



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	Trent Young's CE School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	Sept 24
Reviewed	Sept 25
Date on which it will be reviewed	February 2026
Statement authorised by	R Baker
Pupil premium lead	R Baker
Governor / Trustee lead	Rev'd David Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,697
Recovery premium funding allocation this academic year	£tbc
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	£15,697

Part A: Pupil premium strategy plan

Statement of intent

Every member of our school is committed to meeting the pastoral, social and academic needs of all children within a caring and aspirational environment. We strive to ensure that each child will develop a love for learning and acquire the skills and abilities which enable them to succeed at each stage of their lives.

Our strategy looks at developing the whole child, underpinned by high quality training for all adults. Staff work together to develop the most effective practice.

Aspirational targets are set and every child's academic and social progress is reviewed regularly, so that barriers to progress are quickly identified and addressed. Children working at all levels are supported.

Challenges

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

Challenge number	Detail of challenge
1	Reading widely, fluently, for pleasure and for learning
2	Level of additional needs [further details not given in this document so as not to identify individuals]
3	Prior life experiences have impacted on well-being or attendance and therefore on ability to reach full potential

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
Quality first teaching is delivered consistently across the school.	<ul style="list-style-type: none">All children make at least expected progress, and progress for children eligible for pupil premium funding is in line with those who are not.There is equity of provision to ensure that all children are equipped with the knowledge

	<p>and skills they need to succeed socially, academically and throughout life.</p> <ul style="list-style-type: none"> • All adults have high expectations of each child; they know each one as an individual, and create a positive and safe learning environment for all. • Adults and children use talk effectively to uncover and deal with misconceptions and to deepen learning. • Adults know the curriculum well, so that they are very clear about what the children need to learn. • Children’s learning is systematically checked throughout the lesson and support / challenge given as necessary. • Effective feedback and feed forward supports the embedding of prior learning and development of new learning.
<p>All children will be able to read and comprehend age-appropriate content and so access the full curriculum.</p>	<ul style="list-style-type: none"> • Children meet age related expectations or higher • Early reading is given priority and this is supported by the effective implementation of the synthetic phonics programme and the trust reading curriculum, alongside staff CPDL; rigorous assessment and timely interventions. • All staff receive update training for the SSP, and teaching is consistent. • Parents have a good understanding of the school’s reading strategy and support this at home.
<p>Develop children’s understanding of wellbeing through teaching about exercise, nutrition and how to achieve good mental health; offer opportunities beyond the NC to make up for lack of cultural capital opportunities received outside of school.</p>	<ul style="list-style-type: none"> • All children have completed at least one unit of work on nutrition and have an age-appropriate understanding of a healthy diet. • All staff have been trained in emotion coaching, relational practice and therapeutic thinking, and apply this consistently so that children have secure relationships within the school which in turn enables them to learn. • Children have age-appropriate strategies for promoting good mental health and they understand of the role exercise plays in both physical and mental health. • PSHE workshops are offered to all children focusing on physical, mental and digital health and wellbeing.
<p>Children to develop a bank of strategies to support their social skills, self-confidence and ways to manage and reduce anxiety.</p>	<ul style="list-style-type: none"> • A quality scheme is used to deliver PSHE, which enables all children to build social

	<p>skills, self-confidence and develop strategies to reduce anxiety.</p> <ul style="list-style-type: none"> • ELSA provision is carefully planned for targeted children and progress is monitored. • Children know and use a growing bank of strategies to foster good mental health. • Children are trained as play leaders and peacemakers, and have a positive impact during break times.
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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: £6797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop the quality of teaching through:</p> <ul style="list-style-type: none"> • Embedding a mastery-based pedagogical approach across the curriculum, developing TA understanding and skill, and cultivating inclusive, metacognitive learning environments • Continue to implement the reading strategy and the new trust reading curriculum, including early reading, and giving priority to lowest 20% • Invest further in SSP (update) 	<p>Investment in quality first teaching and developing every teacher’s skills has been shown to have strong impact on outcomes for all children. (Great Teaching Toolkit EEF; What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014)</p> <p>The EEF states that “We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom” The EEF guide to supporting school planning: a tiered approach to 2021. Our primary focus is therefore on the ongoing development of teachers and teaching assistants.</p> <p>The reading framework (July 2023) EEF – Improving Literacy in KS1 and KS2 Education Inspection Framework (revised 2023)</p> <p>“Dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement. Being collaborative and supportive, it confers social and emotional benefits too. It also helps teachers: by encouraging students to share their thinking it enables teachers to diagnose needs, devise learning tasks, enhance understanding, assess</p>	1 - 3

<p>training and reading books in KS2 so that lowest 20% are supported to keep up</p> <ul style="list-style-type: none"> Continue to develop subject knowledge and associated pedagogy, with a particular focus on EYFS 	<p>progress, and guide students through the challenges they encounter.” Robin Alexander 2020</p> <p>“Children learn best when adults know the children and the curriculum well” Phil Minns, HMI therefore we are further developing our systems to allow teachers to engage with the curriculum content with their colleagues prior to teaching it.</p> <p>“The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity.” (William, 2018)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure expectations for children eligible for PP and with SEND are as high as for those without additional needs. Detailed analysis supported by the SENDCo to take place so that gaps are addressed and progress accelerated.</p> <p>Intervention groups: Speech and language; specific subjects, including NELI</p>	<p>Children’s progress is closely monitored and where it is felt that a child would benefit from additional support, we identify a small, achievable next step and ensure it is met, before identifying the next area on which to work. Research shows that supporting children in this way has a positive impact on attainment and progress.</p> <p><i>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”</i></p> <p style="text-align: right;">EEF 2019</p> <p><i>“Small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile.”</i></p> <p style="text-align: right;">Fountas & Pinnell</p>	1 and 2
<p>Interventions – 1:1 or small groups to address identified gaps</p>		1 and 2

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

Budgeted cost: £6150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve children’s understanding of how to look after their well-being through:</p> <ul style="list-style-type: none"> • Explicit teaching of strategies to promote mental health, e.g. yoga, conflict resolution, managing anxiety, building strong friendships / communities • Review school’s behaviour curriculum alongside the Trust SEL curriculum to support universal teaching of strategies for all children in classrooms. • Teaching children about nutrition and a healthy diet • PSHE used to teach strategies for managing mental health • Clubs and trips subsidised / fully funded • ELSA support – dedicated time to deliver sessions 2x weekly plus time to prepare. 	<p>Research reported in ‘Wise Up’ published by Young Minds and National Children’s Bureau states that evidence points to how pupils’ ability to manage emotions can support or impede their learning, their academic engagement, work ethic, commitment and ultimate school success.</p> <p><i>“With such a huge amount of time spent in the classroom, schools provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental distress. The social and emotional skills, knowledge and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives”</i></p> <p>and</p> <p><i>“There is clear evidence that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life.”</i></p> <p>The Department for Education found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school.</p> <p>Durlak, J.A., et al, (2011) <i>The impact of enhancing students’ social and emotional learning: a meta-analysis of school-based universal interventions.</i> https://www.ncbi.nlm.nih.gov/pubmed/21291449 also showed a correlation between emotional wellbeing and school success.</p>	<p>3</p>

Total budgeted cost: £15,697

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.

Attainment for children eligible for PPG

Reading: ARE+ 75% Greater Depth 50%

Writing: ARE+ 76% Greater Depth 13%

Maths: ARE+ 76% Greater Depth 38%

Combined: ARE+ 75% Greater Depth 0%

Attainment for children NOT eligible for PPG

Reading: ARE+ 92% Greater Depth 44%

Writing: ARE+ 92% Greater Depth 26%

Maths: ARE+ 96% Greater Depth 46%

Combined: ARE+ 91% Greater Depth 20%

Progress is comparable for both groups

(not including YR)

	PPG % Making at least expected progress	Not PPG: % Making at least expected progress	PPG Progress score	Not PPG: Progress score
Reading	100%	96%	+0.3	+0.1
Writing	100%	97%	+0.2	+0.1
Maths	86%	97%	-0.1	+0.1

ELSA support has had a positive impact on children, and the two ELSAs have supported TAs with pastoral support in classes. Strategies have been embedded in every class to teach children about self-regulation, alongside the behaviour curriculum, and how to cope with challenge; all classes have taken part in movement breaks (e.g. yoga, daily mile), and strategies learned in these sessions combined with teaching in class means that children having a growing bank of approaches which they use to develop resilience, reduce anxiety and foster social skills. The strategies used this year have been successful and will continue next year so that we can build upon this very positive start.

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To support service children emotionally, especially during front line deployment
What was the impact of that spending on service pupil premium eligible pupils?	ELSAs have supported the families very effectively (feedback from parents, reports from teachers about children's progress and well-being).

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.