

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	580
Proportion (%) of pupil premium eligible pupils	145 (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Curtis – Head Teacher
Pupil premium lead	Mikey Saunders
Governor / Trustee lead	Shaun Brazier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,070.
Recovery premium funding allocation this academic year	£23,345.
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<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>	
Total budget for this academic year <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>	£247,415

Part A: Pupil premium strategy plan

Statement of intent

At Talbot Primary School, our ultimate objective is that all pupils, regardless of their background or the challenges they face, are given the opportunity to make the best start in life through making good progress and realising their potential in all curriculum areas.

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 powerful way of improving pupil attainment, especially for socio-economically disadvantaged students. We want to ensure that our teaching is of a consistent, high standard, by focusing implementing the 5 Habits of Good Teaching. This high-quality teaching is enhanced by having highly trained teaching assistants.

Secondly, Teachers will use robust diagnostic assessment to identify needs and act early to intervene at the point that need is identified. We ensure that interventions are monitored and impactful, and link back to classroom teaching.

Lastly, we take 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 and parent engagement, and their social and emotional well-being.

The key principles for our Pupil Premium Strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted are interlinked and will help our pupils to excel. To ensure that they will be effective and impactful we will:

- Ensure that our disadvantaged children receive the appropriate level of challenge.
- To act early to intervene when need is identified.
- To adopt a whole school approach in which all staff members take responsibility for raising the expectations for our disadvantaged children and ensuring that they achieve good outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance for disadvantaged pupils across the school is lower than for our non-disadvantaged pupils and specifically, there is a significantly higher proportion of our disadvantaged pupils are persistent absentees. During the first half term of the 2023-24 academic year, our Pupil Premium Persistent Absentees were at 23.6% and PP average attendance is below both whole school and DfE National statistics during this period.</p> <p>This impacts on their academic achievement and progress.</p> <p>Year 2, 4 and 6 cohorts paint the most concerning picture in terms of Pupil Premium Persistent Absentees during this period, averaging 27.3%, 30% and 31% PP PA respectively.</p>
2	<p>Attitudes to Reading</p> <p>Whilst the teaching of phonics is rigorous and robust, this is not often enough to support pupils towards fluency, secure comprehension and reading for pleasure in Key Stage 2.</p> <p>External and internal data and school monitoring procedures indicate that their outcomes in reading in KS2 are below that of their non-disadvantaged peers.</p> <p>We recognise that Year 4, 5 and 6 have the highest percentages of PP children in the school and that they did not receive the same robust provision of phonics as our current EYFS, Key Stage 1 and Year 3 pupils.</p> <p style="text-align: center;"><u>Reading Data</u></p> <p>End of 2023 Academic Year Whole Cohort vs PP</p> <p>Year 6: ARE + 69% PP ARE+ 66%</p> <p>Year 5: ARE + 65% PP ARE+ 54%</p> <p>Year 4: ARE + 68% PP ARE+ 56%</p> <p style="text-align: center;"><u>Accelerated Reader</u></p> <p>Our Autumn Term 1 Accelerated Reader Data reinforces this as the vast majority of our KS2 children eligible for PP Funding scored below average actual points. Only 28% of PP children achieved either in line or higher than the average point score in KS2.</p> <p>We also know, through pupil voice, that there is a significant number of children eligible for the PP funding who have a negative attitude towards reading and do not value it.</p>
3	<p>Wellbeing/SEMH</p> <p>A significant number of our pupils require additional pastoral support, to ensure they thrive socially, emotionally in school. This is evident through the proportion of school refusers (see challenge 1). Pupil premium children are disproportionately represented in school behaviour plans, pastoral groups, suspensions, and referrals to outside agencies.</p>

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 in year groups.	<p>Sustained high attendance of all pupils by July 2024.</p> <ul style="list-style-type: none"> • A reduction in the percentage of persistent absentees with a particular focus in Year 2, 4 and 6. • The percentage of all disadvantaged pupils who are persistently absent being below 20%
To develop a strong reading culture where all children are engaged in reading and teaching of reading is compliant with the new guidelines set out by The Reading Framework	<p>A school-wide culture of reading where all children are engaged in reading.</p> <ul style="list-style-type: none"> • AR outcomes • Summative Assessment Outcomes – Word Reading & Comprehension outcomes in EYFS at or above National. • Y1 PSC and Y2 Re-take at or above National. • KS2 Reading data at or above National. • Daily class reading time.
Improved core subject attainment for disadvantaged pupils	At the end of KS2, disadvantaged pupils achieve in line with all their peers nationally in the core subjects.
To create a warm, calm, and consistent environment, which is accepting and optimises social engagement.	<p>High levels of behaviour demonstrated by the following:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student surveys and teacher observations. • An increase in the participation in enrichment activities, particularly among disadvantaged pupils. • A reduction in referrals for support for identified children. • A reduction of incidents of behaviour among disadvantaged pupils. • Improved attendance of disadvantaged pupils. • Children on Graduated Response for Behaviour, IBPs and BRPs making clear progress. • Improved parental engagement.

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: £109,096.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the Reading Culture across the school with a focus on the impact that oracy and reading aloud can have. <ul style="list-style-type: none"> - Relaunch of Accelerated Reader in KS2 with a higher engagement from staff and pupils. - CPD on reading aloud. - CPD on improving the teaching of reading fluency, consistency of phonics, and fidelity of systematic synthetic phonics. - Whole school agreed 'story time', with an emphasis on modelling good oracy. - Creation of a reading spine - Continuing to develop the effectiveness of our phonics programme through training, coaching, and mentoring of teaching 	<p>EEF research shows +3 months progress/year. The Reading Framework</p> <p>EEF Research</p> <p>Teachers will receive CPD on breaking the key goals down and on their use of effective modelling.</p> <p>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: EEF research</p>	2, 3
Engage with Trust-wide CPD and Network Meetings for staff to develop practice.	<p>EEF - Effective Professional Development research suggests that high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantage gap.</p> <p>EEF research suggests that when deployed appropriately, TAs can have an impact of +4 months.</p> <p>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.</p>	2
Year Leaders to mentor their team members through a series of	EEF Effective Professional Development gives guidance on how to embed new practice.	3

<p>observations, feedback, and professional conversations.</p> <p>implementation of Hamwic 5 habits to improve outcomes for all, including disadvantaged pupils</p>	<p>Rosenshine's Principles of Instruction details effective classroom instruction. Hamwic Trust's Five Habits of Effective Learning links to these.</p>	
<p>Senior Leaders planning, and monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.</p>	<p>EEF Pupil Premium Guide – 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.</p>	1, 2, 3
<p>PP Lead to conduct pupil progress meetings for every disadvantaged child with year leaders.</p>	<p>EEF Pupil Premium Guide Termly meetings will be held to better understand the child as a whole and to understand the challenges that they face.</p>	1, 2, 3
<p>Engage with EMAS to support all EAL pupils, particularly those who are disadvantaged.</p>	<p>The Bell Foundation research 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.</p>	2, 3
<p>Creativity and engagement pedagogy INSET Resources for adaptive teaching.</p>	<p>EFF Learning styles</p>	1, 3

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

Budgeted cost: £26,626.45

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.	EEF research suggests that when deployed appropriately, TAs can have an impact of +4 months.	2, 3
NELI (Nuffield Early Language Programme)	EEF research on the NELI states that when delivered during YR, the programme can have a positive impact on students' language skills.	2, 3
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.	EEF research 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. EEF guidance 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: £113,642.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Program for staff to develop greater awareness of needs across our cohort and empathy for challenges pupils are facing.</p> <p>CPD will provide staff with the skills and knowledge to be able to develop positive relationships with children.</p> <ul style="list-style-type: none"> - Young carers - ADHD - Behaviour and Relationships - PACE - Lunchtime provision and positive Play - Pedagogy – creativity and engagement INSET - Trauma Informed Training - Hamish and Milo programmes. - Additional ELSA training. - Graduated Response for SEND / Wellbeing 	<p>Trauma Informed Schools UK PACE</p> <p>BCP Outreach: Longspee Academy ADHD CPD</p> <p>MYTIME Young Carers</p> <p>EFF Learning styles</p> <p>Trauma Informed Schools UK</p> <p>Hamish and Milo to address SEMH needs#</p> <p>ELSA Network</p>	1, 3
Relationships Policy Published	Trauma Informed Schools UK	1, 3
Deputy Head to write Mental Health policy and intent statement and deliver CPD to staff	DfE's Promoting and supporting mental health and wellbeing in schools and colleges .	1, 3, 4
Senior Mental Health Lead to work with Hamwic network to ensure clear provision mapping is in place for MH needs	Promoting and supporting mental health and wellbeing in schools - GOV.UK	1, 3
Development of Behaviour Curriculum Policy		1, 3
Attendance lead oversees attendance, providing support for pupils and families to drive improvement.	DfE's Improving School Attendance .	1, 3
Pupil Engagement & Welfare Officer support vulnerable pupils and families where poor behaviours are barriers to learning	KCSIE 2022 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer.	1, 3

and improve parental engagement.		
Pastoral team working with identified individuals.		
<p>Support children's understanding and knowledge of the world through a specific program to provide access a wider breadth of cultural capital.</p> <p><u>Forest school</u> closely matched to curriculum content to embed skills and knowledge through outdoor and experiential learning.</p> <p><u>AIM – funded music and/or drama lessons</u> off-site for children showing potential in these areas.</p> <p><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, technology and fun swim.</p> <p><u>Bikeability</u> (including the loan of bikes, where appropriate.)</p> <p>Music lessons funded by school for vulnerable pupils that show an interest to help improve metacognition.</p> <p>Uniform and Providing ICT.</p>	<p>DfE's Promoting and supporting mental health and wellbeing in schools and colleges.</p> <p>The Ofsted Schools Inspection Handbook states that: "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."</p> <p>Barry Dufour Professor of Education Studies, University of Leicester describes the curriculum as "The total learned experience of the child: formal, informal, within the classroom and beyond."</p> <p>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.</p>	1, 3, 4
Support for trips	<p>EEF guidance:</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	3, 4
Contingency fund	N/A	

Total budgeted cost: £249,364.73

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes – July 2023
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>	<p>Overall outcomes vs previous academic year.</p> <p>September 2021 – July 2022:</p> <p>PP attendance: 91.7%</p> <p>National Attendance</p> <p>PA: 28.7%</p> <p>September 2022 – July 2023:</p> <p>PP attendance: 92.4%</p> <p>PA: 26.4%</p> <p>DfE 2022-2023 Attendance</p> <p>94%</p> <p>PA: 17.2%</p> <p>Over the course of the last academic year, there has been an improvement of 0.7% in overall PP attendance figures across the school. In the 2022-23 academic year, PP attendance at Talbot Primary School was only 1.6% off national attendance.</p> <p>Persistent Absentee figures have reduced by 2.3%</p> <p>*The 2021-22 attendance data was impacted on by COVID-19 absence and disruptions.</p>
Improved phonics attainment for disadvantaged pupils	In the academic year 2022-23, disadvantaged pupils achieve in line with national data.	<p>2023 Phonic Screening Y1</p> <p>Talbot Primary Overall: 81%</p> <p>Talbot Primary PP: 74%</p> <p>Local Authority Overall: 79%</p> <p>National Overall: 79%</p> <p>National PP: 67%</p>

		<p><u>2022 Phonics Screening</u></p> <p>Talbot Primary Overall: 70% Talbot Primary PP: 55% Local Authority Overall: 75% National Overall: 75%</p> <p>Overall, disadvantaged children at Talbot are working significantly closer to the national average than in 2022. The introduction of Little Wandle has helped to develop the effectiveness of our phonics programme through training, coaching, and mentoring of teaching.</p>
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>	<p><u>Talbot KS2 Data 2023</u></p> <p>Reading Overall: 72% Writing Overall: 80% Maths Overall: 80% SPaG Overall: 79% Combined: 63%</p> <p><u>Talbot KS2 PP 2023</u></p> <p>Reading Overall: 62% Writing Overall: 65% Maths Overall: 68% SPaG Overall: 74% Combined: 44%</p> <p><u>National KS2 Data 2023</u></p> <p>Reading Overall: 73% Writing Overall: 71% Maths Overall: 73% SPaG Overall: 72% Combined: 59%</p> <p>Internal data suggested that the performance of disadvantaged pupils in key areas improved from their baseline and previous year's data. Where data did not improve, or performance regressed, our analysis suggests that this was down to new pupils arriving, often with limited or no English.</p>
To achieve and sustain improved wellbeing for all pupils in our school,	<p>High levels of wellbeing demonstrated by the following:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student surveys and teacher observations. 	There have been several successes over the course of the 2022-23 academic year, which the school

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • An increase in the participation in enrichment activities, particularly among disadvantaged pupils. • A reduction in referrals for support for identified children. • A reduction of incidents of behaviour among disadvantaged pupils. <p>Improved attendance of disadvantaged pupils.</p>	<p>have kept and recorded as case studies of evidence for this outcome.</p> <p>Decrease of 31% of children on graduated response list by end of 2022-23 academic year.</p> <p>2.6% national average suspensions</p> <p>1.15% Talbot suspensions</p> <p>6 less children on graduated response to behaviour than in the 2021-22 academic year,</p> <p>11 children moved to a lower level on the graduated response to behaviour through the course of the 2022-23 academic year.</p>
To raise attainment in PSED in disadvantaged children in Reception.	At the end of Reception, disadvantaged pupils achieve in line with national (all).	<p>PSED PP Data Talbot vs National PSED PP Data National: 74% Talbot: 77.8% Boys National: 66% Boys Talbot: 50% Girls National: 82.4% Girls Talbot: 85.7% Talbot PP children exceeded national PP children in PSED, however, Boy PP children at Talbot were significantly below National Boy PP data. Continuous Provision in Year 1 in the 2023-24 academic year to target children who did not achieve GLD due to not meeting PSED ELG.</p>

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)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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