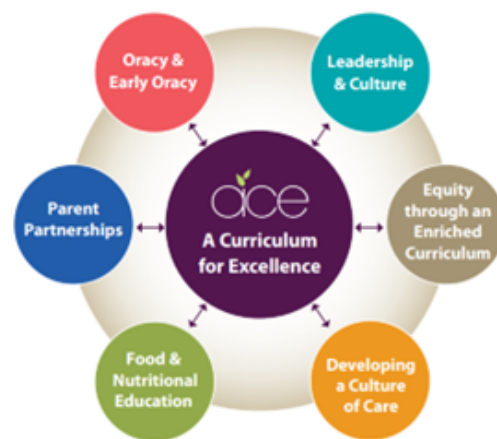




Accumulating Advantage For All



Torre C of E Academy Pupil Premium Strategy Statement 2021–2024

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	320
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Reviewed by Torre C of E Academy Local Governing Body and approved by the ACE Board of Trustees
Pupil premium lead	Suzanne Julyan
Governor / Trustee lead	Christopher Thorpe

Funding overview

Detail	Amount
--------	--------

Pupil premium funding allocation this academic year	£106, 645
Recovery premium funding allocation this academic year	£13,340
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	£119,985

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	<p>Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Assessments and observations show that pupils' ability to succeed in maths during mixed age teaching is limited. This is further hampered by pupils needing more support from adults in lessons which is challenging in a group of 30 pupils</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Boys make notably more progress in maths than girls.</p>
2	<p>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.</p>
3	<p>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.</p>
4	<p>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 socialisation opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

Many children across the school – including disadvantaged children, need support with play and dealing with disagreements in the playground.

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"> ● The ACE Curriculum is fully implemented, ensuring metacognition is considered in all planning and teaching ● As a result of careful and focused monitoring, our PP pupils become successful learners ● Journals reflect progress made in all three areas- metacognition, character education and academic excellence (see individual PP tracker) ● Pupils' maths work shows accelerated progress for disadvantaged pupils ● The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference ● Pupils in Y6 and Y2 at risk of underachieving have the opportunity to receive additional tuition ● All PP pupils own at least one book of their own to read for pleasure ● All PP pupils in Y6 at risk of underachieving have a teacher mentor on a 1:1 basis and receive x2 sessions per week of 20 mins mentoring
<ul style="list-style-type: none"> ● Oracy All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively 	<ul style="list-style-type: none"> ● The Speech and Language Toolkit demonstrates improved language skills ● Oracy approach (across the curriculum) is evident in terms of key outcomes for pupils ● Mathematical talk has a clear impact on outcomes ● PP children are prioritised by class teachers and TAs in reading sessions. ● 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 ● Vocabulary is identified on knowledge organisers ● Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
<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, trips and visits ● A range of enrichment opportunities are available to ensure interests of as many pupils as possible are piqued

	<ul style="list-style-type: none"> ● Outdoor Play and Learning (OPAL) supports the school in ensuring that play is purposeful, engaging and beneficial ● There is a reduction in behavioural incidents occurring during social times
<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) ● Soft data (eg.g Thrive assessments and Boxhall scores) demonstrate that identified pupils are developing their ability to understand and regulate their emotions ● Pastoral support is well matched to individual need
<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 PP children are given opportunity to attend a cookery club ● Families invited to a 'family bake' session to celebrate the course and grow the club ● PP children are well fed in school, they have good access to food and being hungry is never an issue ● Community lunches are offered
<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"> ● Attendance of disadvantaged pupils is at least 95% ● 90% of parents when surveyed feel they are able to support their child's learning and well-being with support from the school

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£38,801.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted maths teaching to smaller, single age year groups (maximum of 23 children per teaching group from Y1 - Y5 and 14 in Y6). Teaching from a maths specialist in Y5/6.</p>	<p>There is no strong evidence to support a negative impact of mixed age maths teaching – achievement is linked to the quality of the teaching. However this paper refers to some of the challenges of mixed age teaching and suggests that teachers in mixed-age classrooms need to work particularly hard on engagement, interaction, discipline, and feedback, to acknowledge the gender dynamics and avoid potentially negative impact on girls' self-efficacy and progress.</p> <p>https://insight.cumbria.ac.uk/id/eprint/5805/1/Mixed%20Age%20Teaching%20and%20Mastery%20Maths%20TEAN%202020%20Pete%20Boyd.pdf</p> <p>Small class sizes can accelerate progress by 2 months:</p>	1

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Research about Teaching for Mastery and providing a coherent conceptual journey (Ofsted latest research review for maths talks about :</p> <p>Successful curriculum progression is planned from the beginning of a pupil’s education through focusing on core content, to develop pupils’ motivation and to allow more breadth and depth later.</p> <p>Sequences of learning allow pupils to access their familiarity with the facts and methods they need in order to learn strategies for solving problem types.</p> <p>Curriculum progression is by intelligent design rather than by choice or chance.</p> <p>Single year groups support securing key knowledge, skills and understanding as designed in the national curriculum.</p>	
<p>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).</p> <p>Engage with peer reviews across the Trust.</p>	<p>Leaders working alongside can have an impact on improving quality first teaching:</p> <p>https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev</p>	<p>1, 2</p>
<p>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.</p>	<p>Leaders working alongside can have an impact on improving quality first teaching:</p> <p>https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev</p>	<p>1,2</p>
<p>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.</p> <p>Work with the MAT to develop pedagogy.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	<p>1,2</p>
<p>Develop a progression in Oracy across the Trust and use this to ensure Quality First Teaching in this area by providing oral language interventions.</p>	<p>Oral language interventions are found to enable 6 months additional progress for pupils according to the EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2</p>

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

TOTAL: £86,333.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils with SEMH difficulties by offering a nurture provision, Thrive and being attachment aware to enable them to have a better chance of achieving ARE in R,W,M by the end of KS2 by including children in a Nurture Provision.</p> <p>Arranging pastoral support and mental health support for those needing it.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>
<p>Family support teacher supports families in a range of ways including to increase parental engagement. This includes offering parenting support, coordinating Team Around the Family/Child support, signposting to services, supporting with improving attendance and being a listening ear.</p>	<p>Parental engagement in children’s learning is associated with improved academic outcomes at all ages (e.g. Wilder 2014; Castro et al. 2015).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</p>	<p>1,2,4</p>
<p>Dog therapy – SENDCo, Nurture teacher and Headteacher work with individuals and groups to support SEMH to enable pupils to have a better chance at achieving ARE in R,W,M</p>	<p>According to the research, full-time school-based dogs can contribute significantly to a positive environment as well as have a positive impact on children and young people’s social and emotional development, behaviour and enthusiasm towards academia.</p> <p>https://ojs.cumbria.ac.uk/index.php/step/article/view/546</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>
<p>Thrive intervention to enable pupils to have a better chance of achieving ARE in R,W,M by the end of KS2.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>
<p>Tutoring for pupils in small groups for R,W,M.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Total: **£14,289.57**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with OPAL to improve play and social times. This will impact on the children's positive relationships and their ability to resolve conflict thus enabling them to focus on academics on returning to the classroom.</p>	<p>An unhappy playtime can result in children returning to the classroom not ready for their learning with teachers having to spend time resolving conflict.</p> <p>The Case for Play in Schools: A review of the literature - Commissioned by Outdoor Play and Learning (OPAL) CIC Researched and written by Ana Ardelean, Kate Smith and Wendy Russell. Sponsored by Sport England, October 2021</p>	<p>1,2,4</p>
<p>Fruit and milk provided daily for pupils not entitled to under 7s free fruit and under 5s free milk.</p>	<p>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.</p> <p>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."</p> <p>Providing free milk and fruit supports disadvantaged children to have a healthy and balanced diet improving focus in lessons.</p>	<p>1,4</p>
<p>PP children are given opportunity to attend cookery club 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.</p>	<p>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.</p> <p>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."</p>	
<p>School uniform vouchers provided.</p>	<p>Research shows that school uniform acts as a social leveller, promotes pride and belonging, drives up educational achievement and improves classroom behaviour. Providing vouchers for disadvantaged children for uniform gives them more chance of achieving ARE.</p> <p>'Shining a Spotlight on School Uniform' https://schoolwearassociation.co.uk/wp-content/uploads/2020/07/WA-Schoolwear-Association-Policy-Report-spreads-2.pdf</p>	

Funded extra-curricular activities.	<p>There is evidence that engagement in extra-curricular activities can improve academic performance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,3,4

Total budgeted cost: £139,424.47

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Findings relating to our disadvantaged pupils were as follows:

- At the end of KS2, there was a less than 10% gap in reading EXS and writing EXS between pupils eligible for pupil premium funding and those who were not
- At the end of KS2, there was only a 6% gap in reading HS between pupils eligible for pupil premium funding and those who were not and only a 2% gap in writing HS
- At the end of KS2, there was a higher percentage of pupils eligible for pupil premium funding than those who were not achieving HS in GAPS
- At the end of KS1, there was a 4% gap in maths EXS between pupils eligible for pupil premium funding and those who were not

There was a significant gap in maths at the end of KS2 and in reading and writing at the end of KS1. Reading, writing and maths combined had a significant gap at the end of all key stages.

Attendance 2021/22

All pupils (YR - Y6)	PP	Non-PP
92.74%	89.97%	94.01%

Behaviour

The gap has widened between the number of logged behavioural incidents between pupils eligible for pupil premium and those who are not when comparing 2021/22 with 2020/21. Many of our PP eligible pupils were not in

school during the pandemic and this may explain why there are fewer logged incidents for this group of pupils during this academic year.

Data for Harbour - measured by the Boxall Profile 2021/22

6 out of 9 pupils made good progress

2 out of 9 made progress, but less progress than expected

1 out of 9 did not make progress - this was due to exceptional circumstances