



Triangle C of E Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium) to continue developing the progress and 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	Triangle C of E Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gavin Davies Headteacher
Pupil Premium lead	Gemma Steele Inclusion Manager
Recovery Premium Lead	Joseph Allen Deputy Head
Governor	Rev. Jeanette Roberts

Funding overview

Detail	Amount
Pupil Premium funding allocation this financial year	£41,690
Recovery premium funding allocation this financial year	£2392.50
Pupil premium funding carried forward from previous years	£9114
Total budget for this academic year	£53,196.50

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

As a school we are committed to raising the achievement of pupils who are eligible for pupil premium funding. Our aim is for all of our pupils to strive for their potential and aspire to be the best that they can be.

We recognise and celebrate that each person is an individual. Strengths and areas to improve are identified, as are personal goals and aspirations. Challenges that individuals meet are varied and we do our utmost to overcome these. We strive to contribute to the development of the whole person, embedding life skills and preparing them for the wider world.

Our goals are to close the gap between those pupils who are eligible and those who are not. We understand that a number of these pupils must make accelerated progress to achieve this. We also recognise that some of our pupils who are eligible for Pupil Premium funding may be excelling in some areas. Where this is the case then we seek to sustain that momentum, whilst also prioritising other areas.

We, as a school, know our children and their families well and are therefore in a good position to use the pupil premium funds to create a package of support aimed at tackling a range of barriers as specified in this strategy statement. The involvement of all parties is encouraged: pupils, parents, carers, staff and governors in order to consider different viewpoints and ideas. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Therefore our planning, actions and evaluations take these into account as well as consulting guidance from the EEF and wider research.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within school and nationally.
- For all disadvantaged pupils in school to make or exceed national expected progress rates
- To support our children's mental-health and wellbeing to enable them to be ready to learn
- To raise aspirations through accessing a wide range of opportunities to develop their knowledge and understanding of the world
- To increase parental knowledge and understanding regarding curriculum expectations and involvement

We aim to do this through:

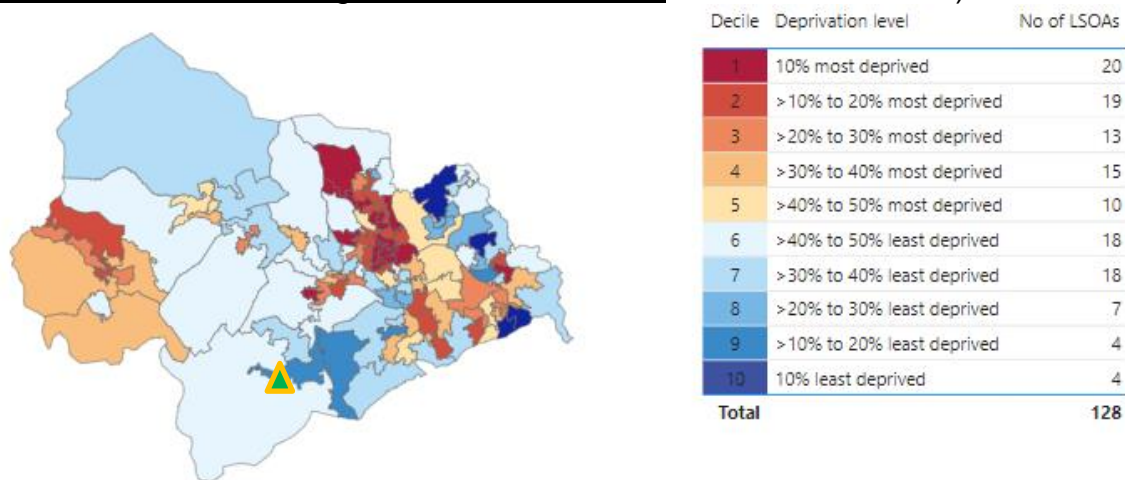
- Ensuring all pupils access effective good quality first teaching.
- Ensure that learning opportunities meet the needs of all of our pupils.
- Ensure that all staff have access to high-quality continuing professional development.
- Identifying challenges and barriers for pupils, considering and implementing ways to overcome them.

- Regular monitoring of progress and attainment data to identify cause for concern, expected progress and accelerated learning.
- Ensuring that appropriate and effective provision is made for pupils by ensuring that the needs of pupils are adequately assessed and addressed.
- To allocate 'Catch Up' enhanced teaching through tutoring programme.
- Increased focus on live marking and same day feedback by staff familiar to the children.
- Increasing staffing of adults familiar to the children to lead enhanced targeted provision in small group and where required one-to-one basis, quality feedback and target monitoring.
- Employing specialist key-worker staff to target key avenues (e.g. social and emotional needs, speech and language)
- Key-worker staff to facilitate access for pupils to attend online and in-school sessions led by external services.
- Provide mental health and well-being support to enable pupils to access learning within and beyond the classroom.
- Contributing towards payments for activities, educational visits and residentials where families are unable/unwilling to make the costs. This ensures that children have first-hand experiences and access wider opportunities.
- Offer further enrichment opportunities e.g. music and language lessons.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced.

Below is a map showing the English Indices of Deprivation (IoD) for Calderdale (<https://dataworks.calderdale.gov.uk/dashboards/iod/> Accessed: 12.12.23)



This alongside research conducted by the EEF and other reliable sources is used to target key strands of the strategy.

Common barriers to learning for our disadvantaged children can be, but are not limited to: less support at home, weak language and communication skills, lack of confidence and more frequent mental health and emotional difficulties. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional, and mental health.</p> <p>We have a number of pupils with high social, emotional and mental health needs. These include, but are not limited to, trauma, life experiences, separation and loss, anxiety, reduced access to opportunities. Observations and discussions indicate that the well-being and emotional development of a significant proportion of our disadvantage pupils impacts their day to day life and curriculum access. This also affects their well-being, engagement, focus and attainment.</p>
2	<p>Writing – Although there has been a significant improvement in handwriting, creativity and structure our analysis has shown that spelling and grammar are strands that are limiting progress and attainment in this group.</p>
3	<p>Reading inference - Reading ages, fluency and discussion about texts continue to be strong in this curriculum strand. We have however identified that some pupil's eligible for additional pupil premium funding are weaker in the comprehension strand, particularly inference. A focus in this area would therefore develop their reading ability even further.</p> <ul style="list-style-type: none"> • Pupil voice and staff observations have also identified that as pupils progress into the more challenging book bands that the content and context is not always age and stage appropriate. As a school we are rectifying this and purchasing challenging texts that are targeted at key stages regarding their content and tone. • We use the ELS phonics scheme as our chosen programme. One key focus is to ensure all staff and volunteers remain up to date with their training and are confident in running the programme and interventions. • As part of the ELS programme pupils are required to become familiar with a book prior to changing it. This required them to keep the book for a longer period of time and therefore we need more copies. Some PPG funds will be attributed to this. In addition we will be part-funding access to online text software so reading for both pleasure and progress and heavily supported. • Goal of 'keeping up, not catching up' • We are also keen on developing reading for pleasure and are exploring different avenues to facilitate this within school.
4	<p>Mathematics – Progress and attainment are improving. A key area identified however is the need for practical, hands on resources in order to teach the scheme effectively. Our pupils would benefit from a hands on, practical approach and therefore contributions will be made to this area.</p>
5	<p>Parental Engagement – Attendance at meetings, information evenings, etc. is lower for this group than for pupils not in receipt of pupil premium funding.</p>
6	<p>Aspirations – creating wider experiences. Pupils in receipt of this funding stated that they would like to access to extra-curricular language and music sessions.</p>
7	<p>Speech, Language and Communication Difficulties</p>

Observations, assessments and discussions with pupils, parents/carers and staff indicate underdeveloped oral language skills, vocabulary gaps and issues using correct language within context for a significant number of our disadvantaged pupils. These are more prevalent amongst our Foundation Stage, Key-Stage 1 and Lower Juniors population.

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
To support and develop the well-being of all pupils in our school particularly those who are disadvantaged.	Increasing levels of well-being demonstrated by qualitative data, pupil, parent and staff voice. Baseline and end point data and feedback from intervention groups.
To target spelling and grammar skills in order to improve writing attainment amongst disadvantaged pupils	Achieve outcomes in-line with or above national average by the end of KS 2
To improve inference and deduction skills amongst disadvantaged pupils in order to further increase reading attainment	Achieve outcomes in-line with or above national average by the end of KS 2
To target calculation and problem solving skills in order to improve maths attainment amongst disadvantaged pupils	Achieve outcomes in-line with or above national average by the end of KS 2
To increase resources available to our children within the core curriculum areas.	Each class have adequate resources for pupils to access within the sessions.
To develop parental engagement	An increase in attendance at meetings, information evenings, etc.
To raise aspirations of pupils linked to interests, talents and longer term goals.	An increase in opportunities of extra-curricular activities offered. An increase in attendance of pupils in receipt of PP funding at these programmes.
To ensure that our pupils have access to speech and language support in a timely, quality and effective manner.	Pupils will be seen within a three month waiting period by a qualified speech and language therapist. Where required, targeted resources, provision and therapy will be utilised to support them and their development on site.

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

Budgeted cost: £24,226.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancements of our maths teaching and curriculum planning in line with DfE and EEF guidance	Mastery specialist in school to support through CPD and coaching Maths guidance KS1 and 2 (publishing.services.gov.uk) Improving Mathematics in KS2 and 3	4
Enhancements of training and the teaching of social and emotional curriculum – contribution towards scheme and resources.	Social and Emotional Learning Collaborative Learning	1
Enhancements of curriculum planning, training and the teaching of writing in line with DFE and EEF guidance – focus on spelling and grammar skills.	Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2 Collaborative Learning	2
Enhancements of curriculum planning, training and the teaching of reading in line with DFE and EEF guidance – focus on inference and deduction skills.	Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2 Reading Comprehension Strategies	3
Training for staff to ensure guided reading and language links are made.	Oral language Reading Comprehension Strategies	3
Enhancements of maths teaching and access to resources in line with DFE and EEF guidance – focus on calculation skills and problem solving.	Maths guidance Key-Stages 1 and 2 EEF Improving Maths in Key-Stages 2 and 3 Collaborative Learning	4

Increased deployment of teaching assistants across Early Years, Key Stage 1 and Key Stage 2 – familiar to the pupils. Increase opportunities for live marking, feedback, teacher to target key areas. Encouragement and support of peer tutoring scheme.	Use of EEF Making best use of Teaching Assistants document used to support the deployment and expectations of teaching assistants. Making Best Use of Teaching Assistants Peer Tutoring	2, 3, 4
Access to high-quality training opportunities for teaching and supporting pupils who may be disadvantaged	Maths guidance Key-Stages 1 and 2 EEF Improving Maths in Key-Stages 2 and 3 Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2	1, 2, 3, 4, 6
Termly Pupil Premium children progress meetings	Maths guidance Key-Stages 1 and 2 EEF Improving Maths in Key-Stages 2 and 3 Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2	1, 2, 3, 4, 6

Targeted academic support

Budgeted cost: £19,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of a Key-Worker to support pupils and lead targeted groups. They will also facilitate the attendance of our pupils to remote learning sessions and assessments led by external agencies e.g. NHS SALT Key person for family communication and action. Trained to complete referrals to external services.	Current progress and attainment data of our pupils Tracking Impact Identifiers Feedback from pupils, parents, school staff and external agencies Parental Engagement Pupil, parent and staff voice.	1, 2, 3, 4, 5, 6

<p>Contribution towards the purchase and resourcing of a DFE validated synthetic phonics programme (ELS) to continue to secure our very high pass rates (historically and on track for 93%+) in phonics</p>	<p>Phonic approaches have a strong evidence base across many research papers and literature that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children</p> <p>Phonics</p>	<p>2, 3</p>
<p>Engaging with the National Tutoring Programme and additional tutoring for those affected by the pandemic and those higher attaining pupils in both KS1 and 2.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small Group Tuition</p>	<p>2, 3, 4</p>
<p>Use of language programmes to improve speaking, listening, narrative and vocabulary skills for disadvantaged pupils</p>	<p>Oral language</p>	<p>2, 3</p>
<p>On-site focused provision groups to focus on revision, consolidation, targeting of gaps in learning and pre-teaching.</p>	<p>Small Group Tuition</p>	<p>1, 2, 3, 4, 6</p>
<p>Purchase the expertise of a private SALT to improve speech sounds, expressive and receptive language.</p>	<p>Feedback from therapists Evidence of impact within classroom setting and breaktimes</p> <p>Oral language interventions</p>	<p>7</p>
<p>Purchase the expertise of a private SALT to consolidate understanding and extending of vocabulary.</p>	<p>School work with a private SALT practitioner who uses evidence based practice to support pupils speech and language difficulties Feedback from therapists Evidence of impact within classroom setting and breaktimes</p> <p>Oral language interventions</p>	<p>7</p>

Wider strategies

Budgeted cost: £9,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
For teachers to promote parental engagement by actively sharing expectations, resources and information with parents/carers – parent information evenings, etc.	Parental Engagement	1, 2, 3, 4, 5, 6
Subject Leader to lead parent sessions with regard to the key areas e.g. calculation methods, VIPER questions	Parental Engagement	1, 2, 3, 4
Senior mental health training to be undertaken by the lead mental health person	The Government Green paper ' Transforming Children and Young People's Mental Health Provision ' recommends a mental health lead in every school.	1, 5, 6
Staff training on well-being and promoting strong mental health within school	The Government Green paper ' Transforming Children and Young People's Mental Health Provision '	1, 5, 6
Apply to become one of the mentally healthy steering team schools	The Government Green paper ' Transforming Children and Young People's Mental Health Provision '	1, 5, 6
Buy into the termly book club scheme for those with limited reading materials. Age/level appropriate books, wide range of genres, interesting texts, can read with family.	Pupil, parent and staff voice. Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2	3
Apply to become members of the Bookstart team – Focus on enjoyment for reading	Pupil, parent and staff voice. Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2	3
Raising aspirations by widening the scope and opportunities open to our children, encouraging them to think about longer term opportunities	Raising Aspirations	1, 6

<p>Enrichment opportunities – trips, residential, extra-curricular clubs and music/language lessons</p> <p>Additional focus</p> <p>Arts Award – This allows children and young people to develop creative and critical skills, explore the arts, share their achievements and can gain a recognised qualification from taking part. We will be taking part in Arts Award Explore with some members from Year 6.</p> <p>Arts Award is managed by Trinity College London in association with Arts Council England.</p>	<p>Arts participation</p>	<p>1, 2, 3, 4, 6</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5, 6 And any issues arising</p>

Total budgeted cost: £53,196.50

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 to 2023 academic year.

1. To improve maths attainment amongst disadvantaged pupils. Achieve outcomes in-line with or above national average by the end of KS Mathematics

83% of children in receipt of pupil premium are achieving at least in line with age related expectations. This is above national. DfE data Key 2 Attainment - 59% of disadvantaged passed. National data from FFT (Note this is based on all groups not disadvantaged) We are now striving for maths mastery with the view of increasing the number of pupils that are able to achieve greater depth.

2. To improve reading attainment amongst disadvantaged pupils. Achieve outcomes in-line with or above national average by the end of KS 2.

Reading – 67% of children in receipt of pupil premium are achieving at least in line with age related expectations. Comparison data. DfE data Key 2 Attainment - 74% of disadvantaged passed. National data from FFT (Note this is based on all groups not disadvantaged). We are aware of the reasons for one pupil not meeting the expected standard who was predicted to however due to the small numbers of PP on roll we do not feel that it is ethical to discuss these reasons in a public forum in case individual pupils are able to be recognised.

3. To improve writing attainment amongst disadvantaged pupils. Achieve outcomes in-line with or above national average by the end of KS 2.

Writing – 83% of children in receipt of pupil premium are achieving at least in line with age related expectations. Comparison data. DfE data Key 2 Attainment - 58% of disadvantaged passed. National data from FFT (Note this is based on all groups not disadvantaged)

4. To improve phonics attainment amongst disadvantaged pupils.

100% of Disadvantaged pupils achieved the standard compared to 78.9% of 'Other' pupils Nationally.

5. Improve oral language skills and vocabulary among disadvantage pupils. Assessments and observations indicate improvements in oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including deep dives of books. Standardised SALT assessments indicate improvements in oral language amongst disadvantaged students. "Talk Boost' and other

language interventions identify all children having made progress from their starting point when beginning the interventions. Early years summative assessment information identifies improvements in oral language across the cohort.

6. To support and sustain the well-being of all pupils in our school particularly those who are disadvantaged. Increasing levels of well-being demonstrated by: Qualitative data, student voice and parent and teacher surveys. Baseline and end point intervention groups. The school works closely with many families across school of this group of children who have been supported through pastoral groups in school and parental engagement opportunities promoted.

Tuition

Full spend was dedicated to writing tuition paid a teacher for 1 day per week (paid at M6). This was targeted at children in both Year 5/6 with 18 children being chosen from across both classes. This support was mainly targeted at children working below the expected standard.

Impact:

EXS+ writing rose from 53.3% to 70% in Y6 (in line with national averages)

Of the 10 children in Y6 receiving extra tuition, 6 met the expected standard.

3 children assessed as PKS2 on entry to Y6 attained the working towards standard by the end of the year. This tuition also enabled these children to fully access the Y6 curriculum, which without, they would be unable to do.

Attendance and Punctuality

Both see an improving picture. Punctuality is nearly 100%, this is a real strength for us following key communications with families about the importance on being at school on time, ready to learn. Attendance is an improving picture also. We achieved an average of 95.1% across the year. This is well above the FFT national average, which was 91.3%, a +3.8 difference. We will continue to work hard to further improve this moving forwards with key drives, family engagement and incentives.

Extra-curricular Clubs

Extending our offer of extra-curricular clubs before and after school has also had a positive impact for key children and supported their well-being and increased attendance at school this year.

Minimal Impact

One programme where we saw minimal gains was 'Language Legends'. We trialled this for three phases but progress and impact were inconsistent. Therefore, following a discussion between staff and our private speech therapist, it was agreed that this be replaced with Project X. We have utilised this programme previously, noted significant gains and it works well within our setting for the pupils. Impact on this will be reported at the next review point.

Closing Statement

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. We are on target to achieve the remaining outcomes of our strategy. The full strategy will be reviewed September 2024.

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
Nessy Fingers	Nessy Learning
Number Stacks	Number Stacks
Sounds Right	LINGO
Chatterbox	LINGO
Language Legends	LINGO
Trauma Informed Counselling	Noah's Ark
Project X	Oxford University Press
Arts Award	Trinity College London in association with Arts Council England

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Every curriculum leader accessing continuing professional development and in-service training to develop their understanding, subject progression and improvement in outcomes for pupils in receipt of pupil premium funding.
- Utilising grants to train a senior mental health lead. Through this we will continue to develop our pupils' needs and give pupils a voice in how we address wellbeing.