

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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   | Trumpington Park Primary School   |
| Number of pupils in school  | 419   |
| Proportion (%) of pupil premium eligible pupils   | 132 (31.5%)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025  |
| Date this statement was published   | 20/12/2024  |
| Date on which it will be reviewed   | 11/07/2025  |
| Statement authorised by   | Mrs Mel Shute, Headteacher  |
| Pupil premium lead  | Miss Joanna Warboys   |
| Governor / Trustee lead   | Assistant Head Governor /<br>Trustee lead Mrs Barbara<br>Ashwood, Chair of the SAB and<br>lead for disadvantaged pupils |

## Funding overview

| Detail  | Amount       |
|---|--------------|
| Pupil premium funding allocation this academic year   | £ 163,293.34 |
| Recovery premium funding allocation this academic year  | £0           |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 163,293.34 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Trumpington Park Primary (TPPS) our intention is to ensure that pupil premium children will be given opportunities, experiences and support to minimise any deficit due to disadvantage. Children will make at least good levels of attainment across the curriculum and strong progress from their starting points.

Our children will have the social and academic skills (including resilience, personal awareness and social skills) to be successful throughout their primary years, as they transition into their secondary education and as learners throughout life.

Our curriculum is designed to be highly engaging and challenging, providing children with experiences that motivate their willingness to engage and ensure that expectations are high. We offer children a well-balanced curriculum that is age appropriate, where core learning is built upon over time.

High quality teaching, including children accessing learning in the classroom with clear and effective adaptations and scaffolds to develop independence and achieving high levels of challenge, is essential to the success of our strategy. It is essential that children have access to a strong, vocabulary rich curriculum, and staff are aware that oracy plays a huge role in the development of articulate and confident speakers.

We are committed to developing fluent readers early on in KS1 through the use of Little Wandle and its associated interventions. It is vital that all children can read fluently and with good comprehension in order to access their learning, enhance their educational experience and develop a love of reading for pleasure.

Our inclusion team keeps up to date with the challenges and issues facing our children and their families so that we can build a solid and secure base for children which will support their academic and personal development.

We know that children learn best when there is a strong link between home and school. Working with parents and developing strong parental engagement remains a priority for our school and parents are signposted where to go for support. Families have regular communication with the school through our family support and welfare officers.

Assessment is used regularly and effectively to identify gaps and to ensure targeted support can be put into place rapidly to build knowledge and skills for individuals or larger groups of children as needed.

In addition to the above, our objectives for our disadvantaged children are:

- For our children to be physically and mentally healthy and to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.
- For our children to have access to a wide range of curricular and extra-curricular opportunities.
- To achieve well across the curriculum, particularly in phonics (Reception and Year 1), reading, writing and maths and to meet at least national standards.
- To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS2 across reading, writing, maths.
- To work towards raising the attendance of pupils in receipt of PP, ensuring this is above 95%.

To ensure our approach is effective and our pupil premium strategy plan works we:

- Invest in high quality training for all staff.
- Use evidence informed practice, rooted in robust diagnostic assessment.
- Ensure all disadvantaged children are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Ensure Pupil Premium leads/HTs/SENDCos work together across the Trust.
- Effectively utilise additional TA support.
- Plan personalised interventions.
- Provide counselling and other supportive offers in school where appropriate.
- Seek strong parental engagement.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Low starting point for children entering Reception</b><br>On entry to Reception, baseline assessment shows that 55-60% of our disadvantaged children are below age-related expectations in Reading, Writing, Number and Self-Regulation. |
| 2                | <b>Attendance</b><br>Children in receipt of PP generally have lower attendance levels than their peers which impacts negatively on their attainment levels.   |
| 3                | <b>Parental Engagement</b><br>With high levels of EAL, we are prioritising parental engagement with home learning and reading support to continue to positively impact the ongoing retention and reinforcement of learning.                 |

|   |   |
|---|---|
| 4 | <b>Growing numbers of families in need of social care support</b><br>We have a high number of families requesting an EHA or in need of social support and advice.   |
| 5 | <b>Mental health</b><br>There is an increased level of SEMH need which has been exacerbated by the pandemic and the lockdown periods, as a result we are investing in assessments and interventions which are having a positive impact.   |
| 6 | <b>Speech, Language and Communication</b><br>Children have lower levels of oracy and vocabulary. We have an increased need for social group interventions and language interventions to ensure that children have the language to communicate effectively and are able to work cooperatively.   |
| 7 | <b>Attainment of specific year groups</b><br>Internal data shows that attainment for some disadvantaged children in Key Stage 2 is below that of non-disadvantaged children in the core subject areas. Despite starting from a lower baseline in Reception, we want our children to continue to achieve above 90% in the Phonics Screening Check. |

## 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   |
|---|--|
| Families are able to access a wider range of support                      | Attendance improves for disadvantaged pupils.<br>Parental engagement improves across the school body.<br>Parents are confident to ask for support if needed.   |
| Greater reading attainment and accelerated levels of progress for readers | Phonic Screening Check above 90% for pupils in Year 1.<br>Year 2 SATS data for reading is in line with national.<br>Children read for pleasure.<br>Investment in Little Wandle Phonics scheme and related professional development.<br>Reading fluency developed across the school through Rapid Catch Up and LW fluency programme, including the purchase of Fluency books. |
| Attendance continues to improve   | Improved attendance levels are sustained.<br>Rate of persistent lateness declines.<br>Improved attainment for persistent absentees.  |
| Improved outcomes for pupils in Key Stage 2                               | Pupils achieve higher or in line with national standards.  |

|   |   |
|---|---|
|   | Pupils are given wider opportunities and experiences to support learning.<br>Increased opportunities support the use of vocabulary. |
| Children leave EYFS having made at least good progress. | EYFS data is at least in line with national average.<br>Communication and vocabulary improves from children's starting points.      |
| Children are confident in how to manage their SEMH      | Staff trained in THRIVE approach.<br>Staff trained in ELSA  |

## 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: £ 60,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| All ECTs accessing the ECF two year induction programme delivered by Education Development Trust and Cambridgeshire & Peterborough Teaching School Hub | ECF Framework and guidance<br><a href="#">Early career framework reforms: overview   DfE</a>  | 1, 6, 7                       |
| ECT +1's access additional weekly release time for observations of HQT.<br>Access additional coaching to develop practice.                             | <a href="https://teaching.blog.gov.uk/category/support-for-ects/">https://teaching.blog.gov.uk/category/support-for-ects/</a>   | 1, 7                          |
| All teaching staff and HLTA's are part of a weekly coaching model focussed around pedagogy, using research based approaches e.g. Walkthrus.            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=</a> | 1, 7                          |

|   |  |               |
|---|--|---------------|
|   | <a href="#">ign=site_search&amp;search_term=professional%20development</a>   |               |
| Embed dialogic activities to support the development of language. Purchase resources and fund staff training time.                        | <p>The importance of developing language is based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral Language Intervention   <a href="#">EEF educationendowmentfoundation.org.uk</a></p> <p>The Powerful Words project is driven by research highlighting the 30,000 word gap between PP and non-PP children. It aims to close this gap by introducing all children to rich language and vocabulary.</p> <p><a href="#">Closing the Vocabulary gap – Alex Quigley</a></p> <p>NELI whole class – initiative aimed at developing the language skills of all children but has been shown to be especially effective for children from disadvantaged backgrounds.</p> <p><a href="https://oxedandassessment.com/research/overview/">https://oxedandassessment.com/research/overview/</a></p> | 1, 5, 6, 7    |
| Ensure provision of high-quality feedback.  | <p>High-quality feedback can lead to an average of eight additional months' progress over the course of a year. Assessment and Feedback   <a href="#">EEF educationendowmentfoundation.org.uk</a></p> <p>Formative assessment can improve children's learning. Formative Assessment   <a href="#">EEF educationendowmentfoundation.org.uk</a></p>  | 1, 3, 6, 7    |
| Consistent monitoring of LW phonics programme and continuation of LW visits (as part of Champion school status)<br>LW spelling programme. | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Phonics   <a href="#">EEF educationendowmentfoundation.org.uk</a></p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/">https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</a></p>  | 1, 6, 7       |
| Social and emotional learning (SEL) approached to be embedded.  | <p>Transition support ensures children are well prepared for the next steps in their school life. School Transitions   <a href="#">EEF educationendowmentfoundation.org.uk</a></p> <p>Trauma based training for all staff. Understanding a pupil's context will inform effective responses to misbehaviour Introduction to Adverse Childhood Experiences Early Trauma Online Learning Improving behaviour in schools   <a href="#">EEF educationendowmentfoundation.org.uk</a></p>   | 2, 3, 4, 5, 6 |

|   |  |          |
|---|--|----------|
| Developing interventions for Maths through Mastering number and Number sense. Whole school CPD on the effective use of these resources. | Our intervention offer for Maths has been developing over the last 2 years to ensure that we have interventions that are really effective and enable children to make rapid progress.<br><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a> | 1 and 7  |
| Role of PP champion – 3 days a week to track progress, target and run interventions, monitor data.                                      | <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  | (33,096) |

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

Budgeted cost: £ 50,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| SALT services (NHS)  | One-to-One Tuition<br>  <a href="https://www.eef.org.uk">EEF educationendowmentfoundation.org.uk</a>  | 5, 6                          |
| Use of strong research and evidence informed interventions | Some examples of these are:<br>LW Rapid Catch up<br>LW Keep up<br>Precision Teaching<br>First Class at Number<br>Sensory Circuits<br>NELI (whole class) | 1,3,5,6,7                     |
| 1:1 support  | Supporting high needs children prior to EHCP application to enable them to access the curriculum and make progress.                                     | 1, 3, 6, 7                    |

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

Budgeted cost: £ 80,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Physical activity sensory skills<br>Sensory circuits  | Physical activity has important benefits in terms of health, wellbeing and physical development. The benefits of physical activity have a positive impact for core academic attainment particularly literacy and mathematics. <a href="https://www.eef.org.uk">Physical Activity   EEF educationendowmentfoundation.org.uk</a>   | 3, 4, 5, 6                    |
| Senior Mental Health Lead Training  | Mental Health lead training is part of our whole school approach to recognise the importance of positive mental wellbeing for all.<br><br>Learning outcomes for senior mental health leads in schools and colleges   DfE Promoting children and young people's mental health and wellbeing   Children and Young People's Mental Health Coalition   | 2, 3, 4, 5, 6, 7              |
| Therapeutic play therapy provision for identified children<br>Trauma Informed practitioner  | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.<br><br>Social and Emotional Learning   EEF <a href="https://www.eef.org.uk">educationendowmentfoundation.org.uk</a> | 3, 4, 5, 6                    |
| Inclusion Team (three members of staff)<br>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br><br>Attendance Officer working with families and | Use of inclusion team to work with children and families to encourage support for increased attendance, behaviour and wellbeing support as well as talking therapies such as Drawing and Talking.<br><br>As stated above, our attendance data for children in receipt of PP is lower than non disadvantaged children DfE's Improving School Attendance Advice. An Attendance                           | 2, 3, 4, 5, 6                 |



|   |   |                       |
|---|---|-----------------------|
| alongside the Welfare Officer.  | Officer in post to work collaboratively with our Welfare Officer to monitor, assess and advise on improvements with attendance for our disadvantaged families. Meetings held to educate as to the importance of attendance and support offered as needed.   |                       |
| <p>ELSA and Thrive approach</p> <p>2 members of staff to be trained at this level to offer support and deliver further whole school training as necessary.</p> <p>Breakfast club for targeted children.</p> | <p>The EEF COVID-19 Support Guide for Schools states that there is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy and that interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities</p>          | 2, 3, 4, 5            |
| Provision for all children to access extra-curricular activities and school trips.  | <p><a href="https://www.eef.org.uk/">  EEF educationendowmentfoundation.org.uk</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> | 3, 4 and 7            |
| Provision for all children to learn to play a musical instrument – all PP children given a recorder.  | <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>   | 4 and 7               |
| Emotional support available to service children.  | Evidence that supports this approach<br>Challenge number(s) addressed<br>Provision of Emotional Support<br>Assistant support for Service Pupils<br>SPP should be used to offer pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.  | Challenges 3, 5 and 7 |
| Breakfast Club – staffing, equipment, food and toothbrushes.  | Children invited to our school run Breakfast Club who would benefit from a structured start to the day or who need support to increase attendance in school.  | 2, 3, 4 and 5         |

**Total budgeted cost: £ 190,000**

## 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 2023 to 2024 academic year.

Increasing the numbers of children at Breakfast club and the introduction of a more rigorous monitoring system by our attendance officer has increased the attendance of PP children from 92.7% last year to 93.1% this year.

Whole-staff professional development (PD) has focussed on accelerating the pupils' academic progress and their social and emotional development, including whole school Thrive training. We have increased our capacity to three members of staff on the Inclusion Team. This has had a positive affect by increasing parental engagement and we have had higher numbers of families asking to be signposted to additional support. A number of children have benefited from emotional support offered by our welfare officers.

The introduction and implementation of the Little Wandle Phonics programme has had a hugely significant impact on the reading ability of our PP children. This has included targeted interventions in the form of daily Keep Up sessions for KS1, fluency reading sessions three times a week and daily Rapid Catch Up sessions for Y2 and KS2 children.

National assessments at the end of the academic year 2023-24 were as follows:

- Reception – 69.2% of disadvantaged children achieved GLD, versus 79.3% of the whole cohort.
- Year 1 – 81.2% of disadvantaged children passed the PSC, versus 91.5% of the whole cohort.

#### Year 2 Data

| Subject | ARE+  | PP ARE+ |
|---------|-------|---------|
| Reading | 80%   | 72.2%   |
| Writing | 71.6% | 61.1%   |
| Maths   | 76.6% | 72.2%   |

| Year 6 Data – 2024 |      |         |
|--------------------|------|---------|
| Subject            | ARE+ | PP ARE+ |
| Reading            | 81%  | 69%     |
| SPaG               | 77%  | 54%     |
| Writing            | 72%  | 54%     |
| Maths              | 79%  | 62%     |

## 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  |
|-----------------------|---|
| Little Wandle Phonics | Little Wandle                                   |
| First Class at Number | Edge Hill University                            |
| Therapeutic Thinking  | Therapeutic Thinking – Beacon Innovation Centre |
| Mastering Number      | NCETM   |
| NELI                  | Nuffield Foundation                             |
| Number Sense          | NRICH   |
| Herts for Reading     | Herts for Learning Ltd.                         |