

# Pupil premium strategy statement – Trumpington Meadows

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Trumpington Meadows
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	46.72%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ori Dalton (Executive Headteacher) & Governing Body
Pupil premium lead	Ollie Monro
Governor / Trustee lead	Liz Woodham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,040
Recovery premium funding allocation this academic year	£19,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,180

# Part A: Pupil premium strategy plan

## Statement of intent

At Trumpington Meadows, our intent is for all children to achieve, across all areas of the curriculum, regardless of their background. Therefore, our Pupil Premium strategy is targeted to ensure that disadvantaged pupils have the support they need to make desired progress and achieve age related expectations. Standing at the centre of our plan is the curriculum and quality-first teaching, ensuring that children have the necessary support within the classroom to make expected, or better, progress and allow them to develop into confident, numerate, literate and engaged citizens of the future. Our school invests highly in training and CPD for staff to ensure that they can have the greatest impact on closing the disadvantaged gap. At Trumpington Meadows, we have an effective inclusion team that reviews the challenges faced by our vulnerable pupils and ensures that all children have access to the support they need, whether disadvantaged or not. Our team also work closely with our disadvantaged families to ensure children have the secure base upon which they can develop socially and academically. Alongside the Pupil Premium strategy, we use other sources of funding to ensure that those children whose education was most impacted by the pandemic have the relevant support to catch up. We continue to use in-school assessment data to identify individual needs, class/year group needs and gaps in knowledge and understanding. These assessments inform the strategies we implement – our aim is to ensure disadvantaged pupils are challenged and as a school, we act early to intervene. Importantly, this is a whole-school approach: all staff intervene to support PP pupils, have high expectations of these pupils and strive to support them in fulfilling their potential.

## Challenges

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

Challenge number	Detail of challenge
1	In recent years, there has been a rapid growth in pupil numbers. Our community is also growing and there is a need for our school to adapt to meet the needs of this new community. There is also a lack of community cohesion in the area as a result of its rapidly changing nature.
2	Assessment data shows that the attainment of our pupil premium children is lower than their non-pupil premium peers. At the end of the 2021 academic year, there was a 18% gap in Reading, 22% gap in Writing and 24% gap in Maths, in terms of the % of children working at ARE. This gap is evident from their entry to school with the attainment and development of our pupil premium children lower from Nursery age onwards. Last year, the percentage of

	children achieving the GLD in EYFS was 10% lower among pupil premium children than their non-disadvantaged peers. This gap continues through the school up into Year 6.
3	There is a high level of social care need and related support for our pupil premium families; however, the social care resources in the area are stretched and therefore our school is supporting a greater number of these families than in previous years.
4	Many of our pupil premium families had low levels of engagement with the online learning during the lockdowns. This had led to a drop in attainment upon their return to school and, in some case, a wider gap between themselves and their peers.
5	Our observations indicate that there is a high level of SEMH need amongst our disadvantaged cohort, exacerbated by the experiences of the lockdowns. Children and families have shown anxiety upon the return to school and some children have struggled with their social and collaborative skills as a consequence, having a negative impact upon their ability to succeed in class.
6	The attainment and engagement with reading of our disadvantaged pupils is lower than their non-disadvantaged peers. At the end of the 2020-2021 academic year, the percentage of children working at age related expectations in reading was 16% lower for pupil premium children than non-pupil premium. This was evident in all year groups, including EYFS.
7	The attendance of pupil premium children was lower than non-pupil premium at around 91%. Persistent absence was also an issue with double the persistent absenteeism among disadvantaged families. This situation was worsened by the lockdowns.
8	Many of our disadvantaged families have low levels of engagement with the school and are experiencing difficulties at home, often due to economic disadvantage. This is having a knock-on effect on the social, emotional and mental health of some children and on their ability to succeed academically.

## 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
Attainment gap between PP and non-PP will be closing.	<ul style="list-style-type: none"> <li>Outcomes for all children will have improved year-on-year.</li> <li>Maths outcomes for disadvantaged children will improve by 2024-2025 – the % of PP children at ARE will have increased from 40% to 75% by the end of Year 6.</li> <li>Reading and writing outcomes for disadvantaged children will improve by 2024-2025. These %s will have improved from 47% in Reading to 80% and 40% in Writing to 75%.</li> <li>The attainment gap will have become smaller by 2024-2025 (our</li> </ul>

	Year 6 cohort will have an attainment gap significantly smaller than 27% in Writing and Maths and smaller than 20% in Reading).
Engagement in reading for disadvantaged children will have improved.	<ul style="list-style-type: none"> <li>• Accelerated Reader data will indicate high levels of engagement and reading among disadvantaged and non-disadvantaged children alike.</li> <li>• Reading outcomes for all children will have improved.</li> <li>• Disadvantaged children will have made accelerated progress to close the attainment gap.</li> </ul>
The Federation curriculum will have continued to be developed and a wide range of enriching opportunities will be available to all children.	<ul style="list-style-type: none"> <li>• Children will be achieving age related expectations across the curriculum.</li> <li>• All subjects will have a progressive and well-sequenced curriculum allowing children to achieve highly.</li> <li>• Children's cultural capital will be enhanced through a wide range of different activities.</li> <li>• There will be a greater number of, and pupil engagement with, extra-curricular opportunities, across the curriculum.</li> <li>• Some strategies will be funded by the school to ensure equity of opportunity</li> </ul>
Children and families with SEMH and wellbeing needs will receive the support they need from school, and their SEMH will be improved.	<ul style="list-style-type: none"> <li>• Family Partnership Worker and Inclusion team will have provided families and children with support.</li> <li>• Specific PP children will receive enhanced SEMH support.</li> <li>• More staff will have been trained in SEMH support.</li> <li>• School will have an SEMH policy in place, reflected in practice.</li> <li>• Wellbeing survey will demonstrate improvements in pupil and family SEMH over the course of the PP strategy.</li> <li>• Further training for staff will be delivered by SEMH leads and the SENCOs</li> </ul>
Attendance for disadvantaged children will have improved as will the engagement of	<ul style="list-style-type: none"> <li>• Attendance of all children will have improved.</li> </ul>

these families with the school and their child's learning.	<ul style="list-style-type: none"> <li>• The gap between the attendance of disadvantaged and non-disadvantaged children will have closed.</li> <li>• A greater number of disadvantaged families will be adding parent consultations.</li> <li>• A new strategy for improving attendance to be in place with weekly monitoring by SLT</li> </ul>
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## 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in quality-first teaching: teachers are given additional PPA time each week to allow them to plan collaboratively and address the needs of their cohort.	<p>Teach First research indicates that doubling the PPA entitlement will have a significant positive impact upon the outcomes for disadvantaged students. This time has allowed for staff to engage in professional learning such as lesson study, which was guided by Pete Dudley from the University of Cambridge.</p> <p>Teachers are given time to consider new guidance based upon their training – for example, the EEF toolkit to improving Mathematics in KS1 and KS2.</p>	2, 4, 6,
<p>A wide range of professional development for staff, in collaboration with different external agencies:</p> <p><i>NCETM Mastering Number course</i> <i>Maths advisors from the local authority looking</i></p>	Professional development for staff will develop the quality of teaching for all children at our school, the most important development in improving the outcomes for disadvantaged pupils. These courses are all backed by evidence – 3 staff will be completing one of the NPQs and all staff completing a course will feedback their learning to the wider community. The Mastering Number project is a collaborative exercise structured by the NCETM. INSET sessions have been	2, 4, 6

<p><i>at closing the gap for Y6 pupils</i></p> <p><i>3 staff are completing an NPQ this year.</i></p> <p><i>INSETs focused on Maths and English from external sources</i></p>	<p>run by Alison Borthwick, a widely respected Maths educator, Debbie Hepplewhite, an accredited Phonics leader and Dean Thompson, representing the research-backed Talk4Writing programme. Mastery learning is identified by the EEF has a high impact intervention.</p>	
<p>Development of progress reviews and collaboration between inclusion team, class teachers and senior leadership to promote early intervention.</p>	<p>Meetings, and the new approach, allow discussion and development of a number of EEF strategies to be put in place, which are demonstrated to be effective: for example discussions around peer groupings, collaborative learning, behaviour support and external intervention involvement are all identified and discussed.</p>	<p>2, 3, 4, 5, 6</p>
<p>Additional support in class (TAs)</p>	<p>Teaching assistant interventions are identified as having a 4 month improvement on pupil outcomes – we ensure our TAs are efficiently used through collaboration between the inclusion team and teaching team. TAs are used fluidly to meet the needs of each cohort.</p>	<p>2, 4, 5, 6</p>
<p>Purchase of standardised assessments and training to ensure these are used effectively.</p>	<p>Standardised tests are used diagnostically to allow teachers to identify strengths and weaknesses and then address any misconceptions. They ensure that interventions and catch-up teaching are effectively targeting the needs of the cohort. EEF research demonstrates that standardised tests are an important part of the classroom.</p>	<p>2, 4, 6</p>
<p>Investment in new reading scheme – Accelerated Reader – and continued investment in stock of books in school.</p>	<p>Reading comprehension strategies are identified as having very high impact by the EEF and alongside these being taught in class, the new Accelerated Reader scheme that has been purchased is identified as supporting children in making at least 3 months additional progress. The scheme is also shown to help increase pupil engagement with, and enjoyment of, reading.</p>	<p>4, 6</p>

<p>Continued investment in the development of the curriculum: External teachers from Sistema to teach Music; Spanish specialist teacher; teacher and SLT time to develop foundation subjects; Pursuit of the PQSM in Science.</p>	<p>A wide range of research indicates that ensuring teaching is progressive and well sequenced allows children to make greater progress, have a deeper understanding and create links between different subject areas. It is our ambition for this to be the case across the curriculum.</p> <p>High-quality music teaching from Sistema has been introduced to ensure children of all backgrounds are having their horizons broadened and being encouraged to succeed across a range of subjects.</p>	<p>2, 4, 6</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group catch-up has been introduced across the federation – this will be taught by the class teachers (released by the provision of a PPA teacher) or an Assistant Headteacher.</p>	<p>The EEF indicate that small-group tuition has a positive impact on the progress of children, and is likely to be an important part of the catch-up post-lockdown. We have noted that this is most effective when led by the class teacher – who plan the group catch-up for all children – and taught by a well-qualified member of staff familiar to the children. Therefore, all our catch-up sessions are taught by fully qualified members of our staff, including members of the Senior Leadership Team, who the children will know.</p>	<p>2, 4, 6</p>
<p>A range of structured interventions will be put in place to support the specific needs of smaller numbers of children: for example Nessie, Early Talk Boost/Talk Boost, Project CodeX, ERT, Assisted Maths.</p>	<p>We are judicious with the interventions we put in place – preferring to use a booster group approach which is bespoke to the individuals where possible. However, for specific needs, in collaboration with outside SEND agencies, we do use a range of structured interventions. These are evaluated through pre-intervention and post-intervention assessments and monitored closely by our Inclusion team.</p>	<p>2, 4, 5, 6</p>
<p>Introduction of Genius Guides and</p>	<p>Genius Guides – a child’s aide-memoire with important information – have been</p>	<p>2, 4, 5, 6</p>

individualised resources within the classroom.	resourced and introduced. These are designed to develop the metacognition of our children, identified by the EEF as one of the most beneficial skills to promote for accelerated pupil progress. Based on advice from external experts, we also put in place individualised levels of support for those children who require it – for example specific equipment for handwriting or to support the emotional needs for children on the autistic spectrum.	
Booster groups, directed by the class teacher.	Teachers are expected, through discussions with other staff, to form small booster groups to support pupil progress. This approach is evidenced by the EEF as being effective in accelerating pupil progress.	2, 4, 6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a strong Inclusion team, including a Family Partnership Worker.  Parenting support and courses to be brought in-house.	Parental engagement is identified by the EEF as having a moderate impact on pupil progress and our family partnership worker works closely with a number of families, supporting both the children and the wider family. This team also works with families involved with social care closely due to the lack of provision available in the local area. Our Inclusion team ensures children with SEND, and those children who are disadvantaged, receive the additional support they need to make age related expectations.	1, 3, 4, 6, 7, 8
Trained Counsellor and other external staff working at school with specific children	These children have been identified by the Inclusion team as benefiting from focused support on their social and emotional health, in collaboration with their families. We also work with trainee dramatherapists and other external support agencies to ensure the SEMH needs of our children are met.	5, 10



<p>Training for staff on SEMH and development of a whole-school SEMH approach – including Senior Mental Health Lead.</p>	<p>An Assistant Headteacher will be completing the accredited Senior Mental Health Lead training this year and will then be introducing a whole-school approach to SEMH across the school. A member of the Inclusion team is also involved in a SEMH project. The separate SEMH plan will be based on research and evidence and will be formulated in collaboration with external experts.</p>	<p>5</p>
<p>Whole-school focus on SEND, and on increasing attendance.</p>	<p>All teachers use additional PPA time to consider their provision for disadvantaged and SEN children. Attendance is closely monitored by Inclusion and administrative staff and we work closely with families to help improve these; evidence indicates this can be a substantial barrier to progress.</p>	<p>7</p>
<p>Development of extra-curricular opportunities and community projects.</p>	<p>A community plan is being constructed to help generate greater community and parental engagement with children's education and wider opportunities. Evidence indicates that this engagement will help to improve outcomes and has been hit by the restrictions of the pandemic. Learning cafes, links to outside community groups and individuals will be used to promote these areas.</p>	<p>1, 5, 8</p>

**Total budgeted cost: £ 149,000**

## 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 2020 to 2021 academic year.

Internal school data shows that the gap between pupil premium and non-pupil premium children was closing before the Covid lockdown. Between Autumn 1 and Autumn 2 of 2020, the attainment gap in Reading closed by 5% and in Maths 6%; this was a result of the immediate introduction of booster groups and catch-up with a clear focus on disadvantaged families. However, due to Covid and the extension of lockdowns, this gap reopened in the Spring term and a sizeable gap remained into the end of the academic year. Nonetheless, despite the lost learning and the disproportionate impact of the pandemic on disadvantaged children, the % of pupil premium children in Years 1 to 6 on track in all subjects increased by 17% across the academic year. There was accelerated progress for pupil premium children despite the lockdown. We were also able to mitigate the impact of the pandemic and school closures by monitoring, evaluating and improving the quality of our online provision and by supporting those children who had least engaged during the period of remote learning.

The strategy was adapted through the year to meet the needs of our community and families facing the challenges of the pandemic. Significant support was provided by the Inclusion team to these families, with regular contact and a range of different support measures. On the return to school, a focus was put in place on SEMH which will continue this year. This was effective in supporting the vast majority of children to make a quick and confident return to the classroom in March 2021. Whilst attendance was hit by the lockdown, attendance of pupil premium children was above the local and national average and the gap between pupil premium and non-pupil premium children had closed to 1%. Quality-first teaching continued to be developed, through a redesign of the curriculum and a development of teacher subject knowledge. This ensured that adaptations were made to suit the needs of the children but also sustainable changes to improve the quality of teaching at the school. Training for staff on inclusion and SEN has led to a new approach to APDRs and TAs also received training that has allowed them to more effectively support disadvantaged children, both virtually and in school. Progress reviews were effectively developed, linking SLT, class teachers and the Inclusion team, to ensure a more targeted and impactful approach to progress. A sustainable approach to catch-up was established and the increases in attainment for all children are indicative of the success of this approach.

## Further information (optional)

This plan is supplemented by a range of additional activities to support the holistic development of the children at Trumpington Meadows. The Assistant Headteacher is completing the Senior Mental Health Lead training and will work alongside the Inclusion team to develop an SEMH plan to benefit staff, pupils and families.

We will continue to monitor the research from respected institutions – primarily the EEF – to identify effective practice and further advice on how best to support children to make accelerated progress and recover any lost learning. We will also implement strategies learned from the NPQs which will be disseminated out from the staff member completing the course to ensure this learning is shared and has a positive impact on the practice within the school. We will also use these skills to ensure our approach to change management is as effective as possible.

This strategy will be evaluated regularly and robustly, primarily against the criteria of the progress pupils make but also looking more broadly at the wider child and their wellbeing in school. We continue to use our pupil premium and catch-up funding in conjunction with our school development plan to ensure that the needs of our children and of our community are met, and this approach will continue to be adapted as these needs change.