



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Trimley St Martin Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024 2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Samantha Ross / Samantha Painter
Pupil premium lead	Samantha Ross
Governor / Trustee lead	Samantha Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,855
Recovery premium funding allocation this academic year	£3335
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	£35,190

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is vital that we consider the context of the school and the challenges faced within, alongside research conducted by the EEF. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Demography and School Context

Trimley St Martin Primary School is a single form entry school located in open countryside equidistant between the villages of Kirton, Falkenham and Trimley St Martin. It has good links to the seaside resort, and major port, of Felixstowe and is approximately 12 miles from the county town of Ipswich. Trimley St Martin Primary School has a mixed social demographic and although the school deprivation indicator is below average, the level of vulnerability in the school has risen over recent years.

Our ultimate objectives are to:

- ✓ Ensure that teaching and learning opportunities meet the needs of all the pupils
- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will: ➤
Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through AFL specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills- underdeveloped oral language skills and vocabulary gaps
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Cognitive and emotional need of an increasing number of pupils
4	Attendance and Punctuality issues.
5	Increasing numbers of children with attachment, anxiety and emotional deregulation
6	External factors – home situations, financial difficulties, inconsistent support from home, among some families, across all key stages, with reading/homework/self-regulation/organisational skills. This impacts on all areas of school life, including progress, attainment and behaviour.

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 attainment and progress in line with that of pupils not entitled to funding.	Achieve national average attainment and progress scores for reading, writing and maths.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Implementation of Twinkl Phonics scheme shows an increase in pupils passing the Phonics Screening Test in Y1 and decrease rechecks in Y2.	Achieve above national average expected standard in PSC in Y1 and Y2.
Increasing staff knowledge and capability in managing challenging situations.	Improvement in staff wellbeing and greater inclusion of those children with specific SEMH needs.
Improved attendance in school for all pupils, particularly our disadvantaged pupils who will be in school at least 96% of the time.	Sustained high attendance will show disadvantaged pupils are in school 96% of the time – in line with their non-disadvantaged peers. The numbers of pupils persistently absent will reduce to less than 2% - there will be no gap in the levels of disadvantaged pupils persistently absent when compared to non-disadvantaged pupils. PPG children make improved attainment and progress in reading, writing and maths.
Parents are actively engaged in their child's learning and promote a positive attitude towards education	Parental communication is effective. Parents attend parents' evenings. Parents support homework. Pupil's read regularly.

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: £ [17,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching across the school supported by informed staff training as appropriate.	EEF- Maximising Learning- The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from Disadvantaged backgrounds. This has been highly successful in the past. Use of intervention plans ensured that children made significantly better than average progress in reading, and mathematics. Use of TAs enabled higher adult to pupil ratios within classes to support teaching and learning.	1,2,3
Embed basic skills in Maths and English. Supported using activities on Numbots and Timetables Rock Stars for maths at school and at home. Twinkl for KS 1 and GORead in KS 2 at school and at home.	EEF- Improving Literacy- KS 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF- Improving Maths- KS 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths EEF- Improving Literacy- KS 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF- Improving Maths- KS 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,3
Maths: Fluency in Number (Years R and 1)- 2 nd Year	Teachers to engage with the most up to date thinking from the EEF TEEMUP Project utilising the expertise of TEEMUP leads. A 16-month CPD programme to support staff in Reception and Year 1 with developing children's mathematical understanding EEF- TEEMUP: Teaching Effective Early Mathematical Understanding in Primary Schools.	2,3

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teem-up?utm_source=/projects-and-evaluation/projects/teem-up&utm_medium=search&utm_campaign=site_search&search_term=TEE	
Twinkl Phonics (Extended in Y3 & 4 for identified children)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,2,3
SpeechLink assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made NELI intervention Implementation (targeted) and training impacting all Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. EEF- EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months), https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3
Further developing staffing to support therapeutic provision and to enhance outcomes for those with specific SEMH needs.	EEF- Metacognition and self-regulation (+7) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. By employing additional staff, we can better cater for the emerging needs of some of our children with complex SEMH needs – many of whom are requiring one to one support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,5
Staff CPD and resourcing additional behaviour support provision via Thrive and Choice Theory for staff working with pupils displaying challenging behaviour.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. EEF- Behaviour Interventions (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,5

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

Budgeted cost: £ [15,400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up: Teachers additional hours, including additional teaching hours in Y2 and Y6	The best available evidence from EFF indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3
Additional catch-up funding targeting pupils in Yr. 1/2, 3/4 and Yr. 5/6 specifically.	EEF- One to one tuition (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF – Small group tuition (+4), https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,2,3
Speech and Language Teaching assistant To screen all children on entry and bespoke programmes are put in place. School trained personnel to carry out language programmes re ELKAN	On entry to Reception, most children have low Language and Communication skills – 28% of cohort working within expected Nursery S+ range and 100% of disadvantaged children are working in the low Nursery B to S band. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 50% of disadvantaged children have significant SEND/ learning difficulties with additional medical needs. EEF- One to one tuition (+5) EEF- Individual instruction (+4) EEF- Oral language programmes (+6) Upon entry to school, low prior attainment linked directly to speech and language. Poor speech and language is directly linked to lesser academic outcomes and poorer financial security as an adult.	1,2
Additional phonics sessions targeted at disadvantaged pupils in Year 3 & 4	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	

who require further phonics support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [3190]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring – named staff Providing mentoring/pastoral support for individual/groups of children.	EEF- Metacognition and self-regulation (+7) and Social and Emotional Learning (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.	3,4,5,6
Develop school's own capacity to improve mental health. Continued up skilling and CPD opportunities using both the THRIVE approach and Choice Theory. (Choice Theory training supported by carried forward IOA funding) Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above).	EEF- Metacognition and self-regulation (+7) and Social and Emotional Learning (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	3,4,5,6
Support inclusion practically by	Ensuring children have equal access to opportunities as their peers and are well equipped to access learning will	4,6

<p>means of resources and direct funding to families.</p> <p>Contingency to support inclusion and access to broad rich Quality of Education reflecting curriculum aims.</p> <p>Theatre experiences, residential holiday, uniforms.</p>	<p>have a directly positive impact upon their learning. Children have a right to have their basic needs met.</p> <p>EEF- Arts participation (+3)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>To improve attendance so that overall attendance is in line with all pupils:</p> <p>Teachers to review attendance / punctuality of vulnerable pupils and flag concerns to HT.</p> <p>Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally.</p> <p>Teachers to devise strategies to overcome related issues.</p> <p>Teacher/HT to follow up with meeting with parents for all PP pupils who drop below 95%. Half-termly tracking of all PP (SEND and CP/CIN) pupils. Raise the profile of this group through communication with teachers, leaders and governors.</p>	<p>Improving attendance, the key for school leadership summary of research and case studies</p> <p>EEF T&L toolkit, parent engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4,6

Total budgeted cost: £ [£35,190]

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 2021 to 2022 academic year.

Year 6 data- % achieved age related expectations

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PPG Children</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
<i>Non-PPG</i>	<i>77%</i>	<i>73%</i>	<i>77%</i>

Year 2 data- % achieved age related expectations

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PPG Children</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
<i>NON-PPG</i>	<i>52%</i>	<i>48%</i>	<i>56%</i>

Internal data shows that pupils entitled to Premium funding did make the academic gains required to meet the same progress as those not entitled to Premium funding.

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No.	%	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress
All Pupils	161	100.0	48.3	54.4	6.1	48.7	54.8	6.1	48.0	54.0	6.0	48.2	54.4	6.2
Males	78	48.4	47.0	53.0	6.0	47.4	53.3	5.9	46.5	52.2	5.7	47.2	53.3	6.1
Females	83	51.6	49.5	55.8	6.3	49.9	56.3	6.4	49.3	55.6	6.3	49.2	55.5	6.3
FSM	19	11.8	46.0	52.0	6.0	46.2	52.4	6.2	45.6	51.6	6.0	46.1	52.2	6.1
Not FSM	142	88.2	48.6	54.7	6.1	49.0	55.2	6.2	48.3	54.3	6.0	48.5	54.8	6.3
Pupil Premium	20	12.4	47.0	53.3	6.3	47.3	53.8	6.5	46.6	52.9	6.3	47.0	53.4	6.4
Not Pupil Premium	141	87.6	48.5	54.6	6.1	48.9	55.0	6.1	48.1	54.1	6.0	48.4	54.6	6.2
SEN Support	21	13.0	47.1	53.0	5.9	47.7	53.7	6.0	46.7	52.3	5.6	47.0	53.0	6.0
Education, health and care plan	10	6.2	42.1	47.5	5.4	42.9	48.2	5.3	40.8	45.8	5.0	42.5	48.5	6.0
Not SEN	130	80.7	49.0	55.2	6.2	49.3	55.5	6.2	48.7	54.9	6.2	48.8	55.1	6.3

Alongside others, the attainment of pupils those in receipt of the funding is similar to that of all children.

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
Rapid	GL Assessment
GL Ready	GL Assessment
GoRead	BW Walch
TTRS	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Carried forward- Additional funding from Ipswich Opportunity Area to support whole school including PP children for SWERL project, Learning Behaviour Lead and Implementation Lead.