

Pupil premium strategy statement – Tarvin 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	239
Proportion (%) of pupil premium eligible pupils	5.02%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Davies, Executive Headteacher
Pupil premium lead	Tom Flaherty, Assistant Headteacher
Governor / Trustee lead	Tom Cairns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,810
Recovery premium funding allocation this academic year	£978.75
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
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>	£47,789

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child achieves their full potential whilst they are here at Tarvin, irrespective of their starting point or any potential barriers to their learning. Our Pupil Premium Strategy Plan is designed to support all our disadvantaged pupils in order that they achieve the highest outcomes academically and that they flourish as individuals.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap and at the same time, will greatly benefit those children who are not disadvantaged. In addition, we will provide personalised support, based on individual need, because of our thorough and comprehensive knowledge of these pupils as individuals.

The key principles of our strategy plan are:

- Staff know the children well as individuals and make accurate assessment of the children's progress; gaps in knowledge and skills and their well-being.
- Through high-quality teaching and learning, pupils are appropriately challenged and supported in all lessons.
- Pupils' emotional needs are met, so that they can flourish and learn.
- All staff take responsibility for meeting the needs of disadvantaged pupils and have the highest expectations of them in regard to outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Access to wider opportunities
2	Social and emotional challenges
3	Some pupils do not get support with learning at home and require more support in school

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
High outcomes for all pupils. Our Pupil Premium pupils achieve high academic standards across all subjects	All pupils achieve at least in line with National non-PP pupils
Pupils' emotional needs are met, so that they can flourish academically and enjoy strong relationships with their peers and adults in school. Their emotional well-being is supported and promoted so that they have resilience, are emotionally ready to learn and are engaged during lessons	All pupils achieve at least in line with non-PP pupils nationally. They are happy and resilient.

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: £ Total in excess of £50k (£15k from Pupil Premium budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes – Decision to keep some class sizes smaller than average and also to enable a coherent system (especially regarding curriculum) of mixing classes.	More adult support per child. Smaller class size results in more personalised learning. Children's learning is sequential and well planned <i>EEF research shows that reduced class sizes can impact pupils' progress positively by 3 months.</i>	1 and 3

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

Budgeted cost: £ 31,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family and Child support and ELSA	<p>School has capacity to support families well through swift intervention and also through high quality TAF support. Specific support for PP pupils will ensure they are emotionally resilient, engaged in learning and able to reach their potential</p> <p>ELSA will support pupils' well-being and emotional wellness so that they are ready and able to learn</p> <p><i>EEF research shows that social and emotional support can impact pupils' progress positively by 4 months.</i></p>	2
1:1 Targeted Interventions	<p>Pupils make better progress because their individual gaps / needs are being addressed. The focus of the sessions is being identified by class teachers based on summative and formative assessments. An additional teacher will provide targeted support in small groups/ on a 1-1 basis for our Pupil Premium children.</p> <p>The focus on reducing class sizes in most year groups will lead to more teaching time per child – positively impacting our Pupil Premium children.</p> <p><i>EEF research shows that 1:1 tuition can impact pupils' progress positively by 5 months.</i></p>	1 and 3

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

Budgeted cost: £ 1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning / enrichment (visits / trips / residential)	As a result of these opportunities, pupils' self-esteem, confidence and skills are developed and improved so that they are able to tackle challenging learning more readily and ultimately fulfil their potential. <i>EEF research shows that outdoor adventure and learning can impact pupils' progress positively by 4 months.</i>	1, 2 and 3

Total budgeted cost: £48,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We use a range of sources of information when assessing outcomes for our Pupil Premium pupils including End of Key Stage performance data; Phonics check results; our own internal assessments; questionnaires, observations and our knowledge of the pupils in assessing their wellbeing and mental health. We also analyse their attendance.

Because our Pupil Premium cohort is relatively small, we track our pupils individually, to ensure that every child is fulfilling their individual potential. We compare their performance to that of their non-Pupil Premium peers and also to National data for both PP and non-PP pupils. We also believe it is crucial to track our PP children as individuals as they move through school to ensure that they are able to perform to their true potential.

Last academic year, most of our PP pupils performed well, both individually and when compared to their non-PP peers. Where pupils didn't perform as well as expected, measures were put in place to support these pupils and this is tracked throughout the academic year. Most PP pupils are on track to meet the intended outcomes detailed in this document. Some, however, are not, and our strategy will support these pupils.

Outcomes for our Year 6 leavers last year were:

	Y6 Pupils eligible for PP Summer 2024 (6 pupils)	National Average All Pupils 2023
% achieving expected standard in reading	83%	74%
% achieving expected standard in writing	67%	72%
% achieving expected standard in Spelling, Punctuation and Grammar	84%	72%
% achieving expected standard in mathematics	83%	73%

Through targeted intervention and small group support, our PP children are continuing to narrow the gap with their Non-PP peers with 72% of PP children achieving the expected standard in Reading and 55% in Writing and Maths across the school. By continuing to deliver small class sizes and additional provision for our PP children, we aim to continue to narrow the attainment gap.

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

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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