

# Pupil premium strategy statement – Talbot Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	596
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	The Governing Body
Pupil premium lead	Dave Pritchard
Governor / Trustee lead	Shaun Brazier

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,270.00
Recovery premium funding allocation this academic year	£22,540.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£264,810.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Talbot Primary School, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and realise their potential in all curriculum areas. We want the attendance of all pupils to be above national average. We want all pupils to be happy, successful and independent learners. We want all pupils to have a positive range of experiences over the course of their time here with us.

The ultimate objective of our pupil premium strategy is to support our disadvantaged pupils to achieve in line with other, non-disadvantaged peers nationally, so that they are ready for the next phase of their education.

Our pupil premium strategy takes a tiered approach towards achieving these goals, firstly, by ensuring that quality first teaching is at its core. Research tells us that this is the most important lever in improving pupil outcomes. We want to ensure that our teaching is of a consistent, high standard, following the 5 Habits of Good Teaching. We enhance this by having highly-trained teaching assistants who take an adaptive approach to pupil support.

Secondly, we provide academic support for those who need it. Our assessment processes are robust and diagnostic, enabling teachers to identify those who are not making good progress. We ensure that we link interventions to classroom teaching and that effective feedback structures are in place.

Lastly, our strategy takes a holistic approach to children's education. We look at all aspects of a child's needs when ascertaining what support is required, such as attendance, pupil engagement and their social and emotional well-being.

Our strategy is focussed on identifying the challenges that children have and what it is that they need in order to achieve well. We do this in the following ways:

- We ensure that all staff have high expectations for all pupils and that they take responsibility for the outcomes of all pupils.
- We use a range of strategies, such as both formative and summative assessment, analysis of data and observations of children's behaviours to ascertain need.
- We have regular progress meetings to review the performance of disadvantaged pupils. These conversations about the children, and our in-depth knowledge of them as both people and learners ensure that the activities that we undertake are impactful.
- We ensure that all pupils receive consistently good-quality first teaching.
- We use adaptive teaching strategies, adapting planning prior to the lesson and adjusting practice during the lesson.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> Attendance for disadvantaged pupils is lower than for our non-disadvantaged pupils. A significantly higher proportion of our disadvantaged pupils are persistent absentees. This impacts on their academic achievement and progress.
2	<b>Phonics</b> Our data tells us that our disadvantaged pupils do less well in phonics, both compared to their non-disadvantaged peers in school, and in comparison to National phonics data.
3	<b>Core subject outcomes</b> Although our disadvantaged pupils go on to well at the end-of-key stage assessments in Y6, external and internal data and school monitoring procedures indicate that their outcomes in core subjects, but particularly writing, are below that of their non-disadvantaged peers.
4	<b>Wellbeing/SEMH</b> A significant number of our pupils require additional pastoral support, including their social, emotional and mental health support. The current disadvantaged pupils in YR have been assessed are requiring support in PSED.

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance of all pupils, including disadvantaged pupils to be at or above national average.</p> <p>A reduction in the percentage of disadvantaged, persistent absentees by 3%.</p>
Improved phonics attainment for disadvantaged pupils	In the academic year 2022-23, disadvantaged pupils achieve in line with national data.
Improved core subject attainment for disadvantaged pupils	<p>At the end of KS2, disadvantaged pupils achieve in line with all their peers nationally in the core subjects.</p> <p>Internal data shows that disadvantaged pupils (R-5) have made accelerated progress.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>High levels of wellbeing demonstrated by the following:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student surveys and teacher observations.</li> <li>• An increase in the participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• A reduction in referrals for support for identified children.</li> <li>• A reduction of incidents of behaviour among disadvantaged pupils.</li> <li>• Improved attendance of disadvantaged pupils.</li> </ul>
To raise attainment in PSED in disadvantaged children in Reception.	At the end of Reception, disadvantaged pupils achieve in line with national (all).

## 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: £125,916.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the effectiveness of our phonics programme through training, coaching and mentoring of teaching to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	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: <a href="#">EEF research</a>	2, 3
Embedding and enhancing the use of Accelerated Reader in KS2, including purchase of new books to improve stock.  This includes teacher release time to monitor and provide CPD for staff.	<a href="#">EEF research</a> shows +3 months progress/year.	3
Engage with Trust-wide CPD for support staff to develop practice.	<a href="#">EEF research</a> suggests that when deployed appropriately, TAs can have an impact of +4 months. Hamwic TA training is about effective strategies to support learning. A targeted group will do the training initially, then CPD will be delivered to more TAs later in the year.	2, 3
Implementation of Hamwic 5 habits to improve outcomes for all, including disadvantaged pupils	<a href="#">Rosenshine's Principles of Instruction</a> details effective classroom instruction. Hamwic Trust's Five Habits of Effective Learning links to these.	2, 3

CPD on teaching of writing, including release time to observe other teachers across the school	Teachers will receive CPD on breaking the key goals down and on their use of <a href="#">effective modelling</a> .	2, 3
Year Leaders to mentor their team members through a series of observations, feedback and professional conversations.	<a href="#">EEF Effective Professional Development</a> gives guidance on how to embed new practice.	3
Purchase of visualisers and associated CPD and monitoring.	<a href="#">EEF's Using digital technology to improve learning</a> guidance says that "technology can be used to improve the quality of explanations and modelling...if teachers use the visualiser to increase the precision with which they explain worked examples, which has consistently been found to increase learning" and that "technology can play a role in improving assessment and feedback."	3
Use of TT Rockstars and Spelling Shed for practice.	<a href="#">EEF's Using digital technology to improve learning</a> states that "There is particularly strong evidence related to using technology for practice in mathematics, but there is also evidence related to other subject areas, including English".	3
Leaders monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.	<a href="#">EEF Pupil Premium Guide</a> – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this	2, 3
Deployed teacher, in liaison with class teacher, to conduct pupil conferencing, with a specific focus on writing.	<a href="#">EEF research on feedback</a> suggests that there can be an impact on +6 months. This feedback will focus on "moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies."	3
PP lead to conduct pupil progress meetings	Termly meetings will be held in order to better understand the child as a whole	1, 2, 3 & 4

for every disadvantaged child with year leaders.	and to understand the challenges that they face.	
Engage with EMAS to support all EAL pupils, particularly those who are disadvantaged.	<a href="#">The Bell Foundation research</a> states that schools should review how they identify the language and learning needs of children within the EAL category to ensure that funds are targeted towards those at particular risk of low achievement.	2, 3, 4

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

Budgeted cost: £68,203.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for support staff to deliver Little Wandle Interventions with fidelity  Monitoring of phonics provision by Early Reading Leader.	<a href="#">EEF research</a> suggests that when deployed appropriately, TAs can have an impact of +4 months.	2, 3
Catch-Up Tutors employed by school to work for 3 days per week, with identified pupils to provide tailored small-group tuition based on diagnostic assessment, within curriculum time.	<a href="#">EEF research</a> states that small group tuition has an average impact of four months' additional progress over the course of a year and that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	3
1:1 conferencing between pupil and teacher identify misconceptions/gaps in writing and to plan next steps.	<a href="#">EEF research</a> tell us that feedback can have a positive impact on students' learning. One aspect of feedback in pupil conferencing around their writing. Teachers will be released to conference with students to give precise feedback using appropriate frameworks.	3
NELI (Nuffield Early Language Programme)	<a href="#">EEF research</a> on the NELI states that when delivered during YR, the	2, 3

	programme can have a positive impact on students' language skills.	
Speech and Language Assistant to screen all children on entry and provide bespoke programmes. Pupils access SALT in small group or 1:1 support from the school S&L assistant, backed up by S&L therapist.	<a href="#">EEF research</a> found that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	2, 3
Alternative provision for children working pre-key stage (Star Curriculum).	Our Star Curriculum provision has received positive feedback from Longspee Academy.  <a href="#">EEF guidance</a> states that Disadvantaged pupils with SEND have the greatest need for excellent teaching and that Intensive individual support, either one to one or as a small group, can support pupil learning.	1, 2, 3 & 4

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

Budgeted cost: £70,690.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead oversees attendance, providing support for pupils and families to drive improvement.	DfE's <a href="#">Improving School Attendance</a> .	1
Pupil Engagement & Welfare Officer support vulnerable pupils and families where poor	<a href="#">KCSIE 2022</a> highlights the need for 'Early Help'. As well as working with external professionals and agencies,	1, 3, 4

behaviours are barriers to learning and improve parental engagement.  Pastoral team working with identified individuals.	internal support for children is central to our offer.	
Implementation of the Hamish and Milo programmes.	<a href="#">Hamish and Milo</a> in Y5 initially to address SEMH needs, then rolled out further through the school.	4
Support children's understanding and knowledge of the world through a specific program to provide access a wider breadth of cultural capital.  <u>Forest school</u> closely matched to curriculum content to embed skills and knowledge through outdoor and experiential learning.  <u>AIM – funded music and/or drama lessons</u> off-site for children showing potential in these areas.  <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  <u>Bikeability</u> (including the loan of bikes, where appropriate.)  Music lessons funded by school for vulnerable pupils that show an interest to help improve metacognition.	DfE's <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges</a> .  <b>The Ofsted Schools Inspection Handbook</b> states that: <i>“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.”</i>  <b>Barry Dufour Professor of Education Studies, University of Leicester describes the curriculum as</b> <i>“The total learned experience of the child: formal, informal, within the classroom and beyond.”</i>  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.	1, 3, 4
Deputy Head to write Mental Health policy and intent statement and deliver CPD to staff	DfE's <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges</a> .	1, 3, 4
Support for trips	EEF guidance: At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as <a href="#">“arts for arts’ sake”</a> ). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3, 4
Contingency fund	N/A	

**Total budgeted cost: £264.810.78**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes – July 2022
Consistent, high quality teaching from all teachers within school.	- High quality, effective teaching evident from all teachers. (Verified by Trust / Ofsted judgements.)	Year group reviews that our SMT have conducted show that we have consistent, high-quality, effective teaching across the school. This has been verified during Trust audits and our Ofsted 'Good' judgement.
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.	Our curriculum has been coherently planned and sequenced, both horizontally and vertically. We are developing subjects such as DT, PE and Languages to ensure that they are in line with other subjects. Improvements have been made into ensuring that the intended curriculum matches the learnt curriculum and that all students can access lessons. Year group reviews have confirmed this.
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.	Last year, in Reception, disadvantaged children achieved 68% GLD (inc Literacy) compared to 68% GLD nationally (all).
Strong reading progress	- Attainment gap narrows significantly between disadvantaged readers and their peers.	At the end of KS2, 82% of PP children achieved the Expected Standard or above. This

	<ul style="list-style-type: none"> <li>- All PPG pupils meet the Reception expectations for Reading, Speaking &amp; Managing Self</li> <li>- Achieve above national average progress scores in KS1 Reading</li> <li>- Achieve above national average progress scores in KS2 Reading</li> </ul>	<p>compares to a national (all) figure of 74%.</p> <p>Reading progress scores for the whole cohort were Reading 2.0 (0.5 to 3.4).</p> <p>FFT progress score for PP children in reading was +14%.</p>
Basic Skills are secure.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Pupils retain and apply the knowledge they have learnt.</li> </ul>	<p>In almost every year group, our internal assessments suggest the performance of disadvantaged pupils in key areas improved as the year progressed from their baseline. Where it did not improve, or where performance regressed, our analysis suggests that this was down to new pupils arriving, often with limited or no English.</p>
Accelerated progress for PPG & SEND pupils to narrow the gap with their peers.	<ul style="list-style-type: none"> <li>- Pupils achieve above 'national other' progress in core subjects.</li> </ul>	<p>For pupils with SEN who were in receipt of PPG, 67% achieved EXS+ in reading (74% national) with a +23% FFT progress score.</p> <p>33% achieved EXS+ in writing (69% national all) with a +4% FFT progress score.</p> <p>0% achieved EXS+ in Maths.</p> <p>This cohort consisted of just 3 children, so the percentages are somewhat misleading.</p>
Catch Up / Recovery support enables pupils to meet their age related expectations.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils achieve above 'national other' progress in core subjects at the end of KS2.</li> <li>- Higher proportion of disadvantaged pupils achieve ARE by the end of KS2.</li> </ul>	<p>82% of PP children achieved the Expected Standard or above in reading. This compares to a national (all) figure of 74%.</p> <p>FFT progress score for PP children in reading was +14%.</p>

		<p>71% of PP children achieved EXS+ in writing (+5% FFT progress) compared to 69% national (all).</p> <p>In Maths, 82% of PP children achieved EXS+ (+9% FFT progress), compared to a national (all) figure of 71%.</p>
<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"> <li>- Curriculum is judged by Ofsted as at least good or outstanding.</li> <li>- Pupils will show progress from established starting points in terms of both key skills and learning attitudes</li> <li>- All disadvantaged pupils have participated in extracurricular clubs and attended school trips.</li> <li>- Pupils develop a broader 'cultural capital' which enables them to access conversations, and experiences that may have been shut off to them previously.</li> </ul>	<p>In our 'Good' Ofsted inspection, it was noted that, "Leaders have a clear intent for the curriculum, which staff understand. Most subjects have a well-planned and sequenced curriculum... Subject leaders provide clear guidance to teachers. This helps teachers to deepen their understanding of each curriculum subject."</p> <p>All disadvantaged pupils were able to access school trips during the year.</p>
<p>Mental Health &amp; 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"> <li>- A significant increase in children's and families' mental health.</li> <li>- Higher attendance and greater participation by parents and children in the targeted focused support – e.g. parent workshops.</li> <li>- Pupils who are vulnerable are provided with holiday clubs, through HAF, to give them positive experiences during breaks from school.</li> </ul>	<p>12 out of 18 children in YR had parents regularly attending workshops over the course of the year.</p> <p>9 children accessed the HAF fund to attend holiday clubs.</p>
<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"> <li>- Attendance for disadvantaged pupils is at least 95%</li> <li>- Persistent absenteeism is significantly reduced by the end of KS2</li> <li>- Parental engagement improved, evidenced via surveys, attendance at</li> </ul>	<p>Disadvantaged pupils had attendance of 91.7% with 28.7% classed as PA. These numbers do not compare favourably to the rest of the cohort.</p>

	<p>parents' evenings, parental communications and feedback.</p> <ul style="list-style-type: none"> <li>- Parents gaining greater range of learning skills to assist with language development at home.</li> </ul> <p>Increased number of parents coming into school to develop skills in phonics and reading.</p> <ul style="list-style-type: none"> <li>- Improvements in pupils' language and reading over time. The above will be measured by increased numbers attending parental support sessions.</li> </ul> <p>Improvements in pupil's oral language and reading, over time.</p> <ul style="list-style-type: none"> <li>- Family learning – school led practical workshops in core and non-core subjects.</li> </ul>	<p>49.6% of absences were Covid related, which could have been a factor.</p> <p>Over the year, PP attendance did improve though (Aut 91.8%, 32.3% PA), (Spr 91.7%, 28.8% PA) and (Sum 92%, 26.5% PA).</p> <p>Attendance team procedures are in place. Hamwic initial audit Oct '22 stated "Leaders' actions to reduce persistent absence are well considered. A majority of pupils are in school more regularly now than in the past."</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Accelerated Reader	Renaissance
Spelling Shed	Education Shed Ltd.
Times Tables Rockstars	Maths Circle Ltd

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

**Further information (optional)**

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