

TIMU Academy Trust Pupil premium strategy statement

This statement details our Trust's use of pupil premium (and recovery premium for the 2021 to 2022 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	Iwade School	Bobbing Village School
Number of pupils in school	618	208
Proportion (%) of pupil premium eligible pupils	13.7% (85 children)	9.6% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	
Date this statement was published	17 th December 2021	
Date on which it will be reviewed	Termly	
Statement authorised by	Mrs D. Browning	
Pupil premium lead	Mr T. Harwood	
Governor / Trustee lead	Mr J. White	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Bobbing £25,865 Iwade £131,360
Recovery premium funding allocation this academic year	Bobbing £2755 Iwade £13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Bobbing £2908 Iwade £85,245
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	Bobbing £31,528 Iwade £229,945

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading and continuing to learn. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that our curriculum must be accessible for all children and bring equity so that all children can widen their cultural capital and take advantage of wider opportunities. Additionally, national absence data 2018-2019 shows a 9.9% difference between the attendance of Free School Meals children and their peers – this gap is evident in the Trust and the Strategy intends to continue to close this.

The Reading Framework (<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>) states that “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success...pupils who find it difficult to learn to read are likely to struggle across the curriculum”.

Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

Research from a range of sources states that vocabulary underpins educational success. Our intent is that the deliberate teaching of oracy starting in Early Years will enable children to develop vocabulary and understanding of language, supporting the building of relationships (EEF toolkit),

https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk

The Reading Framework supports this by stating “Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary”.

EEF research evidenced that disadvantaged pupils have been worse affected by the pandemic. This is also born out across our schools and our strategy aims to proactively tackle this. This is supported by evidence around the “Matthew Effect” which states that children with gaps in their learning (weak schema) are more likely to suffer learning loss than their peers

(<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/>)

The pandemic led to some significant impact on pupil well-being and mental health either directly or indirectly. Some of our families were unable to access the remote education provided due to either a lack of technology, or wider factors such as insufficient devices for each child in the family, balancing the demands of working from home, or personal challenges in supporting their child with their learning.

Furthermore, the lockdown restrictions meant that specialist outside agencies had restricted access to the children in school. The Pupil Premium Strategy sets out to address these issues.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Context

TIMU Academy Trust consists of two primary schools; Bobbing Village School and Iwade School, both situated in the borough of Swale.

Whilst Swale has a higher deprivation than the England average, both schools have a lower than national proportion of disadvantaged pupils (2018-19 National average 23%, Iwade 2021-22 13.7%, Bobbing 9.6%).

Within our disadvantaged pupils, 22% at Iwade are also SEND (2 pupils with EHCP) and 10% at Bobbing are SEND.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Teaching & Curriculum</p> <p>Equitable access to all so that children are highly engaged and motivated and can “know more and remember more”.</p> <p>High quality teaching is underpinned by evidence informed practice supported by regular CPD opportunities for subject specific knowledge and pedagogy.</p> <p>To increase opportunities for Cultural Capital “the best that has been thought and said”.</p>
2.	<p>Phonics & Reading</p> <p><i>Phonics</i></p> <p>Year R children did not all complete their Nursery education. The pandemic has impacted on secure phonics for children in Years 1 & 2 as well as those pupils who did not pass the Phonic Screening Check and those who were not secure.</p> <p>Lack of phonic skills will have a detrimental effect on their ability to read and write as well as to manipulate vocabulary and build the links within.</p> <p><i>Reading</i></p> <p>Identification of children who do not have access to reading texts at home.</p> <p>Ensuring all children have access to texts they have helped choose at school.</p> <p>Redevelopment of school library spaces to be motivating and engaging to all children, informed by pupil and staff voice.</p>
3.	<p>Vocabulary</p> <p>Lack of life experiences, less support when reading at home, less meaningful dialogue at home.</p> <p>Lack of vocabulary impacting on understanding of what is being taught within the lower year groups, which then leads into a disadvantage in their own skills of reading, writing and spelling as they move through the school.</p> <p>The gaps in vocabulary are also highlighted when speaking in front of a group or to the class, which results in them appearing less confident to speak out loud or to share their ideas with others.</p>
4.	<p>Maths</p> <p>Poor basic fluency and application of knowledge, not embedded despite Mastery Curriculum.</p> <p>Lack of maths skills is impacting on pupils schema as there are underlying gaps.</p>
5.	<p>Well-being & Mental Health</p> <p>Poor focus, low confidence in class, and well-being and mental health as unable to socialise.</p> <p>Many didn't take up offer to attend school during lockdown.</p> <p>Lockdown also impacted the parents well-being and mental health.</p>

6.	<p>Access to Ed tech, and ability/confidence to use it</p> <p>Lockdown demonstrated how little Ed tech was available, but even when provided, some parents still struggled to use it because of a lack of basic IT skills and confidence.</p> <p>This would not have only had an effect on the children being able to hand in their finished pieces of work, but also in allowing them to access the information which they needed in the first place, to communicate with their class teachers through video calls, and to watch the teaching videos to develop their skills in specific areas.</p>
7.	<p>Attendance & Punctuality</p> <p>Difficulties with routine mean that some children are late to school and miss early work, or are persistent absentees.</p>

To help us to identify the barriers we used the Diagnostic assessment -

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

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
<p>1. All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum</p>	<ul style="list-style-type: none"> - Children from disadvantaged families make at least expected progress. - All children are able to take part in extra-curricular activities. - All teaching staff receive ongoing, regular CPD to develop subject specific knowledge and pedagogy. - Teachers receive support from the Curriculum Development team.
<p>2. Children are able to use their phonic knowledge to read and write with confidence. All children leave KS1 as fluent readers. Any child who is not fluent by the end of KS1 receives targeted support.</p>	<ul style="list-style-type: none"> - At least 85% of children leaving EYFS working at expected levels for Reading - At least 90% of children pass the Phonic Screening Check in Year 1, and 100% to have passed by the end of Year 2. - Increased AR scores/ZPD - All children (100%) to read in an age-appropriate way - Termly formative assessment and gap analysis provides focused teaching to fill gaps in learning - Increased numbers of children working at Expected levels or higher within Reading and Writing in all year groups to be at least in line with National averages 2019. - Pupil voice evidences high levels of engagement in reading for pleasure.
<p>3. Children's vocabulary is broadened and used appropriately</p>	<ul style="list-style-type: none"> - Vocabulary scores on PPM grids - Discussions with children - Teacher feedback and Writing across the curriculum says that children are using the correct vocabulary in a range of contexts or when topics are revisited - Reading and SPAG/PAG scores in SATs/NfER testing increase and are at least in line with National averages 2019. - Children are more confident to speak in front of the class as an audience. Teachers are not correcting their use of English, but model it throughout the day.

<p>4. Children's knowledge and application of Maths increases and is adaptable across a range of contexts</p>	<ul style="list-style-type: none"> - Maths SATs/NfER scores increase - At least 85% of children to pass the Multiplication Tables Check at the end of Year 4 - Children have a range of strategies, both written and mental
<p>5. Increased levels of well-being & improved mental health</p>	<ul style="list-style-type: none"> - The number of children receiving counselling has decreased. - Feedback from class staff indicates that the children are making more of a contribution to class discussions/ activities. - Pupil voice indicates that children feel safe at home and at school. - Reduction in behaviour and well-being incidents logged on CPOMS. - FLO has a positive impact on both children and families
<p>6. To ensure all pupil premium children have access to Ed-Tech should they be isolating. Staff are trained in best practice in using Ed-Tech to support learning.</p>	<ul style="list-style-type: none"> - Laptop provided if child had to isolate. - High quality remote education which echoes provision within class to support progress. - Staff attend training from Danesfield. - Exit survey for DfE evidences improvement in remote education.
<p>7. All children attend school regularly and on time.</p>	<ul style="list-style-type: none"> - Gap between the attendance of disadvantaged children and their peers is closing. - Families who are identified as persistently late or absent receive support from our FLO to improve.

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: £ 92,262.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase new Systematic Synthetic Phonics programme	EEF toolkit (Phonics +5 months)	2
CPD of staff	EEF toolkit <ul style="list-style-type: none"> - Feedback +6 months - Mastery learning +5 months - Phonics +5 months - TA intervention +4 months 	1,2,3,4,5,6

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

Budgeted cost: £ 59,479.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up teacher targeting support at specific children in Year 5	EEF toolkit (Small group Tuition +4 months) DfE School led tutoring programme	2,3,4
Additional Catch up teacher targeting support at specific children in Year 2.	EEF toolkit (Small group Tuition +4 months) DfE School led tutoring programme	2,3,4
Implementing Nuffield Early Language Intervention (NELI) into EYFS classrooms	EEF toolkit (Oral language interventions +6 months)	3

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

Budgeted cost: £ 44,358.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting vulnerable families with uniform, breakfast club	Magic Breakfast research (https://www.magicbreakfast.com/blog/measuring-and-monitoring-school-survey-2021) EEF toolkit (Parental Engagement +4 months)	5,7
Cover the cost of disadvantaged children attending extra-curricular activities	DfE guidance for Pupil Premium	1
Family Liason Officer supporting vulnerable families.	EEF toolkit (Parental Engagement +4 months)	5,7
Well being lead supporting children	https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes	4

Total budgeted cost: £ 196,100.03

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.

Mastery Curriculum

Knowledge organisers introduced along with CPD. Ongoing strategic development of the curriculum as a whole. Pathways for Reading and Writing specifies vocabulary to be taught. NPQSL project on whole school explicit vocabulary teaching resulted in PP children achieving the same progress as their peers if not slightly better. Subject progression grids focus on Tier 3 progressive vocabulary.

Ongoing virtual CPD (inc National College) and subscriptions for Chartered College of Teaching enabled access to research and current curriculum thinking.

Phonics

Engagement with Kingsnorth English Hub continued remotely along with remote CPD in effective phonics delivery. Use of Collins Big Cat online decodable books to support range of texts as well as remote learning resulted in wider access for pupils during lockdown to support learning. Purchase of decodable phonics reading books and resources to support.

Reading for pleasure

Get Epic was used to support reading for pleasure across the school. Pupil voice evidenced that pupil premium children enjoyed accessing books this way and felt it offered a wide range. For some pupil premium children Get Epic significantly increased their reading for pleasure. Schools held a Readathon in Term 5 and children in each community chose books for their class library. English team met with groups of pupil premium children to discuss what they would like to read and consequently borrowed texts to match this from the local library.

COVID pandemic

Additional online subscriptions enabled disadvantaged children to access online teaching resources during lockdowns.

The majority of children settled back into school after lockdowns. However, as expected, many children had gaps in their learning. Pupil premium children were the focus for laptop loans, BT hotspots and free data to enable learning through lockdown, and when partially open were given priority to attend school.

Workbooks were purchased for children working at home but out of their own year group so that they could independently access some of their learning, whilst working alongside their class remotely, enabling them to succeed. This also supported the children who were unable to access the online content due to parents working on the computer in their home.

SEND pupil premium children were given additional supports such as coloured paper, wobble cushions, pencil grips etc to support learning at home. The SENCO continued contact with families.

Support for families

Tapestry was used to create strong links between our EYFS team and the children and parents at home during the lockdown, with 89% of all families adding photos and videos of their children during lockdown.

Family Liason Officer made regular contact with our vulnerable families including organising food parcels through West Faversham Community Centre and Diversity House. She continued to work closely with families and Early Help.

After School Clubs

The pandemic meant that this was not able to be implemented due to the mitigating factors in place to prevent the possible cross contamination or spread of Covid-19. However, on full return to school, pupils (including a broad range of disadvantaged children) were asked which clubs and activities they would like to attend since clubs that ran at the start of the year had low levels of disadvantaged children in attendance.

The active clubs suggested were gymnastics, dance, running, football, basketball, golf, cricket, rounders, tennis, Frisbee, dodgeball, karate, rugby, volleyball, netball, handball, hockey, table tennis, badminton, yoga, swimming, trampoline, climbing, ballet, mixed sports, boxing, fitness, powerhoop, benchball, cycling, OAA

Other clubs suggested were computing, reading, craft, cooking, singing, board games, maths, drama, pottery, homework, science, art, party games, history, gaming, nature club, gardening, recycling club, Lego, chess, Forest School, music.

The older children were most interested in ball sports (football, dodgeball) and time to socialise and game. This list of activities was shared with the PE team to support their planning moving forward.

Pupils also wanted to be able to attend clubs that weren't just after school (lunchtime and before school), to learn new skills, have special visitors. More children would attend if they could attend competitions.