



Pupil Premium Strategy Statement

September 2023- July 2026

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Travis St Lawrence CE Primary School
Number of pupils in school	401

Proportion (%) of pupil premium eligible pupils	(84 pupils) 20.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Strategy aims and activities outlines below are for 2023-26 but reviewed annually in line with three-year overview intended outcomes.
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	DSAT
Pupil premium lead	Philippa Cousins
Local School Board / Trustee lead	Rachel Ridler

Funding overview

Detail	Amount						
Pupil premium funding allocation this academic year	£105,340.00 Breakdown <table> <tr> <td>£94,720.00</td><td>Deprivation</td></tr> <tr> <td>£10,280.00</td><td>LAC</td></tr> <tr> <td>£340</td><td>Service</td></tr> </table>	£94,720.00	Deprivation	£10,280.00	LAC	£340	Service
£94,720.00	Deprivation						
£10,280.00	LAC						
£340	Service						
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	£105,340.00						

Part A: Pupil premium strategy plan

Statement of intent 2023-26

At Travis St Lawrence CE Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils belong
- All pupils believe in themselves and have high aspirations
- All pupils learn to the best of their abilities
- All pupils achieve
- All pupils access quality first teaching.
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at Travis St Lawrence, we ensure that pupils are given the opportunities to practise speaking and listening. Through the use of drama and performances, pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of the individual plans (OLPS), all pupil premium pupils' needs are prominent in their learning journey. Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

We know that we will be successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information.

Challenges

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

Challenge number	Detail of challenge
1 SEN need include language barriers.	<p>A high number of our pupil premium pupils, in each cohort, have additional SEN or Speech and Language needs and therefore need a greater degree of individual interventions.</p> <p>Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.</p>
2 Phonics and Early Reading	<p>Our children have access to a robust phonics scheme- RWI- but there are gaps between our PP and non-PP children where children are not breaking the phonic code. Our PP children are behind their peers and are therefore struggling to grasp early reading. More focused interventions, clearer assessments and targeted support needs to be in place to fully support the needs of all children.</p>
3 SPAG and Writing	<p>Pupils, in particular those pupil premium pupils, are not consistently applying their age-appropriate SPAG knowledge into their independent writing. As a school, SPAG and writing is a focus to ensure that gaps are swiftly identified, there is a clear understanding of specific needs and how to fully support individuals, especially pupil premium children. From assessments, pupil premium children struggle to apply SPAG into writing and need additional support to remain motivated and increase their writing culture.</p>
4 Mental Health needs	<p>In some cases, pupil premium pupils require additional support to help with their mental health and how to deal with additional trauma. Those pupil premium pupils with SEN require additional support to deal with trauma and the impact of their additional ACEs.</p>
5 Attendance	<p>Over the past years, attendance has been significantly impacted by the attitude towards school and how children are not consistently attending school. Pupils, in particular pupil premium children and families need additional support with attending school.</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
Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves.	<ul style="list-style-type: none"> - Pupil Premium pupils make good progress - A greater percentage of pupil premium pupils achieve ARE by the end of KS2 2025 - Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally - Pupil Premium pupils in year 1 achieve well in their phonics screening - Pupil Premium pupils in year 4 achieve well in their times table checks - OLP targets are SMART, termly reviewed and reported to parents.
Pupil Premium pupils access good quality first teaching at all times and in all subjects	<ul style="list-style-type: none"> - Teaching remains at least good in all year groups. Teaching is based on current research and follows the DSAT Teach Simply model for teaching. - Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up. - All Pupil Premium Pupils meet their individual targets set.
Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.	<ul style="list-style-type: none"> - Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. - Staff are trained to develop pupils' language acquisition. - Curriculum documentation identifies for curriculum language to be explicitly taught. - Strategies from Voice 21 are used to support the development of speech and language acquisition.
An increased number of Pupil Premium pupils achieve well in literacy	<ul style="list-style-type: none"> - Staff are highly skilled to develop the RWI (Read Write Inc) - Any pupils falling behind are given support to catch up - The percentage of Pupil Premium pupils passing phonics increases - Pupils in KS2 apply their SPAG knowledge to writing at length (book scrutiny evidence)

Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults.	<ul style="list-style-type: none"> - De-escalation training for ALL staff - Highly trained mentor to support pupils to regulate their emotions. - Trauma training for all staff on how to recognise pupils' ACES and ensure that they are fully supported. - Pupils have the vocabulary to describe their emotions
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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: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</i></p> <p>Staff training linked to the DSAT Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building.</p>	<p>Internal data and monitoring outcomes.</p> <p>Research linked to: publications (Rosenshine, Generative Learning)</p>	1-4
<p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Additional staff training and development days through RWI to further develop staff confidence and expertise in phonics. (£4400)</p> <p>RWI Comprehension resources purchased to narrow the reading gap and prepare children for their year group reading. To target fluency of reading to ensure that children have the pace for accessing age related reading texts. (£2000)</p>	<p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium funding.</p> <p>While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.</p>	3-4

To improve the SPAG programme to improve the SPAG retention and application in KS1 and KS2. (£200)		
<p><i>Targeted booster support for Pupil Premium pupils who have gaps in learning and are not on track to make good progress.</i></p> <p>Diagnostic assessments purchased to identify any gaps in learning for all pupils.</p>	<p>SHINE previously used- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>Whole trust investment in the NTS as it is a quality resource which standardises scores and</p>	1-2
<p>Assessments tool linked to the SHINE interventions to provide quality interventions match to individual needs of Pupil Premium pupils. NTS assessments and SHINE purchased: £2000</p> <p>FFT Assessments are used to target reading and ensure that the interventions meet the needs of Pupil Premium individuals. £800</p>	provides detailed analysis to support pupils' progress.	
<p><i>High quality support provided for Pupil Premium pupils who needs surrounding mental health and trauma.</i></p> <p>Pupils have support through the use of the ELSA diagnostic tool.</p> <p>Staff are highly trained in supporting pupils to learn about different feelings and how the feelings impact on their daily lives.</p> <p>Across the whole school, zones of regulations are observed and Pupil Premium pupils are supported to work through their emotions.</p> <p>All staff support those pupils to work through their emotions.</p> <p>Key staff have had targeted bereavement training and high-quality resources are available. A strong timetable of support is identified for all.</p> <p>THRIVE subscription and training £2000</p>	<p>EEF toolkit behaviour interventions</p> <p>ELSA trained staff have full access to the research and resources which support the course.</p> <p>ELSA Evaluation Report</p> <p>EEF Effective SEL Report (Social Emotional Learning)</p>	5

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

Budgeted cost: £ 64, 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics and Early Reading Support</i></p> <ul style="list-style-type: none"> - Work with RWI to further develop staff expertise at delivering phonics confidently. - RWI lead in school to attend training sessions. - Get Writing introduced to the RWI programme and training through the RWI specialist. 	DfE Research into validated phonics programmes	3
<ul style="list-style-type: none"> - Purchase further RWI resources including Get Writing Books, more phonically decodable books. £6000 		
<p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> - Implementation of Speech and Language Programme to support language development in FS2. - Disadvantaged pupils targeted through the support of the Voice 21 and Communication Champions <p>£2,000</p>	EEF Toolkit: Oral Language Interventions	1-2

<p>Targeted interventions:</p> <ul style="list-style-type: none"> - Small group and one to one support to address any gaps in attainment. - Booster groups of all Pupil Premium pupils including year 6 - Additional 1:1 tutoring intervention - Additional 1:1 reading for all Pupil Premium pupils - Purchase of NTS assessments to identify gaps and target specific areas of need £5 000 - SHINE interventions daily for identified for Pupil Premium pupils with gaps. - Pupil Premium children receive diagnostic support from paid professional services £4000 - Over staffing to support interventions above £47,580 	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund contributions to visits for FSM pupils including residential</i> £5 000</p>	<p>Positive impact for pupils who attend residential visits.</p> <p>The funding enables equality of opportunities.</p> <p>Raises pupils' aspirations and life chances.</p> <p>Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching.</p>	<p>5</p>

<i>Fund scholarships for FSM pupils to access music/instrumental lessons £2, 000</i>	Positive impact for pupils who have access to musical lessons. Pupils able to access orchestra and potential scholarship to secondary education. Raises pupils' aspirations and life chances.	5
<i>Break and lunchtime nurture and additional support in place to support pupils with trauma and SEMH needs and additional TA support. £21 000</i>	EEF Effective SEL Report (Social Emotional Learning) Positive impact on pupils being able to communicate and self- regulate their emotions.	5

Total budgeted cost: £105,340

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 2023 to 2024 academic year.

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
SHINE	Rising Stars
NTS	Rising Stars
White Rose Maths	White Rose Maths
RWI	Read Write Inc Ruth Miskin

Service pupil premium funding

Standardised teacher administered tests:

Teacher Assessment 2023/24				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2022/23 Teacher Assessment	7	EXS 71% (5/7) GDS 14% (1/7)	EXS 43% (3/7) GDS 0% (0/7)	EXS 43% (3/7) GDS 14% (1/7)
Outcomes for Y1 PP Phonic Screening	7	85.7% (6/7)		
Outcomes for Y2 PP pupils 2022/23 Teacher Assessment	10	EXS 40% (4/10) GDS 10% (1/10)	EXS 40% (4/10) GDS 10% (1/10)	EXS 40% (4/10) GDS 10% (1/10)
Outcomes for Y3 PP pupils 2022/23 Teacher Assessment	11	EXS 64% (7/11) GDS 0% (0/11)	EXS 64% (7/11) GDS 0% (0/11)	EXS 64% (7/11) GDS 9% (1/11)
Outcomes for Y4 PP pupils 2022/23 Teacher Assessment	13	EXS 62% (8/13) GDS 0% (0/13)	EXS 23% (3/13) GDS 0% (0/13)	EXS 54% (7/13) GDS 8% (1/13)
Outcomes for Y5 PP pupils 2022/23 Teacher Assessment	17	EXS 41% (7/17) GDS 12% (2/17)	EXS 18% (3/17) GDS 9% (1/17)	EXS 29% (5/17) GDS 12% (2/17)
Outcomes for Y6 PP pupils 2022/23 Teacher Assessment	12	EXS 50% (6/12) GDS 0% (0/12)	EXS 41.67% (5/12) GDS 0% (0/12)	EXS 58.33% (7/12) GDS 8.33% (1/12)
Strategy used 2023/24:		Evaluation:		

<p><u>Teaching:</u></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (KSV docs)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p><u>Teaching strategies:</u></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer.</p> <p>Outcome: As a result of the improved curriculum offer and quality of teaching and learning, the school was judged as ‘good’ during Ofsted inspection March 2022, including ‘good’ for the quality of education.</p> <p>All pupils accessed a wide curriculum offer. Outcomes for PP pupils across year groups was consistent and positive (see attainment above).</p>
<p><u>Targeted support:</u></p> <p>Targeted booster support and recovery programmes for Pupil Premium pupils in order to enable vulnerable pupils to make progress.</p> <ul style="list-style-type: none"> - Additional TA support deployed for interventions/ tutoring following lockdown - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all Pupil Premium pupils read regularly to practice skills and improve fluency. - Train TA’s to expertly respond the AFL when supporting pupil premium pupils in the classroom - Teacher taught Pupil Premium interventions 	<p><u>Targeted support strategies evaluation:</u></p> <p>Additional interventions were in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for some Pupil Premium pupils improved – see data above.</p>
<p><u>Other approaches:</u></p> <p>Fund wider opportunities, including musical scholarship opportunities and access to a learning mentor to support mental health, trauma and counselling of individual pupils.</p>	<p>THRIVE practitioners trained and deployed to work with pupil premium children.</p>