

# 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	Toddington St George Church of England School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	4.5% (14)
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Full Governing Board
Pupil premium lead	Mrs L Tompkins
Governor / Trustee lead	Mrs Murphy-Snape

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,700
Recovery premium funding allocation this academic year	£ 4,578
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	£ 42,278

# Part A: Pupil premium strategy plan

## Statement of intent

### **Vision**

The school uses the income from Pupil Premium to “*Light a Spark in Every Child*” and endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively and to rapidly close any gaps that exist in all subject areas. We also aim to ensure that all children have rich life experiences despite their economic backgrounds.

### **Principles**

Quality First Teaching is at the heart of our approach in order to ensure teaching and learning opportunities meet the individual needs of all the children.

We ensure appropriate provision is made for pupils who belong to vulnerable groups through delivering a rich, broad curriculum that offers meaningful life experiences.

We believe in developing all of our staff so that they are highly skilled in all aspects of their role and to ensure that their practice is current and effective in supporting the needs of all children in all aspects of school life.

We ensure that provision for socially disadvantaged pupils is personalised and appropriately targeted; we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged and proactively engage with our families to offer appropriate support.

Our Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

### **What are our aims and objectives on spending the pupil premium?**

Our school ethos ‘*Lighting a spark in every child*’ really values and highlights inclusion of all children and underpins everything we do. Our PPG is spent in line with our pupil premium policy to support the progress and learning of identified pupils. The aim is to narrow the gap in achievement between disadvantaged children and others at the school. We recognise that pupils may be subject to multiple disadvantages and that reasons for lack of progress or attainment, involve a range of factors, some of which are not easily affected by in-school actions.

Our aim of closing the gap can only be achieved where actions result in pupil premium children being more involved in the school community as well as having additional learning support as necessary. Pupil premium money will also be spent on actions to

impact on pupil's social, emotional and well-being so children are happy and mentally ready to learn.

### **How do we identify pupils at our school?**

We are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium Grant.

At our school Pupil Premium funding is allocated for individual used for one to one support or within a group of pupils identified as: FSM and Ever 6 children, Looked After Children, Service children and children having been identified as socially disadvantaged / subject to child protection plans, or identified as vulnerable as learners.

### **How do we know we are using the Pupil Premium effectively?**

The progress and attainment of all pupils and groups of pupils is monitored closely through the schools' pupil assessment and tracking systems. Pupil progress review meetings are held each term. During the tracking and review meetings, individual children's attainment is measured and reviewed. Interventions and targeted support are continually reviewed and adjusted to meet the needs of the pupils across the school.

### **Our offer**

A minimum of 10% of the PPG will be spent on "Lighting our children's sparks". This is a personalised, collaborative approach between parents, the child and the school. We jointly agree what the child needs in order to succeed and agree a plan. This can range from using the funding to fund or contributing to school uniforms, school trips, providing meals at school or paying for extra-curricular activities such as playing an instrument or attending a sports club.

Children who require additional support will have targeted interventions in addition to Quality First Teaching. These may be delivered by school staff or we may access and pay for professionals to work with the children.

Funding will be used to ensure that staff are highly skilled and regularly trained and developed.

## **Challenges**

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

Challenge number	Detail of challenge
1	<p>Low attainment for certain children</p> <p>Assessments, observations, and discussions with pupils indicate that reading skills (fluency and comprehension) are lower than expected.</p> <ul style="list-style-type: none"> <li>• Low vocabulary</li> <li>• Lack of reading/speaking and listening skills</li> <li>• Low aspirations</li> </ul>
2	<p>Family Circumstances</p> <ul style="list-style-type: none"> <li>• Low vocabulary or reading skills</li> <li>• Low aspirations</li> <li>• Lack of resilience</li> <li>• Low self-esteem</li> <li>• Lack of organisational skills</li> <li>• Inappropriate expectations placed on the pupil</li> <li>• Pre-occupation leading to limited attention span or engagement</li> <li>• Families not accessing or applying for the funding due to the potential stigma attached</li> </ul>
3	<p>Social emotional or behavioural difficulties</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment and socialisation opportunities (especially during school closure).</p> <ul style="list-style-type: none"> <li>• difficulty adjusting to boundaries or adult direction</li> <li>• disturbed or disrupted eating</li> <li>• over-reliance on technology</li> <li>• unmet need for a period of time due to school closures, lack of opportunities to socialise with peers and develop emotional literacy skills</li> <li>• lack of ability or stamina to focus throughout the school day</li> <li>• a proportion of our children are Post-Looked After Children and have suffered trauma as a young child</li> <li>• limited access to services to support rapidly as the waiting lists and demand have increased.</li> </ul> <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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Staff skill level and confidence impact on the quality of provision.</p> <ul style="list-style-type: none"> <li>• Developmental or cognition delay</li> <li>• ADHD</li> </ul>

- ASD including Asperger's Syndrome
- SEMH needs and provision

## 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
High levels of attendance	<ul style="list-style-type: none"> <li>• All children receiving funding to have at least the national average attendance.</li> <li>• Average attendance for disadvantaged pupils to be in line with non-disadvantaged pupils.</li> <li>• Careful monitoring and tracking shows PP attendance is not proportionately lower than other pupil groups.</li> <li>• Actions to remedy poor or dropping attendance are swift and timely. Liaison with the Class Teachers and SLT is timely and positive with parents/carers.</li> </ul>
Quality first teaching- improved outcomes in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• Quality First Teaching is provided for all children.</li> <li>• Targeted provision in class to be provided, to enable pupils to make accelerated progress.</li> <li>• Average attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.</li> <li>• All pupils attend all lessons as standard with interventions targeted outside the main lessons</li> <li>• Teachers and TAs have targeted and high quality CPD.</li> <li>• Quality First Teaching is reviewed internally and externally.</li> <li>• Additional CPD is given for subject leadership support.</li> <li>• Resources that are required are purchased.</li> <li>• Implement and review relevant programmes such as Little Wandle, White Rose Maths etc.</li> <li>• Children make rapid progress from their starting points.</li> </ul>
Targeted support and intervention by skilled staff	<ul style="list-style-type: none"> <li>• Strategies to ensure lesson content is understood and learned are in place through the full suite of assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>● Interventions where they happen show that the PP group are working at the right start points and making rapid progress</li> <li>● Additional interventions on offer for the children to access.</li> <li>● Staff receive high quality CPD and deliver interventions.</li> <li>● Monitoring of interventions demonstrate high impact and rapid progress.</li> <li>● External 'specialists' also provide CPD for specific training programmes such as Lift Off to Language, ELKLAN, Team Teach etc.</li> </ul>
<p>Funding is personalised to light each child's "Individual spark"</p>	<ul style="list-style-type: none"> <li>● Parents, children and staff all contribute to identifying what each child needs in order to "Light their Sparks".</li> <li>● Parents, children and staff fill in questionnaires to evidence the impact of the personalised provision.</li> <li>● All parties to feel included and to 'have a voice' with how the funding is best spent.</li> </ul>
<p>Increase opportunities for enrichment</p>	<ul style="list-style-type: none"> <li>● All disadvantaged children take part in enrichment activities.</li> <li>● Children have priority in accessing clubs.</li> <li>● An increased number of children access a range of activities.</li> <li>● School to offer free enrichment activities as well as invite experts in to deliver funded activities.</li> <li>● Workshops for Parents are accessible.</li> <li>● Parent Surveys indicate satisfaction with Toddington St George's extra-curricular and enrichment opportunities.</li> </ul>

## 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: £2,828 plus £4,578 of Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/Ta release time to engage in and embed CPD	<p>Baseline and end of intervention data details the impact.</p> <p>Strategies to provide QFT to support and maximise children's learning opportunities.</p> <p>Staff are trained with up to date teaching and learning strategies to meet the needs of all pupils.</p> <p>Strategies are shared with parents at workshops.</p> <p>Training responds to the needs of the staff and children within school.</p>	1, 2, 3 and 4
Little Wandle Phonics Programme for new staff	<p>Phonics approaches have a strong evidence base that impacts on children's early reading and spelling ability.</p> <p>DFE require an embedded programme.</p> <p>Assessments provide bespoke details about gaps in children's knowledge.</p> <p>EEF evidence.</p> <p>Phonics and reading workshops for parents ensure parents are skilled to support learning at home.</p>	1, 2, and 4
Little Wandle Resources	<p>Phonics approaches have a strong evidence base that impacts on children's early reading and spelling ability.</p> <p>DFE require an embedded programme.</p> <p>Assessments provide bespoke details about gaps in children's knowledge.</p> <p>EEF evidence.</p> <p>Phonics and reading workshops for parents ensure parents are skilled to support learning at home.</p> <p>High quality resources reinforce high standards and expectations. Staff and children have the resources they need.</p>	1, 2, and 4

<p>White Rose Maths CPD and resources</p> <p>TT Rockstars</p> <p>Numbots</p> <p>Fluency Ninja</p>	<p>White Rose Maths is created by experts and backed by research.</p> <p>The Concrete, Pictorial, Abstract approach is proven to support children's conceptual understanding.</p> <p>Practical resources are paramount for the concrete stage.</p> <p>Staff are supported with the theory behind Maths and know how to plan and deliver well sequenced lessons.</p> <p>Children are exposed to recall and problem solving.</p> <p>Termly data and pupil progress meetings demonstrates the impact of this.</p> <p>Children have the opportunity to practise their fluency and mathematical skills using online programmes.</p>	<p>1 and 4</p>
<p>Reading books</p>	<p>Children are exposed to rich language.</p> <p>Reading books are matched to the Phonics Programme which enables the children to succeed.</p> <p>High quality texts reinforce the importance and love of reading.</p> <p>Books appeal to children's interests.</p> <p>Our Library has been developed to further promote a love of reading.</p>	<p>1, 2, 3 and 4</p>
<p>Interventions (including CPD for staff)</p>	<p>Baseline and end of intervention data details the positive impact.</p> <p>Parents, children and staff have a joined up approach to support individual children's needs.</p> <p>Closing the gaps develops children's confidence and enables them to keep up with their peers.</p>	<p>1, 2, 3 and 4</p>
<p>Subject leadership CPD</p>	<p>Staff are skilled within their subjects and across the curriculum.</p> <p>Staff are able to plan, deliver and assess a broad and balanced curriculum.</p> <p>Opportunities are available to develop children's cultural capital by giving them life experiences.</p>	<p>1, 2, 3 and 4</p>
<p>Resources to support the curriculum and interventions</p>	<p>SEND/PP tracking.</p> <p>Termly pupil progress meetings with teachers.</p> <p>Provision monitored for effectiveness.</p>	<p>1, 2, 3 and 4</p>



Specialist provisions for pupils e.g., writing slopes	Targeted supported can help to raise standards and meet individuals' needs. Resources support children as they have the adjustments they require in order to succeed. Parents are aware and are able to use resources at home too.	1, 2 and 3.
Whole staff CPD on Walk-thrus management approach by Tom Sherrington	A whole school approach is essential for consistency and embedding and improving teaching practice.	2, 3 and 4

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

Budgeted cost: £23,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist	Support from Professionals can help to identify the challenges children face and can offer strategies staff can implement. They may also be able to make diagnosis where appropriate and relevant.	1, 2, 3 and 4
Play Therapy	Developing children's Social, Emotional and Mental Health supports them to access all aspects of life including the curriculum. The impact can be measured using SDQs and Leuven scales.	1, 2, 3 and 4
1:1 adult support/tutoring	EEF- targeted programmes can help support children's needs and close gaps. Impact can be measured using pre and post data.	1, 2 and 4
Targeted daily interventions	EEF- targeted programmes can help support children's needs and close gaps. Impact can be measured using pre and post data.	1, 2, 3 and 4

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

Budgeted cost: £11,485

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Team Teach training	Staff can support children to keep themselves and others safe with a recognised programme and bespoke training.	3
HLTA to do targeted SEMH interventions	Research demonstrates that children will not be able to learn unless they are emotionally and mentally ready. Children will be able to regulate their emotions with support and/or independently.	3
Funds made available for school uniform for those who require it.	EEF School uniforms are thought to complement the development and support of a whole school culture and approach. Children feel part of the whole school.	2
Funds for children to access enrichment opportunities	Children have access to the same opportunities as their peers. Research is proven regarding Cultural Capital.	1 and 2
Free school meal payment	Children are able to access a free, hot and healthy meal at least once daily.	2
Embedding principles of good practice set out in the DFE's Improving School's Attendance advice	Research proves that high attendance impacts learning. Children have opportunities to learn from professionals.	1 and 2
Workshops for parents	Research proves that working collaboratively with parents improves outcomes. Gain pupil and parent voice on where they feel support is needed.	1, 2 and 4
Commando Jo	Team building through physical activities. Emotional regulation, resilience and life skills.	1, 2 and 3
New school system Arbour	Supports monitoring of attendance and communication with parents. Provides the opportunity to analyse data to identify and track pupil's progress across curriculum areas.	1 and 4

**Total budgeted cost: £42,278**

## 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 2022-23 academic year.

CPD was carried out for support and new staff with a particular focus on Reading, Writing and Maths. Further work will continue to embed these elements.

Curriculum Maestro was purchased to support the development of the curriculum, this ensured progression across each term and from Nursery to Year 4.

Play therapy and Drawing and Talking therapy was provided for children with SEMH needs, there was an increased number of children with needs in 2022-2023.

Accelerated Reader was purchased and introduced in order to raise the profile of reading and enable children reach their full potential. This has also helped to develop consistency and progression across the school.

Adult support was deployed to meet the needs of the children, in some cases this was 1:1 and in most cases this was through offering support to small groups through interventions.

Targeted support was provided for children who need it. Individuals had a personal budget and this contributes to their cultural capital with music lessons and extra curricular activities.

As a school, children have a variety of clubs they can access such as choir, french, sports and curriculum opportunities.

### 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
Play Therapy	Chris Horwood/Natalie Taylor

