



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	199
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 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Samantha Ross / Lucy Ainsley
Pupil premium lead	Samantha Ross
Governor / Trustee lead	Lucy Ainsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,450
Recovery premium funding allocation this academic year	£3450
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	£40,900

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	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions
4	The attendance of pupils in receipt of pupil premium is below that of peers (89.3% to 93.7%) and a greater proportion are classed as persistent absentees
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. These 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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. 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.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
Implementation of Accelerated Reader and Rhino Reader scheme shows an increase in pupil's attainment in reading in Y2 & Y6 and across the school.	Achieve above national average expected standard in reading.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	Sustained high attendance will show disadvantaged pupils are in school 96% of the time. 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. Pupils 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: £ [19,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to 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. Rhino Readers for KS 1 and Accelerated Reader 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
Reading will be a key priority on the School Improvement plan 2023-2024. - Accelerated Reader to be introduced across Key Stage 2	See Improving Literacy in Key Stage 2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction'.	3

<p>- Whole Class Guided Reading approach to be reinvigorated across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning.</p> <p>- Particular focus on small group children in receipt of pupil premium funding not making progress in reading</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
<p>Consistent approach to the teaching of English across school following the teaching sequence model for writing phases.</p>	<p>EEF- Improving Literacy- KS 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The writing process, according to the EEF's 'Improving Literacy In Key Stage 2' guidance report, can be broken down into 7 stages: Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing</p> <p>EEF- Improving Literacy- KS 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Twinkl Phonics and Rhino Readers-KS 1 (Extended in Y3 & 4 for identified children)</p>	<p>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/</p>	1,2,3
<p>To work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 and Sustaining Teaching for Mastery.</p>	<p>Teachers to engage with the most up to date thinking and understanding to teach effective mathematical fluency</p> <p>A 1 year CPD programme to support staff in Reception and Key Stage 1 with developing children's mathematical understanding</p> <p>EEF- Improving Maths- KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>EEF Blog: TOLD: Four Evidence-informed principles to promote high-quality talk in Maths https://educationendowmentfoundation.org.uk/news/eef-blog-told-four-evidence-informed-principles-to-promote-high-quality-talk-in-maths</p>	2,3
<p>SpeechLink assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made</p> <p>Language Link intervention</p>	<p>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.</p> <p>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.</p>	1,2,3

<p>Implementation (targeted) and training impacting all</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>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</p>	
<p>Further developing staffing to support therapeutic provision and to enhance outcomes for those with specific SEMH needs.</p>	<p>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</p>	3,5,6

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
<p>Catch Up: Teachers additional hours, including additional teaching hours in YR and Y6</p>	<p>The best available evidence from EEF 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</p>	1,2,3
<p>Additional catch-up funding targeting pupils- Intervention TA appointed for Sept 2023 to lead</p>	<p>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.</p>	1,2,3

Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, and settling child into school in the morning.	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel 'Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year'.	5,6
Speech and Language Teaching assistant: To continue to screen all children on entry and bespoke programmes are put in place. School trained personnel to carry out language programmes re ELKAN (Additional TA to be trained Autumn 2023)	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 who require further phonics support.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

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

Budgeted cost: £ [6000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from Pastoral Lead for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.	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	3,4,5,6

<p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Pastoral Lead to :</p> <ul style="list-style-type: none"> - Offer parenting group sessions working on specific needs developed through a needs analysis. - CAF/ TAF process with vulnerable families- allowing them to access key services - Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions - Increased links with Pastoral team, SEND team and Health Professionals 	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
<p>Support inclusion practically by means of resources and direct funding to families. Contingency to support inclusion and access to broad rich Quality of Education reflecting curriculum aims. Theatre experiences, residential holiday, uniforms.</p>	<p>Ensuring children have equal access to opportunities as their peers and are well equipped to access learning will 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>	4,6
<p>Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel</p>	<p>Key findings of Forest Research:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p>	4,5

<p>confident to deliver. Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
<p>To improve attendance so that overall attendance is in line with all pupils:</p> <ul style="list-style-type: none"> - Teachers to review attendance / punctuality of vulnerable pupils and flag concerns to HT. - Attendance monitoring and meetings when needed. - Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. 	<p>Improving attendance, the key for school leadership summary of research and case studies</p> <p>EEF- 'We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	4,6

Total budgeted cost: £ [£40,900]

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 2022 to 2023 academic year.

Year 6 data- % achieved age related expectations

	Reading	Writing	Maths
PPG Children	80%	80%	60%
Non-PPG	72.7%	73.9%	82.67%

Year 2 data- % achieved age related expectations

	Reading	Writing	Maths
PPG Children	28.6%	28.6%	14.3%
NON-PPG	71.4%	61.9%	71.4%

Internal data shows that pupils entitled to Premium funding made comparable academic gains in reading, less in writing and more in maths compared to those not entitled to Premium funding.



Steps Progress Between Terms Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (172 pupils)

30 June 2023
Sum2 21-22 to Sum2 22-23

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ↕	% ↕	Sum2 21-22 ↕	Sum2 22-23 ↕	Progress ↕	Sum2 21-22 ↕	Sum2 22-23 ↕	Progress ↕	Sum2 21-22 ↕	Sum2 22-23 ↕	Progress ↕	Sum2 21-22 ↕	Sum2 22-23 ↕	Progress ↕
All Pupils	172	100.0	47.8	53.6	5.8	48.2	54.0	5.8	47.4	53.1	5.7	47.8	53.6	5.8
Males	93	54.1	46.8	52.6	5.8	47.3	53.0	5.7	46.1	51.9	5.8	47.0	53.0	6.0
Females	79	45.9	49.0	54.7	5.7	49.3	55.2	5.9	48.8	54.5	5.7	48.7	54.3	5.6
FSM	24	14.0	46.8	52.2	5.4	47.0	52.5	5.5	46.4	51.6	5.2	46.5	52.9	6.4
Not FSM	148	86.0	48.0	53.8	5.8	48.4	54.2	5.8	47.5	53.4	5.9	48.0	53.7	5.7
Pupil Premium	26	15.1	47.8	53.2	5.4	48.1	53.7	5.6	47.2	52.3	5.1	47.6	53.9	6.3
Not Pupil Premium	146	84.9	47.9	53.6	5.7	48.3	54.1	5.8	47.4	53.3	5.9	47.9	53.6	5.7
SEN Support	30	17.4	47.7	53.7	6.0	48.6	54.5	5.9	46.8	52.8	6.0	47.7	53.8	6.1
Education, health and care plan	13	7.6	42.9	47.6	4.7	43.4	48.2	4.8	41.4	45.9	4.5	44.0	48.8	4.8
Not SEN	129	75.0	48.4	54.2	5.8	48.7	54.5	5.8	48.2	54.0	5.8	48.3	54.1	5.8

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
BoomReader	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)

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