



Accumulating Advantage For All



Torre C of E Academy Pupil premium strategy statement 2023–2024

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

Detail	Data
School name	Torre C of E Academy
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021–2024
Date this statement was published	October 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Governing body
Pupil premium lead	Laura Kendell
Governor / Trustee lead	Christopher Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,495
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£142,980

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

- See our Trust wide *plan 'Accumulating Advantage for all'*

In a changing world we recognise the need to ensure that our Curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our Curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

Our aims for our disadvantaged pupils

- Our aim as a Trust is to ensure that all pupils accumulate advantage based on the high quality experience that we offer them through our Curriculum and enquiry based approach to learning.
- Our Curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that all pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life long skills that enable learners to overcome any barriers to learning and future successes.

Objectives for our disadvantaged Pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed those who are not disadvantaged by implementing our strategy plan. The ACE curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently or previously experiencing disadvantage.
- All disadvantaged pupils will be equipped, academically, socially, culturally and emotionally to continue to make progress at their Secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers and healthy thinkers.

Our current pupil premium plan focuses on the following goals (see 'Accumulating advantage for all' booklet for more detail)

Strong Leadership that drives:

- Equity through an enriched curriculum (including high quality, well researched and impactful interventions)
- A culture of high quality care
- Food and Nutritional Education
- Effective parent/carer partnerships
- Development of Early Oracy and ongoing oracy skills

Our strategy plan is based on the following key principles-

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils show that disadvantaged pupils do not typically have the same cultural awareness and aspirations as some of our non-disadvantaged pupils.
3	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and appropriate socialisation opportunities, challenges particularly affect disadvantaged pupils, including their attainment.

	Many children across the school – including disadvantaged children, need support with play and dealing with disagreements in the playground.
4	Across all year groups the disadvantaged gap is the largest in writing. Some of our pupils struggle with written tasks and have negative attitudes towards sustained pieces of writing. Our ACE curriculum is allowing us to challenge these mindsets, although writing outcomes are lower across the school than other subjects
5	Absence and persistent absence is a significant contributing factor to our pupil premium children not achieving as well as non-pupil premium children. Average attendance for this group of pupils is currently 93% .
6	36% of children on our PP register are our most vulnerable disadvantaged pupils have had previous trauma in their lives and this continues to impact on their lives.

Intended outcomes - see 'Accumulating Advantage for all'

Intended outcome	Success criteria
<ul style="list-style-type: none"> ● A Curriculum for Excellence The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing 	<ul style="list-style-type: none"> ● As a result of careful and focused monitoring our PP pupils are becoming successful learners ● Journals reflect progress made in all three areas- metacognition, character education and academic excellence (see individual PP tracker) ● The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference by the end of KS2 ● As a result of a range of intervention and strong phonics teaching, disadvantaged pupils make accelerated and sustained progress in all writing tasks. ● Pupils at risk of underachieving in Year 6 have a teacher mentor on a 1:1 basis and receive x2 sessions per week of 20 minutes. ● Additional tuition and intervention is provided in all year groups to PP pupils as a priority.
<ul style="list-style-type: none"> ● Oracy and Language Acquisition All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively 	<ul style="list-style-type: none"> ● Language link programme demonstrates improved language skills ● Oracy approach (across the curriculum) is evident in terms of key outcomes for pupils ● Our reading strategy is ensuring that by the time children reach Y6 all children are at least at the expected standard, including those on our SEND register ● PP children are read with daily, prioritised by class teachers and TA's. Pre-teach of vocabulary is introduced to children and explained prior to provide more opportunities for children to be successful. ● Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects. All classes regularly using the 'vocab cards' to ensure retrieval of learnt vocabulary
<ul style="list-style-type: none"> ● Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners 	<ul style="list-style-type: none"> ● Take up of ASCs is high and pupils are clearly gaining through these experiences ● All disadvantaged pupils attend residentials, which are partly funded by the school ● The school seeks meaningful opportunities to broaden pupils horizons eg visiting authors, musical workshops and innovative subject days at our local Secondary schools

<ul style="list-style-type: none"> ● High quality care through SEMH support is ensuring excellent wellbeing and readiness for learning 	<ul style="list-style-type: none"> ● Pupil outcomes have improved in all areas (academically, socially, emotionally, culturally) ● Pastoral support is well matched to individual need ● Soft data (BOXALL) demonstrates that identified pupils are developing their ability to understand and regulate their emotions.
<ul style="list-style-type: none"> ● Food and Nutrition Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education 	<ul style="list-style-type: none"> ● All pupils will have access to free breakfast on entry to school every morning through the National Breakfast programme. ● Families invited to a 'family bake' session to celebrate the course and grow the club ● Children take part in food technology sessions where they develop their cooking skills ● PP children have access to high quality food throughout the school day, being hungry in school is never an issue.
<ul style="list-style-type: none"> ● Parent/carer partnerships are strong and parents are increasingly able to support their children's well being and learning 	<ul style="list-style-type: none"> ● Improve attendance of disadvantaged pupils to 95% ● Prioritise parent meetings and workshops for children with insufficient resources ● Continue to ensure all parents take part in learning enquiry outcomes where parents have the opportunity to share learning, journals and other engaging outcomes. ● 90% of parents when survey will state that they feel confident supporting their child's learning at home through access to our regular parent workshops. ● SENDCO and EP coffee morning is well attended by PP families

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,895.36 (HLTA and SLT member)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Use of language link and other oracy strategies to develop communication skills in the Early Years and KS1	Early Reading framework – Section 2: developing Talk and Appendix 2 EEF – Oral Language Interventions	1,4
2) Deliver impactful and bespoke nurture sessions that allow pupils to develop strategies around social skills, self regulation and self expression	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	3
3) Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	2
4) Continue to maintain standards in reading though our whole school reading approach Smaller phonics groups for targeted RWI support.	EEF- Targeted Academic Support EEF - Early Reading framework – Section 2: developing Talk and Appendix 2 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes	1, 5

	Implementing a systematic programme (ERF) Early Reading Framework – Section 5: Building a team of experts	
5) Deliver pre teaching sessions and targeted interventions to close gaps for lower attaining children		all
6) Adopt the ACE Curriculum and work with all schools across the Trust to embed the curriculum and approaches including attendance at Executive Leadership Team Meetings ((ELTMs) and Trust Improvement Groups (TIGs). Engage with peer reviews across the Trust.	Leaders working alongside can have an impact on improving quality first teaching: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev	All
7) Ensure Quality First Teaching by curriculum leaders having curriculum time to work alongside and coach teachers. This should lead to the gap closing and improved academic attainment of the disadvantaged.	Leaders working alongside can have an impact on improving quality first teaching: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev	All
8) Focus on metacognition in all lessons (as part of the ACE Curriculum) to support all learners. Focus on metacognition in staff professional development and in all monitoring activities. This should lead to the gap closing and improved academic attainment of the disadvantaged. Work with the MAT to develop pedagogy.	Evidence shows that children knowing themselves, how they learn, how they tackle tasks and then what strategies they have available to them which are best for the job impacts greatly on their ability to learn: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation	
9) Weekly phonics CPD training led by our reading leader for all TAs and teachers delivering phonics. 20 mins/weekly	Leaders working alongside can have an impact on improving quality first teaching: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev	1,4



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

Budgeted cost:

Family support teacher/Mental Health Lead: £22,919.26

Nurture trained professional leading provision: £18,755.52 (HLTA)

Nurture qualified MTA to support at lunch time: £3139.83

Boxall: £600

Saints Southwest coach every lunchtime to support social skills and resilience: £6,650

Nurture Network membership: £100

Nurture consumables budget: £500

Tutoring: £6364 (Recovery Premium to subsidise the School Led Tutoring Grant)

SENDCo x1 afternoon per week: £7340.33

11 teachers providing 40 minutes of mentoring for pupils 1:1 each week: £11,154 (average)

TOTAL: 77,521.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring -Read, write Inc	EEF – one to one tutoring	1,4
1:1 targeted tuition for all PP Year 6 pupils with a teacher. 40 minutes a week for a year	EEF – one to one tutoring	1,4
Additional reading support (including Fresh start -1 to 1)	Early Reading Framework – Section 5: Building a team of experts	1,4
1:1 and group fluency intervention - Language link	EEF – improving literacy at KS2	1,4
Targeted support plans for individual PP pupils delivered by support staff.	EEF – Follow the Asses, Plan, Do, Review process	All
Teachers prioritise pre-teaching in writing for most disadvantaged pupils (vocabulary checks, gathering ideas, plans for writing)	EEF – one to one tutoring	4

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

Budgeted cost –

Family support teacher/mental health lead: (approx. one day per week) £11,046

National breakfast programme subsidised:

School uniform vouchers, fruit, milk, swimming, clubs and trips: £10,000

Two pastoral lead teaching assistants- £14533.10 and £13461.76

Total: £49,040.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco/Nurture support to support disadvantaged families with Parenting advice, individual pupil support and referrals for escalated support .	EEF – parental engagement	3
Nurture clubs provision and support for CFC pupils to ensure bespoke interventions and programmes for individual pupils	EEF – behaviour interventions	3, 6,
Breakfast club when required to ensure a soft start regulation time.	EEF – Magic Breakfast Club	3
Subsidised residential and trips	EEF – wider opportunities	2
SENDco/Nurture support to support disadvantaged families with	EEF – parental engagement	3

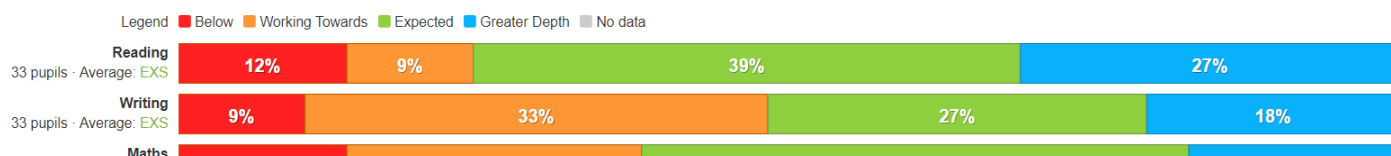
Parenting advice, individual pupil support and referrals for escalated support .		
Fruit and milk provided daily for pupils not entitled to free under 7s and under 5s.	European Commission: "Consumption of fresh fruit, vegetables and milk in the European Union does not meet international or national nutritional recommendations. On the other hand, consumption of processed food, which is often high in added sugar, salt, fat or additives, is on the rise. Unhealthy diets, together with low physical activity, result in obesity. This is why the EU takes action to encourage children to follow a healthy diet and lifestyle." Providing free milk and fruit supports disadvantaged children to have a healthy and balanced diet improving focus in lessons.	All
Breakfast programme in place providing free breakfast for every child on arrival to school.	https://www.family-action.org.uk/what-we-do/children-families/breakfast/	All
Community lunches will be offered where families will be invited into school to join their child for a hot meal PP children are well fed in school, they have good access to food and being hungry is never an issue – nurture group leads to monitor and check in The cook supports curriculum learning experiences by engaging in cooking with the children and encouraging them to try different foods.	European Commission: "Consumption of fresh fruit, vegetables and milk in the European Union does not meet international or national nutritional recommendations. On the other hand, consumption of processed food, which is often high in added sugar, salt, fat or additives, is on the rise. Unhealthy diets, together with low physical activity, result in obesity. This is why the EU takes action to encourage children to follow a healthy diet and lifestyle."	All
Saints Southwest coach supports lunchtimes by structuring social activities linked through sport for key children who struggle with building and maintaining relationships. This impacts on the children's ability to remain regulated during less structured time and has a positive impact on the curriculum once they return to class.	https://outdoorplayandlearning.org.uk/the-opal-primary-programme/	3
Pastoral support teaching assistant based in every team across the school. Working with vulnerable pupils and their families. Coordinating and provide pastoral support, attendance support and nurture throughout the school day.	EEF – parental engagement	

Total budgeted cost: £148,458.02

Part B: Review of outcomes in the previous academic year

Findings relating to our disadvantaged pupils were as follows:

2022/2023 Whole school outcomes for Disadvantaged pupils



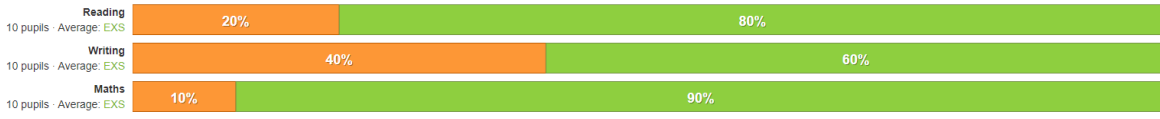
EYFS

Attainment Overview for Pupils (from 2022-2023) in Reception, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment

Print

Reception

Legend Below Working Towards Expected Greater Depth No data



Y1

Attainment Overview for Pupils (from 2022-2023) in Year 1, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment

Print

Year 1

Legend Below Working Towards Expected Greater Depth No data



Y2

Attainment Overview for Pupils (from 2022-2023) in Year 2, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment

Print

Year 2

Legend Below Working Towards Expected Greater Depth No data



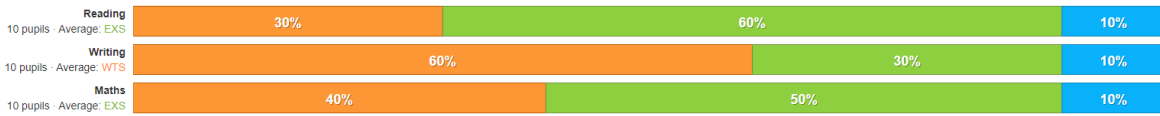
Y3

Attainment Overview for Pupils (from 2022-2023) in Year 3, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment

Print

Year 3

Legend Below Working Towards Expected Greater Depth No data



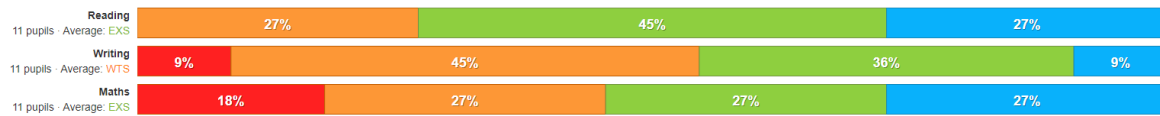
Y4

Attainment Overview for Pupils (from 2022-2023) in Year 4, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment

Print

Year 4

Legend Below Working Towards Expected Greater Depth No data



Y5

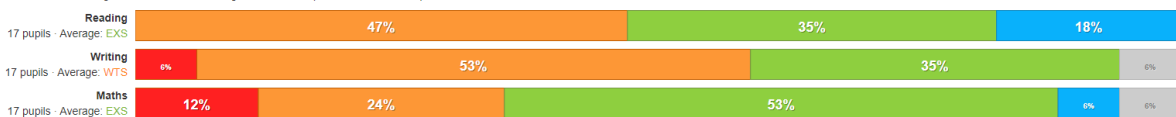
Y5

Attainment Overview for Pupils (from 2022-2023) in Year 5, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment

Print

Year 5

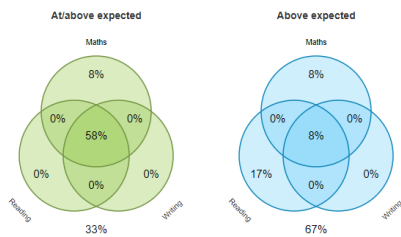
Legend Below Working Towards Expected Greater Depth No data



Y6



Combined attainment



Main Findings

Intended outcome	Success criteria	21/22	22/23	23/24
<p>The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing</p>	As a result of careful and focused monitoring our pupils are becoming successful learners (see ACE SL outcomes)			
	Journals reflect progress made in all three areas- metacognition, character education and academic excellence (see individual PP tracker)			
	The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference by the end of KS2 for reading			
	As a result of strong phonics teaching, disadvantaged pupils make accelerated and sustained progress in their writing.			
<p>Oracy All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively</p>	Language link programme demonstrates improved language skills for all.	Not in place		
	Our reading strategy is ensuring that by the time children reach Y6 all children are at least at the expected standard			

	Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects. All classes regularly using the 'remote control' cards' to ensure retrieval of learnt vocabulary	Yellow	Green	
	Our oracy approach (across the curriculum) is evident in terms of key outcomes for pupils.	Red	Yellow	
	Language link programme demonstrates improved language skills for all pupils taking part in interventions	Grey	Yellow	
Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners	Take up of ASCs is high and pupils are clearly gaining through these experiences	Red	Yellow	
	The school seeks meaningful opportunities to broaden pupils horizons eg visiting authors, musical workshops and innovative subject days at our local Secondary schools. This is raising aspirations for children and providing enriching experiences	Yellow	Green	
	All disadvantaged pupils attend residential, which are partly funded by the school. Pupils participate in a wider range of sports, team games and develop ACE character traits.	Red	Yellow	
High quality care through SEMH support is ensuring excellent wellbeing and readiness for learning	Pupil outcomes have improved in all areas (academically, socially, emotionally, culturally) as a result of our nurture support and bespoke interventions	Yellow	Light Green	

	Pastoral support is well matched to individual need. The school has achieved Trauma informed accreditation ensuring all staff understand the importance of highly effective relational awareness and good mental health for all			
	Soft data identifies that pupils are developing their ability to understand and regulate their emotions			
Food and Nutrition Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education	All pupils have access to free breakfast on entry to school and this in turn supports attendance and readiness to learn			
	Children take part in food technology sessions where they develop their cooking skills. Outcomes are shared with families and healthier eating options are explored and adopted by families.			
	All children have access to high quality food throughout the school day, being hungry in school is never an issue.			
Parent/carer partnerships are strong and parents are increasingly able to support their children's well being and learning	Improve attendance of disadvantaged pupils to 95%.			
	Prioritise parent meetings and workshops for children with insufficient resources. E.g phonics workshops to ensure improved engagement with home learning			
	Continue to ensure all parents take part in learning enquiry outcomes where parents have the opportunity to share learning, journals and other engaging outcomes			
Intended outcome	Success criteria	RAG	RAG	RAG

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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