# 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

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| Detail | Data |
| School name | Tweedmouth West First School |
| Number of pupils in school | 114 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | February 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by |  |
| Pupil premium lead | Anne Robertson |
| Governor / Trustee lead | Julie Riley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,545 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £25,545 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * *Our aim is to ensure that no child is unable to access all the school has to offer because of financial barriers. Funding will be used to ensure equality for all pupils.* * *That all children, irrespective of their background or the challenges they face, make good progress, and achieve well across all subject areas.* * *At the heart of our approach is Quality First Teaching.* * *We ensure that those children with special educational needs are at the heart of our school.* * *We respond to the needs of the children, and the Coronavirus pandemic has greatly affected our priorities. Wellbeing is still very much at the forefront of our teaching.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Speech, communication and language skills are low for many of our children. This has a major impact on their basic literacy skills learning. |
| 2 | Many of our PP children found it difficult to engage in remote learning, and we are now seeing the gaps in their knowledge and understanding. |
| 3 | The majority of our children are finding writing a particular challenge, as they did very little physical writing during lockdown, and have lost their stamina. Basic skills are missing particularly in our Key Stage 2 children. |
| 4 | Children find it difficult to identify and regulate their emotions, affecting their confidence and engagement with learning. |
| 5 | Financial constraints impact on children’s ability to access extra-curricular activities. |
| 6 | Children who do not have breakfast before coming in to school, or do not eat nutritious meals at home are finding learning more difficult. |

## 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.

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| Intended outcome | Success criteria |
| Improved communication skills throughout the school | Through referrals to Speech and Language Support children and staff will receive appropriate resources and strategies  Support staff to facilitate the interventions  Daily phonics teaching  Daily action words (Early Years and Key Stage 1)  Daily story read to each class |
| Children will be able to access the curriculum appropriate to their cohort | Through individual and group interventions, children will work at their own level until they are able to access their own cohort curriculum  Nurture groups – The Nest, Busy Bees, The Nook |
| Children’s writing will improve in terms of stamina, basic skills and quality | Daily story read to the children to give them a wider vocabulary, understanding of story structure, and plot invention  CLPE  Literacy Shed  Pie Corbett |
| Children will demonstrate improved emotional awareness and resilience | Whole school use of Zones of Regulation  Thrive  RSHE curriculum  Nurture Groups  Sensory Circuits |
| All children to be able to access the full offer from school | PP children to take a full part in school life, including after school clubs, school visits and breakfast club through subsidy  Individualised lunches to accommodate dietary demands (both physical and emotional needs are met) |

## 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: £8,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *2 members of staff trained Thrive practitioners* | Delivery of Thrive approach offering strategies in school and at home to meet the specific needs of children | 4 |
| *Zones of Regulation* | Whole school approach, allowing children to identify their own emotions, and to have strategies to regulate their feelings | 4 |
| *Mastering Number* | Embedding basic skills in early maths | 2 |
| *KIRF* | Fluency in number | 2 |
| Phonics | Daily phonics teaching (whole class and small groups) | 1 , 2 |

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

Budgeted cost: £12,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery of sensory support programme | Sensory circuits help children to focus at the start of the day, and then to be able to achieve | 4 |
| Nurture Groups | Groups operating to meet the specific needs of children, whilst allowing the class to benefit from Quality First Teaching. | 1, 2 , 3 , 4 |
| Phonics | Daily phonics sessions (Early Years & Key Stage 1) | 1 , 2 |
| Action Words | Connecting Action Words with phonics | 1 , 2 |
| CLPE, Literacy Shed, Pie Corbett, Drawing Club | Range of writing support | 3 |
| Support staffing | To enable intervention groups to take place | 1 , 2 , 3, 4 |

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

Budgeted cost: £5,545

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast Club subsidy | Children who have had breakfast are better able to concentrate in class.  Breakfast club allows parents to work and means that they are in school on time. | 5 |
| Wraparound Care | After school childcare allowing parents to work more convenient hours, or to provide respite. | 5 |
| Sensory Circuits | Regular sessions allowing children to concentrate on their wellbeing | 4 |
| Subsidising transport for school trips, visits etc.  Subsidising music lessons in school. | Children can take part in all aspects of school life without concerns about paying for extra-curricular/off site activities. | 5,6 |
| Lunches | Children with special dietary needs are accommodated, whether these needs are physical or emotional. | 6 |

**Total budgeted cost: £25,545**

# 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.

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| *Getting children back into the routines of school after lockdown was challenging. Assessing the children’s level of learning was the first priority, and this led to the need for much more personalised learning. Each class had a much wider range of knowledge, understanding and stamina, and this involved much more individual/group work.*  *Reading and writing have been supported through assessment, identifying weaknesses and addressing these through whole class teaching and intervention work.*  *The school continued its involvement with the Great North Maths hub, accessing training and resources across the school.*  *Staff maintained their Thrive practitioner status, and continue to support children and their families across the school.*  *Our Nurture Groups have become more important, as our level of high-needs children has grown in the school.*  *Parental engagement continued to be supported through Seesaw, or individual activities.* |

## 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*

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| Programme | Provider |
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