

Teynham Parochial CEP School 2022/23

What is Pupil Premium?

The Pupil Premium is additional funding given to publically funded schools in England to raise the attainment and well-being of disadvantaged pupils and diminish the difference between them and their peers.

School overview

Metric	Data
Teynham CE Parochial Primary School	Primary school
Pupils in school	200
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£82,116
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	September 2023
Statement authorised by	Elizabeth Pearson
Pupil premium lead	Corinne Murray
Governor lead	Caroline Turvey

School context of children in receipt of Pupil Premium

Teynham Primary School has been a school that has grown over recent years and become the destination school of choice in the local area. Pupil Premium continues to rise this year, which could be a result of Covid-19 meaning more families fall into the criteria.

It should be noted that pupils who are allocated Pupil Premium *may* have Special Educational Needs.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
27%PP Sept 2022	17%	33%	33%	37%	27%	45%	27%

Statement of Intent

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 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

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To use a structured programme of professional development to train all support staff in basic phonics and the use of manipulatives
Priority 2	To raise the profile and importance of reading for pupils and parents
Priority 3	To target disadvantaged pupils to attain greater depth
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£11,900

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2023
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2023
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2023
Phonics	Achieve national average expected standard in PSC	July 2023
Attendance	Improve attendance of disadvantaged pupils	July 2023

Using research to inform how we spend the Pupil Premium money

The Education Endowment Foundation (EEF) is an independent grant making charity dedicated to breaking the link between family income and educational achievements, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. We have used their research on the cost versus impact of different strategies when deciding how to allocate funding:

Strategy	Months+	What we have done
Phonics	+4	An accredited phonics scheme is taught every day. Children are in learning groups based on phase. Careful tracking and regular assessments take place.
Social and emotional learning	+4	Jigsaw approach to PSHE taught in all classes. Pastoral Support Team used for social skills and emotional interventions.
Small group interventions	+4	Specific interventions taught by teaching assistants.
Meta-cognition and self-regulation	+8	Growth Mindset is embedded across the school and allows children to plan, monitor, evaluate and analyse their learning and attitude to learning.
Behaviour interventions	+4	Improved playground equipment. More adults on the playground leading specific games.

Early Years intervention	+5	Speech therapist employed one day a fortnight.
Feedback	+5	Streamlined marking code with consistent policy for KS1 and KS2. Developmental marking embedded for next steps or challenge.
Mastery learning	+5	Established mastery in maths through Teach, Practise, Apply method linked to Bloom's Taxonomy. Collaboration with subject leaders in RSCG.
DfE teaching maths in Primary guidance	+4	Resource to summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics.

Targeted academic support for current academic year

Measure	Activity
Priority 1	ERIC (Oral language intervention -EEF) evidence based 5months + Use ERIC in KS2 and RIC in KS1 to develop comprehension skills related to class books for all children.
Priority 2	Number sense (systematic number fact teaching) supported by NCETM KS1 number fact teaching daily to aid subitising, addition and subtraction facts
Priority 3	NELI – evidenced based language and literacy programme for Early Years (EEF+4 months)
Priority 4	Speech and Language – to provide speech and language therapist (fortnightly)
Barriers to learning these priorities address	To promote the profile of reading, comprehension and language skills
Projected spending	£42,700

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue wrap around provision for all children – Breakfast and After School Clubs (National Schools Breakfast Programme)
Priority 2	To monitor attendance for all children
Priority 3	To provide a rich set of experiences and opportunities for pupils to develop their talents and interests
Priority 4	Actively support the well-being of pupils
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,800

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are given enough time to embed Curriculum Maestro for planning, assessment and subject leader tracking	Inset days Curriculum Maestro training Subject leader non-contact time
Targeted support	Ensure enough time is given for Well-being/Resilience team to meet coach and actions for National Wellbeing Award	Team to meet regularly – have regular contact with coach and implement action plan

Pupil Premium 2020/2021

The details of impact that our Pupil Premium activity had on pupils in 2021/22 can be found on the updated strategy for 2021/22

Review - September 2023