



Pupil premium strategy statement 2024 -27, Tritlington Church of England First School

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	Tritlington Church of England First School
Number of pupils in school	26 (30 including nursery)
Proportion (%) of pupil premium eligible pupils	19% (5/26)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 - 2026 2026 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Katherine Stephenson and Jill O'Dell, Joint Head teachers
Pupil premium lead	Katherine Stephenson
Governor / Trustee lead	Alex Gale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/25	£9970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£9970

Part A: Pupil premium strategy plan

Statement of intent

Tritlington Church of England First School is a small, rural school on the outskirts of Morpeth. We have smaller than average sized cohorts and small numbers of pupils in receipt of pupil premium. The children that attend our school come from both in and out of catchment and from a wide range of economically diverse backgrounds. This includes a number of children who come from low income families and also children from more affluent backgrounds.

Our intention is to provide an inspirational and inclusive teaching and learning environment in which all pupils can be the best they can be and “Let their light shine.” We aim for all our pupils, irrespective of their background or the challenges they face, to make at least good progress in all subject areas and to raise attainment for disadvantaged children and their peers. We prioritise early intervention and inclusive, quality first teaching and learning for all pupils as our core provision with targeted, high quality intervention to support this. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. A key principle is to ensure our pupils’ wellbeing and readiness to learn in order to narrow any learning gaps. We recognise that good mental health is the foundation for all achievement in school and removing social, emotional and environmental barriers is a vital contributing factor to raising attainment and progress. Our strategy is also integral to wider school plans as outlined in our school improvement plan. Our approach is to build a sustainable strategy, based on the most up to date evidence. As part of this strategy, we will ensure timely and effective monitoring and evaluation takes place.

To establish an effective plan, we will:

- diagnose our pupils’ challenges and needs, working with external agencies as appropriate, and act early where need is identified
- use robust evidence to inform our strategy and approaches
- monitor the progress of our strategy and adapt our approaches if necessary
- Provide targeted support for those pupils who are not making expected progress
- Ensure financial barriers do not prevent disadvantaged pupils experiencing enhancement opportunities.

Challenges

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

Challenge number	Detail of challenge
1	To sustain improved attendance for our disadvantaged pupils: <ul style="list-style-type: none"> • 2021/2022 attendance for our disadvantaged pupils was 91.67%. This was 1.85% below that of our non disadvantaged pupils. • 2022/2023 attendance for our disadvantaged pupils was 91.13%. This was 3.52% below that of our non disadvantaged pupils. • 2023/24 attendance for our disadvantaged pupils was 89%. This is 5.32% below that of our non-disadvantaged pupils.
2	Underdeveloped oral language skills and vocabulary gaps: assessments, observations and discussions with pupils indicate that pupils in our Early Years, including disadvantaged pupils, have under-developed oral language skills and vocabulary gaps.
3	Lower attainment than non-disadvantaged pupils: internal and external (when available) assessments indicate that attainment in reading, writing and maths among our disadvantaged pupils is below that of our non-disadvantaged pupils.
4	Social and emotional development: through assessment, observation and discussion with families, it is evident that some pupils have developed social and emotional issues. Pupils have low resilience and are lacking in the skills required for positive social interaction and readiness to learn. In addition, financial barriers may prevent our disadvantaged pupils from experiencing enhancement opportunities. The importance of promoting social and emotional development and wellbeing is supported by national studies and both challenges are linked to significant gaps in learning and pupils falling behind age-related expectations.

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 improve and sustain the attendance at school of our disadvantaged pupils.	Sustained high attendance by 2026/2027 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1.5% and the attendance gap between disadvantaged pupils and their non- disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2.5% lower than their peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicating significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book scrutiny and ongoing formative assessment.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils make good or better progress.	The proportion of disadvantaged pupils reaching expected standard or above is in line with non-disadvantaged* Our disadvantaged pupils make good or better progress from their starting points. *Due to low numbers of pupils eligible for pupil premium, it is difficult to track our disadvantaged pupils as a cohort - we track pupils on an individual basis.
To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils have skills required for positive interaction and readiness to learn.	Sustained levels of pupils wellbeing by the end of 2024/2025 demonstrated by: <ul style="list-style-type: none"> • Data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in engagement with enrichment activities, particularly amongst our disadvantage pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Writing <ul style="list-style-type: none"> • Embedding high quality adult/child interactions from EYFS and throughout the school • Whole school reading/literacy initiative linked to research • Lexia subscription to support reading fluency • Embedding language rich learning environment from EYFS throughout the school • Ongoing development of our writing curriculum through the use of high quality texts • Developing staff feedback in response to pupils work 	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. Therefore, the number and quality of conversations children have is crucial. Evidence also suggests that high quality classroom discussion is inexpensive to implement and has a high impact on reading.</p> <p>Evidence suggests that quality feedback redirects or refocuses the learners actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output</p>	2, 3, 4

<ul style="list-style-type: none"> Ongoing CPD for staff and liaison with colleagues across the Font Alliance of schools 	<p>or outcome of the task, the process of the task, the student's management of their learning or self regulation, or about them as individuals (which tends to be the least effective)</p> <p>Additional 6 months progress on average (EEF PP toolkit 2021)</p>	
<p>Maths</p> <p>White Rose Math: resources and CPD</p> <ul style="list-style-type: none"> A whole school mastery approach to teaching maths. Ongoing CPD for staff - opportunities for internal skills sharing and modelling / coaching and collaborative planning with our maths lead and experienced teachers Numbot /TTRS 	<p>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics</p> <p>Mastery learning EEF</p> <p>impact + 5 months (Mastery learning)</p> <p>Non statutory guidance KS1 and KS2</p>	2, 3, 4
<p>Continue with our systematic, synthetic phonics programme throughout EYFS and KS1 and using this for the same day intervention and targeted support in KS2.</p> <p>But additional texts for home / school reading and replace lost and damaged texts to ensure all resources are of a high quality.</p>	<p>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.</p>	2, 3, 4

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant interventions</p> <ul style="list-style-type: none"> KS2 phonics Same day KS1 phonics support Maths Reading Gross motor skills Fine motor skills 	<p>Teaching assistants deliver daily small group support. The focus of the support is linked to the teaching assistant's area of expertise and CPD as research suggests that where teaching assistants are trained to deliver an intervention to small groups or individuals, this has a higher impact</p> <p>Teaching Assistant interventions EEF</p> <p>impact +4 months</p>	

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

Budgeted cost: £ 2970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure our disadvantaged pupils have social and emotional skills required for success. Metacognition and self-regulation: whole school approach</p> <ul style="list-style-type: none"> • PSHE: developing resilience • SMSC and wider school curriculum • Ensure our disadvantaged pupils are represented in pupil voice 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school</p> <p>Metacognition and self-regulation EEF impact +7 months</p> <p>Social and emotional learning EEF impact +4 months</p>	2, 3, 4
<p>High quality enrichment activities residential & other educational visits;</p> <ul style="list-style-type: none"> • free places for before and after school activities 	<p>Our curriculum aims to develop a set of attitudes, skills and behaviours - such as self control, confidence, social skills, motivation and resilience - that will underpin success in school and beyond. These are also referred to as 'social and emotional skills', non-cognitive skills' or 'essential life skills'.</p>	1, 2, 3, 4
<p>Develop parental engagement</p> <ul style="list-style-type: none"> • support to improve attendance • advice / practical activities to enable parents / carers to support their children at home <ul style="list-style-type: none"> - phonics workshops - practical maths - using tapestry - helping with homework - using the online resources available - Liaison with Early Help Team 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. School leaders will review participation and engagement to involve all parents to avoid widening attainment gaps</p>	1,2,3,4

Total budgeted cost: £ 9970

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during 2023/2024, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that although the performance of disadvantaged pupils was lower than non-disadvantaged pupils, our disadvantaged pupils all made good progress from their starting points in key curriculum areas. It is important to note that it is difficult to make direct comparisons as the cohort of pupils is small and fluctuates year on year. We track all of our disadvantaged pupils on an individual basis and some information may not be included in this report to avoid identification of pupils.

We used pupil premium funding to provide targeted interventions for our disadvantaged pupils focussing on their particular areas of need. This included phonics and early reading, mathematics and spelling.

To support the wellbeing of these pupils and ensure there were no financial barriers, preventing participation in extracurricular activities, we also used our funding to offer a range of school activities including after school clubs, educational visits and residential trips. All disadvantaged pupils were offered after school clubs free of charge to ensure they also had access to a broader range of sports and activities and an opportunity to engage in additional activity.

- 88% of disadvantaged pupils participated in at least one after school activity
- 50% of disadvantaged pupils attended more than one after school sports club

Actions	Impact
Improved oral language skills and vocabulary for PP children.	Disadvantaged pupils made at least good progress from their starting points, which is in line with non-disadvantaged pupils.
To narrow the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils make good or better progress.	Disadvantaged pupils made at least good progress from their baseline starting points which has been evidenced through pupil progress meetings, school readiness passport and school performance information and end of year expectations. <i>* percentages not used as cohorts as so small</i>
To achieve and sustain improved mental health and well being, particularly for	Opportunities across the wider curriculum for disadvantaged pupils to experience

disadvantaged pupils. Pupils will have the skills required for positive interaction and readiness to learn	activities and opportunities, including school visits, clubs and residential visits. Pupil voice sessions indicate that pupils feel safe and happy at school.
To improve the attendance at school of our disadvantaged pupils	Attendance was rigorously monitored by school and support offered to individual families to improve school attendance throughout the academic year.

Externally provided programmes

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

Programme	Provider
Times Tables Rockstars Numbots	Maths Circle Limited
White Rose Maths	Trinity MAT
Read Write Inc Phonics	Ruth Miskin Literacy
Read Write Inc Spelling	Oxford Owl