrimental aspect of COVID 19 and this was true particularly for our disadvantaged pupils , many who are also vulnerable children.We aimed to maintain a high quality curriculum online but we were not able to provide the planned targeted interventions that we would normally have done.  Phonics, reading and Maths interventions were also planned and delivered remotely to identified disadvantaged pupils and those attending school in the KW/ VC group.  Overall whole school attendance in 2020/21 was marginally lower ( 92.95%) than 2021/22 at 94%.  The attendance of disadvantaged pupils 93.3% has been marginally lower than that of non disadvantaged pupils 94.1 % on a 3 year rolling average. Persistent absence amongst disadvantaged children is also higher than that of non- disadvantaged children . This is why we are now post COVID focusing on attendance.  Our assessments and observations indicated that pupil mental health and well being were impacted due to COVID 19 . Many of our disadvantaged pupils are also classed as vulnerable pupils and a great deal of support was provided from the pastoral team to support those children and their families.  Remote and face to face music therapy was ongoing throughout 2020/21 for identified disadvantaged pupils , this also supported their emotional health and well being. |

## 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*

|  |  |
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| **Programme** | **Provider** |
| Music Therapy | Music Therapy works |
| Forest School | Hamstead Hall |
| Voice Coach | Music Services |
| Music Teacher | Clare Vaughan |

## Service pupil premium funding (optional)

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

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

# Further information (optional)

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