



Year Pupil premium strategy statement 2023 – 2026

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 | Three Trees Infant Academy |
| Number of pupils in school | 232 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 - 2026 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Jo Westaby |
| Pupil premium lead | Philip Poynton |
| Governor lead | Lauren Galpin |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £87,999 |
| Recovery premium funding allocation this academic year | £13,920 |
| 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 | £101,919 |

Part A: Pupil premium strategy plan

Statement of intent

The Three Trees Academies vision for all pupils is Aspire, Belong, Achieve. Our core values are: Respect, Perseverance, Courage, Creativity and Joy. It is through these that we set our learning intentions for all our children, this includes those eligible for the pupil premium grant and recovery premium

- *Demonstrating respect for everyone's right to learn and having a responsibility to allow others to learn and making the most of our learning.*
- *Through perseverance, we keep trying and adapting to achieve the highest standards of learning.*
- *We show courage through trying new challenges and challenging ourselves.*
- *As creative leaders and learners we adapt our strategies to ensure best outcomes for ourselves and others.*
- *Joy is our way of celebrating success and effort as parents, governors, staff and children.*

The challenges and intended outcomes reflect our core values.

Aims: PP attainment to be level with non-PP attainment

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge

Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupils limited range of vocabulary and poor language skills linked to limited life experiences and exposure to/ availability of quality texts (Reading and Writing) |
| 2 | Lack of 'Life experiences' is more restricted resulting in an inability to contextualise learning. |
| 3 | Poor social and emotional skills are self-limiting for a significant number of pupils. |
| 4 | Parents engage with both school and their child's learning having the confidence and skills required to support their child's learning. |
| 5 | Impact of Coronavirus pandemic and associated national lockdowns leading to significant time away from school (March 2020 – September 2020 and January 2021 to March 2021). This has also had impact through 'stop/start' learning due to family self-isolation and bubble closures from (September 2020 – December 2021 and March 2021 →) |
| 6 | High levels of persistent absence and low school attendance. |
| 7 | Historical lack of achievement in Phonics. |

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 |
|--|--|
| All pupils have a strong start within school, with high quality teaching and phonics provision, where necessary to support reading, ensuring the ability to read, and therefore access all curriculum areas. | GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally. |
| Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery. | Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time. |
| Improved phonics attainment among disadvantaged pupils. | KS1 phonics outcome in 2022/23 – 65% of disadvantaged pupils passed careening check. Attainment to increase to 80% or more. |
| Strong reading outcomes for pupils in all year groups. | Pupils achieve in line with non-disadvantaged pupils nationally. |
| Raise disadvantaged attainment in all key metrics at each statutory assessment point. | Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent improved and the figure among disadvantaged pupils being not lower than their peers. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Pupils are well equipped to manage their own emotions and have a range of strategies to support them. |

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: £53,619

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</p> | <p>1, 5, 7</p> |
| <p>Provide instructional coaching for all teachers, delivered by experienced coaches.</p> | <p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</p> <p>What is Instructional Coaching and How it Works? Ambition Institute</p> | <p>1, 3, 5</p> |

| | | |
|--|---|----------------|
| <p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge.</p> | <p>A strong, ambitious curriculum with logically sequenced lessons has been shown to be essential for learning to take place. Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlighted as effective practice.</p> <p>584543-great-teaching-toolkit-evidence-review.pdf (cambridgeinternational.org)</p> | <p>1, 3, 5</p> |
| <p>Improve the quality of social and emotional (SEL) learning. Train an ELSA from within existing staff. Purchase additional resources</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Support staff including ELSA trained.</p> | <p>3</p> |

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

Budgeted cost: £29,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further support. To be delivered by trained support staff. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to twelve weeks. Phonics EEF (educationendowmentfoundation.org.uk) | 7 |
| Purchase of standardised diagnostic assessments. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 1, 5 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1,5 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) | 1,5 |

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

Budgeted cost: £19,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing the Education Welfare Officer to support school. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3, 4 |
| Purchase school uniform for children in receipt of pupil premium | School uniform EEF (educationendowmentfoundation.org.uk) | 3, 4 |
| Development of a range of after school clubs. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 2, 3, 4 |
| Supporting the development of a range of school trips across all year groups. | here is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). | 2 |
| | | |

Total budgeted cost: £101,919

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.

The school is now part of RISE multi-academy trust and has been renamed The Three Trees Infant Academy. As part of the MAT's commitment to improving standards, all staff and leaders have had a bespoke CPD package in the spring summer terms prior to the academisation process. The school is now part of the trust's ongoing improvement programme. Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, quizzing and other retrieval practices are used to ensure secure knowledge, and will continue to be developed in all areas of the curriculum – this will also feed into support staff training as they can play a significant part in pre-teaching and over-teaching.

The mastery approach is being used in mathematics, allowing pupils to securely consolidate and embed key facts and methods to enable pupils to use reasoning skills and question and investigate mathematical principles. 'White Rose Maths' is delivered in all classes and Nrich is used alongside for enrichment of the subject

The school used the Inclusion Manager to support on attendance and improving attendance.

Support staff continue to offer high impact provision in class, directed by class teachers, to support pupils who need it and also running interventions for individuals and small groups as needed at other times of the day to ensure maximum coverage and impact.

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 |
|--------------|------------------|
| TT Rockstars | Maths Circle Ltd |

| | |
|---------------------|-----------------|
| Reading Eggs | Blake eLearning |
| Mathletics | 3P Learning |
| Purple Mash | 2Simple |
| One Decision (PSHE) | 1Decision Ltd. |