

Pupil premium strategy statement

This statement details our school'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	Tweedmouth West First School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	February 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Anne Robertson
Governor / Trustee lead	Joe Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18140
Recovery premium funding allocation this academic year	£1740
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	£19880

Part A: Pupil premium strategy plan

Statement of intent

- *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 respond to the needs of the children, and the Coronavirus pandemic has greatly affected our priorities. Wellbeing is very much at the forefront of our teaching.*

Challenges

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

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 this has resulted in some children falling further behind their peers in academic attainment.
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
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.

Intended outcome	Success criteria
Improved communication skills throughout the	Through referrals to Speech and Language

school	Support children and staff will receive appropriate resources and strategies Daily phonics teaching Daily action words (Early Years and Key Stage 1)
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 – Key Stage 1, Key Stage 2
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
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

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>2 members of staff trained Thrive practitioners</i>	Delivery of Thrive approach offering strategies in school and at home to meet the specific needs of children	4
<i>Zones of Regulation</i>	Whole school approach, allowing children to identify their own emotions, and to have strategies to regulate their feelings	4
<i>Mastering Number</i>	Embedding basic skills in early maths	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: £10,000

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	Key Stage 1 and Key Stage 2 groups operating to meet the specific needs of children, whilst allowing the class to benefit from Quality First Teaching.	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	Range of writing support	3
Additional TA staffing	To enable intervention groups to take place	1 , 2 , 3

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

Budgeted cost: £3,880

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.	6
Wraparound Care	After school childcare allowing parents to work more convenient hours, or to provide respite.	6
Yoga	Regular yoga 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

Total budgeted cost: £19,880

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.

PP children were supported within school and at home during lockdown. Despite a great deal of support whilst remote learning was happening, including the use of school devices, many PP children did not engage well with this, for a variety of reasons. This has had a negative effect on the children's attainment and attitude to learning.

The school's priority in the summer term, when all children were back in school, was to instil in them a sense of safety and security, and to give them opportunities to re-integrate with their peers. At this point we introduced Zones of Regulation as a whole school initiative, allowing the children to identify and regulate their own feelings.

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