

# Pupil premium strategy statement – Troon Community Primary School 23/24

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	34.84%
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	December 23
Date on which it will be reviewed	November 24
Statement authorised by	Lucy Askew Head teacher
Pupil premium lead	Lucy Askew
Governor / Trustee lead	Lauren Seymour

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,144
Recovery premium funding allocation this academic year	£7395
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,539

# Part A: Pupil premium strategy plan

## Statement of intent

Troon school is an inclusive academy on the outskirts of Camborne, Cornwall. Our intention is to provide our pupils with an inspirational and inclusive teaching and learning environment in which children feel safe, happy and are ready to learn. We strongly believe that parental engagement is key to removing barriers for our pupils and so we work closely to build relationships with parents and carers so that we can work together to improve outcomes for our children and families.

We prepare our children so that they can live full, active, lives as part of their community and into adulthood, ensuring that they are well prepared for life in modern Britain. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

Common barriers to learning for pupils currently experiencing disadvantage that staff at Troon School have identified may include:

- Attendance/punctuality issues
- Complex home issues
- Adult support at home
- Low self-esteem
- Social, emotional, mental health difficulties
- Behavioural difficulties

All staff at Troon School are committed to ensuring that all of our disadvantaged pupils, including those who are able, receive teaching which is at least good in every lesson and that disadvantaged children who have fallen behind their peers with similar starting points, receive frequent intervention and daily support. We encourage all of our children to take part in our wide range of extra-curricular activities on offer.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

We ensure that all our pupils are ready to learn and offer access to free breakfast provision through the National Breakfast Program, equipment, uniform grants and subsidised trip costs. We have a full-time Family Liaison officer who works closely to support parents/carers and their families to access support both in school and the wider community. To ensure good mental health and well-being for our pupils we ensure our pupils have access to a mental health support worker and use motivational to assess support needed in school through nurture groups or 1:1 provision.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessment and observations suggest that our disadvantaged pupils generally have greater difficulties with reading compared to their peers.
2	Attendance/Punctuality- Our attendance data over the last two years indicates that attendance amongst disadvantaged pupils has been approx. 2% lower than non-disadvantaged pupils. Our current attendance data also indicates that there is a higher percentage of persistence absentees amongst our disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties including low self-esteem and behavioural difficulties for groups of pupils
4	Our observations and discussions with disadvantaged pupils inform us that our disadvantaged pupils are not always ready to learn. This may be due to missing a breakfast, lack of equipment or uniform. As a school we have also noted a lack of enrichment experiences and opportunities outside of the school day. This leads to a gap in wider curriculum knowledge and vocabulary between our disadvantaged pupils and their peers.
5	Our observations and data that in some cases disadvantaged pupils have lower academic outcomes across the curriculum.

## 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 reading attainment among disadvantaged pupils.	<p>End of Year 1 phonics screening results meet or exceed National Average.</p> <p>By the end of year 2 all pupils are secure with their phonological sounds and blending and are no longer on the Read Write Inc Programme.</p> <p>End of Key Stage 2 Reading results meet or exceed National Average.</p> <p>Pupils enjoy reading for pleasure and enjoy talking about books they have read and their favourite authors.</p>

Improved attendance for disadvantaged pupils. Reduced number of persistent absentees amongst our disadvantaged pupils	Attendance for disadvantaged pupils is in line with non-disadvantaged pupils. The number of persistence absentees is reduced for disadvantaged pupils. Disadvantaged pupils arrive at school on time ready to learn.
Improved well-being and mental health for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of pupil well-being. Improved pupil behaviour. Reduced numbers of pupils accessing wellbeing support. Pupil voice informs us that our pupils feel good about themselves.
All pupils regardless of background have the necessary equipment and resources to learn. They can access high quality enrichment activities as part of our school curriculum offer.	Pupils are ready to learn and have appropriate equipment to support them. Disadvantaged pupils' access extra curriculum activities outside of the school day. Disadvantaged pupils benefit from day and residential visits and these experiences enhance and deepen subject knowledge.
Improved academic outcomes for our disadvantaged pupils.	End of Key Stage Assessments for our disadvantaged pupils is in line with other pupils. Progress is good for all pupils.

## 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: £ 28,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher and higher-level teaching assistant support working throughout the school to enable children to	Education Endowment Foundation As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive	1+5

be taught in smaller groups to further support progress.	will increase, improving outcomes for pupils.	
Continued RWI training using the RWI portal and development days to ensure all staff are trained and confident leading to excellent phonics provision.	High quality CPD for all staff is essential to follow EEF principles. This is revisited in staff meeting and inset sessions	
Additional teachers in EYFS and year 5 to ensure maths can be taught in single aged groups.		
Additional adult to deliver Read Write Inc to enable reading lead to assess and offer support/CPD to staff delivering the program.		
Staff CPD including participation in the Maths Hub, NPQ programs and in house training.		

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

Budgeted cost: £ 28, 375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions delivered by qualified teachers in small groups or 1:1- this may include the use of Precision Teaching.	EEF findings show that one to one tuition is very effective at improving outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One	1+5

Additional focussed reading support, teaching assistants used to deliver 1:1 Read Write Inc tutoring for identified pupils.	to one tuition   EEF (educationendowmentfoundation.org.uk)	
Additional focussed reading support, teaching assistants delivering Read Write Inc Fresh Start interventions for identified pupils.	EEF findings show that most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Writing support across years 2 and 5 delivered by qualified teacher.	Phonics   EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £25, 159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer- employed to support many of our disadvantaged pupils and families. The role includes supporting children into school, referrals to Early Help for families, liaising between school, families and external agencies, coordinating meetings, supporting parents with applications to secondary schools/FSM support etc	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>o Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>o General approaches which encourage parents to support their children with, for example reading or homework;</li> <li>o The involvement of parents in their children's learning activities; and</li> <li>o More intensive programmes for families in crisis.</li> </ul>	2,3,4,5

	Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)	
Educational Welfare Officer to work closely with school to provide support with improving attendance.	Evidence from EEF states that well designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)	2
Trauma Informed Schools intervention to support pupil's mental health and well-being. Practitioner is also undertaking Senior Mental Health Lead training	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 3&4 8 Mental Health Lead training. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional selfregulation, both of which may subsequently increase academic attainment. Social and emotional learning   EEF (educationendowmentfoundation.org.uk)	3+4
Financial support to families with purchasing; - Uniform - Trips and residential - Club payments e.g. - Equipment for extra curricular activities (E.g. Football boots) - Attendance at breakfast and after school club. - Free breakfast provision available each morning at the start of the school day.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. School uniform   EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

Involvement in the Diane Anti bullying award and Unicef Rights respecting schools to support children's wider development		1,2,3,4,5
Free extracurricular activities for all pupils run by school staff	Tron school recognises the importance of enrichment and pupils learning new skills which they may not be able to do outside school due to added pressures of family life, social-economic contributory factors. Many of our families do not have the consumable and economic resources to provide these. Therefore, we feel it is crucial that every opportunity is made for the academy to do so.	1,2,3,4,5

**Total budgeted cost: £ 92134**



# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### .Key stage 1 – Attainment summary

Provisional Data,  
October 2023

2023 Key Stage 1 Teacher Assessments – Attainment Summary  
Troon Community Primary School (DFE: 2224)



Caution: Small Cohort/s (<11)

Reading	School			Comparator			Gap between School & Comparator		
	Cohort	% Expected Standard	% Greater Depth	Cohort	% Expected Standard	% Greater Depth	Pupil Difference (EXS)	Pupil Difference (GDS)	
All pupils	7	100.0%	0.0%	DFE	68.2%	18.7%	2	-1	
Sex	Girls	2	100.0%	0.0%	DFE	71.8%	20.6%	0	0
	Boys	5	100.0%	0.0%	DFE	64.8%	16.9%	1	0
Disadvantaged	Disadvantaged	3	100.0%	0.0%	DFE	53.7%	9.1%	1	0
	Other	4	100.0%	0.0%	DFE	73.2%	22.0%	1	0
SEN	No SEN	7	100.0%	0.0%	DFE	76.9%	21.8%	1	-1
	SEN Support	0	-	-	DFE	32.0%	4.9%	-	-
	EHCP	0	-	-	DFE	12.4%	1.9%	-	-
Mobility	At school since EY	5	100.0%	0.0%	LA	69.3%	18.4%	1	0
	Joined after EY	2	100.0%	0.0%	LA	58.6%	13.5%	0	0
Term of Birth	Autumn	2	100.0%	0.0%	DFE	75.0%	25.1%	0	0
	Spring	5	100.0%	0.0%	DFE	68.5%	18.2%	1	0
	Summer	0	-	-	DFE	61.2%	12.9%	-	-
Phonics Attainment	Passed by end of Y2	7	100.0%	0.0%	LA	74.1%	19.4%	1	-1
	Did not pass Phonics	0	-	-	LA	2.1%	0.2%	-	-

### Key Stage 2 attainment summary

Provisional KS2 Data

Key Stage 2 2023 - Attainment & Progress Summary  
Troon Community Primary School (DFE: 2224)



Caution: Small Cohort/s (<11)

Progress Data	Reading			Writing			Maths			Comparator Used	
	Cohort	Progress	LA/NCER	Cohort	Progress	LA/NCER	Cohort	Progress	LA/NCER		
All pupils	16	1.52	0.03	16	-3.28	0.02	16	-1.17	0.03	NCER	
Gender	Girls	9	1.60	0.27	9	-4.29	0.85	9	-1.70	-0.79	NCER
	Boys	7	1.42	-0.21	7	-1.97	-0.78	7	-0.49	0.82	NCER
Disadvantaged	Disadvantaged	7	2.92	-0.89	7	-1.42	-0.72	7	-0.16	-1.05	NCER
	Other	9	0.43	0.42	9	-4.72	0.33	9	-1.95	0.49	NCER
SEN	No SEN	12	2.92	0.41	12	-2.71	0.60	12	-0.03	0.45	NCER
	SEN Support	3	-0.07	-0.62	3	-2.99	-1.56	3	-3.60	-0.86	NCER
	EHCP	1	-10.45	-4.42	1	-10.94	-4.45	1	-7.58	-4.23	NCER
Prior Attainment at KS1	Low	4	-0.37	0.00	4	-3.48	0.01	4	0.55	0.03	NCER
	Middle	7	3.92	0.02	7	-1.90	0.03	7	-0.64	0.03	NCER
	High	5	-0.33	0.05	5	-5.04	0.01	5	-3.28	0.02	NCER
Mobility	Mobile Pupils	1	7.62	-0.12	1	0.98	-0.04	1	1.39	-1.44	LA
	Non-Mobile Pupils	15	1.11	0.27	15	-3.56	0.27	15	-1.34	-0.42	LA
	At school since EY	12	1.11	0.17	12	-4.45	0.31	12	-1.76	-0.42	LA
Joined After EY	4	2.75	0.45	4	0.25	0.11	4	0.60	-0.66	LA	

## Phonics screening by the end of Year 1 results

Phonics: Year 1 Pupils						
	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	National % Achieved	Pupil Diff. School vs. Cornwall
All	21	16	76%	82%	79%	-1
Girls	8	7	88%	85%	82%	0
Boys	13	9	69%	79%	76%	-1

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Nessy- Reading and spelling programme	Nessy
TT rockstars	

