

## Pupil premium strategy statement

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	332
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Torre C of E Academy Board of Governors
Pupil premium lead	Suzanne Julyan
Governor / Trustee lead	Caroline Milner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,355
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,375

## Part A: Pupil premium strategy plan

### Statement of intent

Our school vision is, 'We live life in all its fullness'. In order to achieve this vision, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and use of the School-led Tutoring Grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### 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</p>

	Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	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.
4	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.  Many children across the school – including disadvantaged children, need support with play and dealing with disagreements in the playground.

### 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
Improved maths attainment for disadvantaged pupils at the end of KS2. There is no gender gap in the progress made by boys and girls (boys currently made markedly better progress than girls).	KS2 maths outcomes in 2024/25 show that there is less than a 5% gap between disadvantaged pupils and non-disadvantaged pupils meeting the expected standard.  Boys make better progress in maths than girls.
Improved English attainment for disadvantaged pupils at the end of KS2. There is no gender gap in the progress made by boys and girls (girls currently made markedly better progress than boys).	KS2 reading outcomes in 2024/25 show that there is less than a 5% gap between disadvantaged pupils and non-disadvantaged pupils meeting the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
To achieve and sustain improved relationships and social skills for all pupils in our school, particularly our disadvantaged pupils.	Observations and behaviour logs show that there is a reduction in incidents between children on the playground, particularly among the disadvantaged children. Pupil surveys show that children get along with each other for the majority of the time and that they know what to do if they have a disagreement with someone. Engagement in learning improves because of this.

## 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:

**£42,016**

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).</p> <p>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><a href="https://insight.cumbria.ac.uk/id/eprint/5805/1/Mixed%20Age%20Teaching%20and%20Mastery%20Maths%20TEAN%202020%20Pete%20Boyd.pdf">https://insight.cumbria.ac.uk/id/eprint/5805/1/Mixed%20Age%20Teaching%20and%20Mastery%20Maths%20TEAN%202020%20Pete%20Boyd.pdf</a></p> <p>Small class sizes can accelerate progress by 2 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></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>1</p>
<p>Effective and progressive vocabulary development across the school by working with ‘Classics for All’ including staff training and resourcing.</p>	<p>“The majority of findings support the claim that Latin helps with vocabulary, comprehension and reading development for English-speaking pupils. The specific impacts on Special Educational Needs pupils and in socio-economically challenging areas are particularly noteworthy. Bracke &amp; Bradshaw, 2017: 7”</p>	<p>2,3</p>

	<a href="https://classicsforall.org.uk/sites/default/files/uploads/Classics-for-All_ImpactReport2010-20_Screen.pdf">https://classicsforall.org.uk/sites/default/files/uploads/Classics-for-All_ImpactReport2010-20_Screen.pdf</a>	
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: <a href="https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&amp;context=professional_dev">https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&amp;context=professional_dev</a>	1,2
Focus on metacognition in all lessons 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. Lead practitioners released to meet with working party of MAT to develop pedagogy. Time given to enable them to disseminate this to the wider school community.	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a>	1,2

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

Budgeted cost:

**£70,585.69**

Tutoring costs taken from the School-led tutoring grant

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Arranging pastoral support and mental health support for those needing it. SENDCo to teach in this provision one afternoon per week to identify and support SEND.	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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,2,4
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.	Parental engagement in children's learning is associated with improved academic outcomes at all ages (e.g. Wilder 2014; Castro et al. 2015). <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</a>	1,2,4

<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><a href="https://ojs.cumbria.ac.uk/index.php/step/article/view/546">https://ojs.cumbria.ac.uk/index.php/step/article/view/546</a></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><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,4</p>
<p>Academic mentor to support in Y5/6.</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><a href="https://www.educationendowmentfoundation.org.uk/One_to_one_tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small_group_tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</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><a href="https://www.educationendowmentfoundation.org.uk/One_to_one_tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small_group_tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

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

Budgeted cost:

**£20,212**

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 the 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>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' <a href="https://schoolwear-association.co.uk/wp-content/uploads/2020/07/WA-School-wear-Association-Policy-Report-spreads-2.pdf">https://schoolwear-association.co.uk/wp-content/uploads/2020/07/WA-School-wear-Association-Policy-Report-spreads-2.pdf</a></p>	<p>1,4</p>
<p>Funded extra-curricular activities.</p>	<p>There is evidence that engagement in extra-curricular activities can improve academic performance:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>1,3,4</p>

**Total budgeted cost: £132,813.69**

## 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 2020 to 2021 academic year.

Sadly, since Covid, we have seen an increase in the need for mental health support and the need for referrals to the MHST service. However, in the pupil survey in June 2021:

96% of pupils say they feel safe in school, 94% say they know who to talk to if they have a problem and 80% say they can talk about how they feel

Pupils surveyed in June 2021 said:

'I learn useful skills to help me get a job when I am a grown-up' - 93%.

Sample of pupils eligible for PP in June 2021 survey:

'Doing well at school is important to me' - 90%

'I enjoy learning new things' - 100%

'I enjoy school' - 90%

Disadvantaged data:

EYFS – 51% GLD overall

23% PP who gained their GLD

63% Non PP who gained GLD

KS1 – R – 69%, W – 65%, M - 68% (EXS);

R – 27%, W – 14%, M - 21% (GDS)

KS2 - R – 78%, W – 67%, M - 33% (EXS);

R – 11%, W – 0%, M - 11% (GDS).

This has been hugely impacted by Covid and although there is still a gap, the non-PP pupils also did not meet the target.

### 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



## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Annual careers fayre for all pupils from Y2 to Y6 to raise aspirations.
- Character education to include opportunities for service and volunteering.  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions>
- Staff members participating in the NPQSL, NPQH and NPQEL.
- Utilising a [DfE grant to train a senior mental health lead](#).
- Continuing with our work with the Mental Health Support Team.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Arranging trips, visits and residential opportunities as well as visiting speakers.
- Working with 'Skills Builder' to further embed key skills into the curriculum to prepare pupils for the world of work.
- Promote and encourage membership of the Children's University.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

The Headteacher attended a 5 day EEF course – 'Making the difference to disadvantaged'. Key learning from this influenced CPD and this strategy.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.