



## Two Village C of E Primary School

### 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	Two Village C of E Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Karen Jones
Pupil premium lead	Katherine Herbert
Governor / Trustee lead	Charlotte Little

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,550
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,451.05
<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	<b>£64,671.05</b>



## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Two Village aspirations in the local community can be low, which means that some of our pupils have limited experiences, particularly with regards to culture (the Arts) and their appreciation of the wider world. Children often enter school with a limited vocabulary and limited speaking and listening skills which impacts upon their learning in English, in particular. This results in a proportion of children not reaching age related expectations in these subjects and many not working above the expected standard. We want our children in receipt of pupil premium funding to attain at least as well as their peers in reading, writing and maths and to have developed the confidence, experience and skills to enable them to reach aspirational goals

At Two Village we aim to address the vocabulary gap for our pupils and develop their speaking and listening skills from the moment that they start school in Reception and throughout their time with us. We aim to develop children's language and speaking and listening skills through a focus on high quality reading materials, direct teaching of vocabulary, direct teaching of speaking and listening skills and the provision of many opportunities to develop these skills across the curriculum. We believe that this will enable us to address some of the children's barriers in reading and English. However, in addition to this, we will also provide high quality lessons in reading and writing for all pupils, supplementing this with evidence-based interventions and additional support where required.

In order to raise the aspirations of our pupils at Two Village and provide them with a range of experiences during their time with us, we have developed our curriculum to ensure that there are opportunities across the school for children to learn about the wider world, including learning about other cultures and global issues. In addition to this, we have introduced a life skills curriculum to equip our children with essential skills, that they may be lacking, but will require when they leave school.

Some pupils at Two Village also experience social and emotional difficulties which impact upon their learning. We therefore aim to provide them with the appropriate support to enable them to learn more effectively.

### Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and poor speaking and listening skills
2	Lower than average ability in reading and writing
3	Social and emotional difficulties
4	Poor attendance for some pupils
5	Low aspirations and experience of the wider world



**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
Improved vocabulary and speaking and listening skills	<p>Children speak with more confidence, using a wider vocabulary.</p> <p>Speaking and listening assessments show improvements</p>
Improved attainment for pupils eligible for pupil premium funding in reading, writing and maths, including more children achieving above age related expectations.	<p>Attainment of pupils in receipt of pupil premium funding increases in all year groups, especially in writing.</p> <p>Attainment of pupils in Key Stage 2 is in line with attainment of peers (pupils not on the SEN Register).</p> <p>A greater percentage of pupils achieve above age related expectations in reading and writing</p>
Social and emotional difficulties are well supported, enabling children to participate fully in lessons and therefore make good progress	<p>Increase in percentage of pupils making expected progress from their starting points and achieving ARE across the curriculum.</p> <p>Reduction in behaviour incidents.</p> <p>Reduction in fixed term exclusions.</p>
Improved attendance for pupils in receipt of pupil premium funding	Improved attendance for pupils in receipt of pupil premium funding.
Children have higher aspirations and wider experiences of the world in which they live	<p>Children can talk about their aspirations and their learning about the wider world</p> <p>Children demonstrate improved understanding and knowledge in assessment tasks</p>



## 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: **£6,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skills Builder Training No cost	Teaching children key skills has a positive impact on their learning behaviour, which has a positive impact upon their outcomes.	1
Metacognition and self-regulation approach No cost	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective. (EEF)	1/2
Philosophy 4 Children training	Philosophy 4 Children will provide more opportunities for children to develop their speaking and listening skills. The EEF identify spoken language approaches as having a positive impact on pupil outcomes.	1
Use of Kagan Structures to promote collaborative learning	The EEF says that the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. It says that the most successful collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal.	1
Use of Wellcomm toolkit and Talk Boost  No cost	The EEF says that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
Talk 4 Writing training to be provided for all staff – whole staff training and individual staff to visit Talk 4 Writing schools	We want to invest some of the PPG in longer term change which will help all pupils. Talk for Writing is an approach that has been proven to improve attainment and progress in writing due to its emphasis on feedback, collaboration and meta-cognition.  Money spent on this programme in previous years has had a positive impact on attainment and progress in writing. However, this needs to be further developed and training for specific members of staff will improve teaching and learning further.	2
Use of Lexia to improve reading across the school	Reading is an area in which pupils are not making as much accelerated progress. Lexia is an additional resource which can be used by teachers to supplement their teaching of	2



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	<p>reading and provide an additional layer of support for children in this area. This programme has helped to improve attainment in reading since being used at Two Village.</p> <p>The EEF says that there are some indications that approaches involving digital technology can be successful in improving reading.</p>	
Use of Word Shark to improve spelling	<p>Spelling is a challenge for pupils in receipt of Pupil Premium funding. By improving pupils' spelling, writing will improve. The positive impact of using Word Shark was seen for some pupils during the Summer Term 2021.</p>	2
Improved reading materials	<p>The percentage of pupils working at ARE in reading is not as good as it should be, in Key Stage 2. From analysis of tests it is clear that pupils' understanding of vocabulary is an area which needs to be improved. This limited understanding is partly due to pupils not reading high quality texts.</p> <p>In order to expose pupils to high quality materials, we will need to purchase some new books, as well as some magazine subscriptions.</p> <p>High quality reading materials will also enable pupils across the school to widen their vocabulary (see details for evidence on impact of oral language approaches from the EEF)</p> <p>An after school reading/library club will be introduced (once it is safe to do so) to promote use of the library and a love of reading.</p>	1/2



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

Budgeted cost: **£53,426.03**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group/1:1 work in core subjects delivered by TAs	We want to provide extra support to accelerate progress and improve attainment. Small group or 1:1 boosters have been shown to have some positive effects as discussed in reliable evidence sources such as the EEF Toolkit.	2
TA support during the afternoons to carry out interventions for pupils in receipt of pupil premium – particularly those with SEN	The EEF toolkit suggests evidence indicates that: <ul style="list-style-type: none"> <li>• one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress</li> <li>• Small group intervention by an experienced member of staff that is precisely targeted accelerates learning</li> </ul>	2
Additional small group/1:1 work in core subjects delivered by a qualified teacher to involve work with more able pupils		2

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

Budgeted cost: **£4,425.02**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Bespoke Practitioners to support pupils and their families  (Already paid for last year)	A number of children eligible for Pupil Premium and their families have identified that they require support to improve behaviour/self-esteem. Bespoke Practitioners provide a bespoke service which aims to address the needs of pupils and their families through a variety of therapeutic approaches.	3
Forest School sessions	For many of our pupils Forest School sessions improve their confidence, develop their social skills, encourage them to communicate more effectively with others and support their emotional well-being. The sessions also improve pupils' motivation.  A recent study looked at the effects of long term forests school programmes on the resilience, confidence and wellbeing of children and "established that long term	3



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	<p>Forest Schools programmes had positive impacts on children’s resilience, confidence and wellbeing”, showing improvement in key indicators on “self efficacy, persistence, and problem solving skills”, “marked propensity to take risks, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative” and “positive impacts on children’s physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience.”</p> <p>-Impacts of Long Term Forest School Programmes on Children’s Resilience, Confidence and Wellbeing – Sarah Blackwell</p>	
Provision of a Learning Mentor	<p>A number of children eligible for Pupil Premium have social and emotional needs which impact upon their learning and behaviour in school. Our learning Mentor will work with these children to provide targeted support based on an assessment of needs. Baseline assessments will be made for all intervention work and reviews will take place every 6 weeks to assess progress. The Learning Mentor will communicate regularly with parents/carers. In the past the provision of a Learning Mentor has had a positive impact on pupils.</p>	3
Purchase support with managing attendance – Attendance Solutions	<p>Although the attendance of some pupils improved in the past due to regular meetings and the introduction of attendance rewards and letters, the attendance of pupils eligible for Pupil Premium funding still needs to be improved. We feel that by buying in additional support with this, we will have greater capacity to improve the attendance of certain pupils. Improved attendance should have a positive impact on some pupils’ attainment and progress.</p>	4
Support with payment for Year 5/6 residential trip	<p>In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.</p>	5
Music Lessons	<p>Very few children have the opportunity to play a musical instrument in school. All children will be provided with the opportunity to play a musical instrument and therefore we will be raising aspirations for all pupils.</p> <p>The EEF says that arts participation approaches can have a positive impact on academic outcomes in other areas of the</p>	5



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	<p>curriculum although also stresses that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>The EEF also says that arts-based approaches may offer a route to re-engage older pupils in learning, which we have found to be the case for some specific pupils in the past.</p>	
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**Total budgeted cost: £ 64,671.05**





## 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 2020 to 2021 academic year.

At the end of Key Stage 2, pupils in receipt of pupil premium funding did not achieve as well as their peers but the percentage of pupils achieving above age related expectations in writing was in line with non pupil premium pupils and was higher in reading. Pupils in receipt of pupil premium funding made better in-year progress than their peers and the percentage of pupils making better than expected progress was higher in reading and maths for pupil in receipt of pupil premium funding. The percentage of pupils in receipt of pupil premium funding making progress from their starting points was not as high as for those not in receipt of pupil premium funding. However, the percentage of pupils making more than expected progress from their starting points in reading and maths was higher for pupils in receipt of pupil premium funding.

At the end of Key Stage 1, pupils in receipt of pupil premium funding achieved better than their peers in reading and maths and as well as their peers in writing. The percentage of pupils working above age related expectations was higher in reading for pupils in receipt of pupil premium funding and was slightly below in maths. No children (pupil premium or non pupil premium) achieved above age related expectations in writing. Pupils in receipt of pupil premium funding made slightly better in-year progress than their peers in reading and writing. They did not do as well as their peers in making accelerated progress. Pupils in receipt of pupil premium funding did as well as or better than their peers in progress from their starting points in reading, writing and maths but less pupils made better than expected progress from their starting points.

In Reception, there were only 3 pupils in receipt of pupil premium funding. One pupil met age related expectations in reading, writing and maths and achieved GLD at the end of the year. This pupil had made accelerated progress in all three areas from her starting point at the start of the year. No pupils made less than expected progress.

Support from a Learning Mentor and the use of Bespoke Practitioners has had a positive impact on pupils' wellbeing and ability to engage in their learning.

Support staff were utilised to support specific groups of children to address gaps in pupils' learning following the school closures and this had a positive impact in some cases, enabling children to make better progress.

### Externally provided programmes

Programme	Provider



**Further information (optional)**

In the past our disadvantaged strategy has focused primarily on plugging gaps in pupils' learning, alongside support for social and emotional needs and improved attendance. Although we will now still need to focus on identifying and closing gaps in children's' learning, following the school closure periods, moving forward there will be a greater focus on improving our children's oracy and speaking and listening skills, alongside developing children's metacognition and self-regulation through a variety of approaches. Our aim is for the development of these important skills to make our children more successful as learners which will lead to improved attainment and progress across the curriculum.