

## Pupil premium strategy statement 2023/2024

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	Two Rivers Primary and EYFS
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	64.5%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Laura Slinn
Pupil premium lead	Laura Slinn/Marie Povey
Governor / Trustee lead	Heather Phillips

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,460
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£90,460

## Part A: Pupil premium strategy plan

### Statement of intent

Two Rivers has 129 children on roll at the primary school and EYFS (including nursery). All of the children from Reception to Year 6 have an EHCP to outline their Special Educational Needs. Our EYFS became part of the Primary School in November 2015. It is situated on the Torc site in a specially created centre - that is separate to the High School and is self-contained.

The school works closely with the mainstream provision in Tamworth and in response to a request for additional emotional and educational support for pupils in Tamworth Rainbow Room continues to offer a bespoke package of support. This is funded by the child's mainstream school and subsidised by the local authority. It runs at a capacity of 6 places per day and feedback from the mainstream schools is very positive about improving children's outcomes. The Executive Headteacher (Laura Slinn) is Co-chair of the Tamworth Local Management Group - which is the Local Authority response to the SEND transformation and improving meeting the needs of the locality - the school has been integral in setting up this provision, working with every school in Tamworth. Rainbow room is now located at Anker valley primary school.

Two Rivers school is a generic special school with provision for pupils with a wide and diverse range of special educational needs. The majority of pupils are from Tamworth and the surrounding district, but a number of neighbouring Local Authorities do place pupils at the school. Funding for pupils in Staffordshire is determined by a matrix system and funding to the school is low against the national average.

Tamworth is a town with areas that are high on the social deprivation index\*. The catchment area of the school is predominantly white, British and this is reflective of the pupil population.

- 64.5% of pupils receive free school meals (reception to Yr6) and the pupil premium grant at the school.
- The range of needs within the school is wide and the pupil's abilities range from 1 to 14 in our Endeavour assessment continuum, in all subject areas.
- Pupils are recorded as having 1 or multiple areas of need and this is how the population is represented by primary area of need:

	Boys	Girls
Autism Spectrum Condition	19	6
Moderate learning Difficulty	5	1
Physical Difficulty	1	1
Profound and Multiple Learning Difficulty	2	1
Speech and Language Communication Difficulty	47	16
Severe Learning Difficulty	12	4

Social, Emotional Mental health Difficulty	4	3
Specific Learning Difficulty	0	1
Other Difficulty	0	0
HI/VI	0	0
Multi-Sensory	1	0
No specialist Assessment	0	0
Total – Boys and Girls	95	34
TOTAL	129	

In Tamworth more people live in socially rented housing than the national average. There are a number of wards in Tamworth where families and communities face multiple issues such as unemployment or low incomes, low qualifications, poor housing, social isolation and poor quality of life.

These wards are Belgrave, Bolehall, Castle, Glascote, Mercian and Stonydelph. These 5 areas fall within the 9 most deprived areas nationally which make up around 18% of the total population.

<http://democracy.tamworth.gov.uk/documents/s22182/Apprendix%203%20State%20of%20Tamworth%20Debate.pdf>

#### Ultimate Objectives

- For pupils at Two Rivers Primary and EYFS to attain as well as their peers
- For all pupils have equal opportunity and access to a rich curriculum
- For pupils to feel safe and nurtured to be in the best mental health

#### We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils at Two Rivers.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Timetabling restrictions means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of: ·

- Ensuring all teaching is outstanding or good thus ensuring that the quality of teaching experienced by all children is maintained.
- To provide a bespoke curriculum in line with Government expectations but pertinent to the pupils at Two Rivers.
- Additional teaching and learning opportunities provided through external agencies.
- All work through the pupil premium will be aimed at giving all pupils the opportunity to learn and progress to the best of their ability.
- Pupil premium resources are to be used to target children on Free School Meals to achieve the same as their peers – this includes good attendance.
- Enhanced adult support.
- Additional support through a therapeutic curriculum. This includes speech and language, sensory support, occupational therapy and physiotherapy.
- Support payment for activities, educational visits and residential experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through liaison with Proact SCiP and staff training.
- Pastoral support for the school community including staff training, parent workshops and safeguarding training to promote good mental health, wellbeing and safety of all.

## Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction - PECs, Makaton and PODD continue to be embedded within school. We aim to create a robust cycle of training and support to develop quality assured practice in communication.
2	Cognition and Learning - to ensure a robust 'plan, do and review' approach to the curriculum- meeting the needs of the school population and the ever-changing demographics of the school. This includes promoting the golden thread of 'cultural capital'.
3	Physical and Sensory - to continue to embed a physical and sensory approach to curriculum delivery. Sensory diets and therapeutic support

	will become the foundation of learning on which the curriculum will be built.
4	Social, Emotional and Mental Health - to continue and further enhance the capacity to deliver therapeutic intervention to support positive wellbeing and mental health. Readiness to learn with take priority, which in turn will lead to improved outcomes.
5	Socio and Economic factors – limited opportunity due to the lack of financial resource. Heightened isolation. Parental support will be the forefront of the pastoral team's agenda. Parents will receive support to help with mental health, behaviour, sleep, and be signposting to services where appropriate. Parents will receive targeted workshops to help support their understanding of subjects taught in school. This will also include behaviour strategy support, sensory support and speech and language support.

### 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 provide all pupils with targeted support and intervention to improve speech and language skills	<ul style="list-style-type: none"> <li>• To work alongside professionals to provide a robust package of support for all pupils.</li> <li>• To provide staff training to improve knowledge and understanding of speech and language.</li> <li>• To monitor and report on the use of speech and language techniques within lessons.</li> <li>• To offer parent workshops.</li> </ul>
To assess reading skills of all pupils. To implement a targeted approach to reading	<ul style="list-style-type: none"> <li>• To collate and analysis reading data.</li> <li>• To embed a Government approved reading programme to support pupil development and achievement – this will include online reading support – Bug Club</li> <li>• To offer parent workshops.</li> </ul>
To integrate spelling support to improve reading and writing across the school	<ul style="list-style-type: none"> <li>• To collate and analysis of writing data.</li> <li>• To embed a Government approved programme to support pupil development and achievement– this will include online reading support – Bug Club Spelling</li> <li>• To offer parent workshops.</li> </ul>
To access remote learning opportunities – including homework.	<ul style="list-style-type: none"> <li>• To provide staff training so that online resources can be merged with the online learning offer and opportunities for pupils to extend their learning beyond the school day.</li> <li>• To offer parent workshops.</li> </ul>

### 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: £48,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training	Makaton (Appendix 1), Rebound and Rebound plus (Appendix 2) <a href="https://www.reboundtherapy.org/">https://www.reboundtherapy.org/</a>	1
EVC training	<a href="https://www.entrusted.co.uk/">Educational Visits, Advice &amp; Guidance   Entrust (entrusted.co.uk)</a>	2
SCERTS	<a href="#">SCERTS-and-Evidence-based-practice-July-2020-final.pdf</a>	1
Forest school	Appendix 3 <a href="https://www.forestschooltraining.co.uk/forest-school/research/">https://www.forestschooltraining.co.uk/forest-school/research/</a>	3/4
Makaton	Appendix 1 <a href="https://makaton.org/TMC/TMC/About_Makaton/Research.aspx">https://makaton.org/TMC/TMC/About_Makaton/Research.aspx</a>	1
Wellbeing	Happy Minds <a href="#">Programmes - myHappyMind</a>	4
Therapeutic Intervention	Appendix 4	4/5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
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Speech and Language	PEC's ( <a href="https://pecs-unitedkingdom.com/research/">https://pecs-unitedkingdom.com/research/</a> ) (Appendix 5) PODD – small group and 1:1 support. additional staff <a href="#">Pragmatic Organization Dynamic Display (PODD) Communication Books: A Promising Practice for Individuals With Autism Spectrum Disorders   Request PDF (researchgate.net)</a>	1/2
Reading	Bug Club Bug Club ( <a href="https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club">https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club</a> ) (Appendix 6) Words First ( <a href="#">Home - Speech And Language Therapy London   Birmingham   Words First</a> )	1/2/5
Therapeutic Support	Holistic therapy, Music therapy (Appendix 7)	3/4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – improving attendance	VIP Education Services <a href="#">Why is school attendance so important and what are the risks of missing a day? - The Education Hub (blog.gov.uk)</a>	2/4/5
Mental Health Wellbeing award	<a href="#">WAS: Impact, Best Practice &amp; What Works   AwardPlace</a> (Appendix 8)	4/5
Family Liaison Officer	To provide pastoral support to Two Rivers families. Sleep Champion Training <a href="#">Information &amp; Support - The Sleep Charity</a>	4/5

**Total budgeted cost: £90,460**

## 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 2022/2023 academic year.

Progress across all years for PP pupils:

READING									
Year Group	Autumn			Spring			Summer		
	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding
1	0%	0%	100%	0%	0%	100%	0%	0%	100%
2	0%	50%	50%	0%	43%	57%	0%	43%	57%
3	33%	67%	0%	0%	33%	67%	0%	25%	75%
4	0%	75%	25%	67%	0%	33%	17%	50%	33%
5	33%	34%	33%	40%	0%	60%	0%	40%	60%
6	17%	50%	33%	0%	80%	20%	0%	60%	40%

NUMBER									
Year Group	Autumn			Spring			Summer		
	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding
1	0%	100%	0%	0%	0%	100%	0%	100%	0%
2	0%	50%	50%	0%	29%	71%	0%	29%	71%
3	0%	33%	67%	0%	25%	75%	0%	50%	50%
4	0%	75%	25%	83%	17%	0%	17%	66%	17%
5	17%	80%	33%	0%	60%	40%	20%	60%	20%
6	0%	67%	33%	0%	80%	20%	20%	60%	20%

SCIENCE									
Year Group	Autumn			Spring			Summer		
	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding
1	0%	100%	0%	0%	100%	0%	0%	100%	0%
2	0%	67%	33%	0%	71%	29%	14%	29%	57%
3	100%	0%	0%	33%	67%	0%	0%	100%	0%
4	50%	50%	0%	34%	33%	33%	17%	33%	50%
5	0%	83%	17%	0%	40%	60%	0%	40%	60%
6	33%	0%	67%	0%	60%	40%	20%	40%	40%



SMSC									
Year Group	Autumn			Spring			Summer		
	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding
1	0%	0%	100%	0%	0%	100%	0%	100%	0%
2	0%	67%	33%	0%	43%	57%	0%	57%	43%
3	33%	0%	67%	25%	25%	50%	0%	50%	50%
4	0%	50%	50%	33%	17%	50%	17%	33%	50%
5	17%	34%	49%	0%	40%	60%	0%	20%	80%
6	17%	17%	66%	0%	20%	80%	0%	40%	60%

COMPUTING									
Year Group	Autumn			Spring			Summer		
	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding	Working Towards	Mastered	Exceeding
1	0%	100%	0%	0%	100%	0%	0%	100%	0%
2	0%	50%	50%	0%	57%	43%	0%	58%	42%
3	0%	67%	33%	0%	25%	75%	0%	75%	25%
4	0%	50%	50%	66%	17%	17%	17%	50%	33%
5	17%	50%	33%	0%	40%	60%	0%	40%	60%
6	17%	50%	33%	0%	60%	40%	0%	60%	40%

### 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	Times tables Rockstars
Bug club	Pearson Education
Happy Minds	NHS
Equal Schemes of Work	Equals
Espresso	Discovery Education
Education City	Edmentum

### Service pupil premium funding (optional)

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

Measure	Details
N/A no service pupils	

