

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 Gates Primary
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	24% plus R PP tbc
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 24 - July 27
Date this statement was published	September 24
Date on which it will be reviewed	July 27
Statement authorised by	N Llewelyn-Cook
Pupil premium leads	N Llewelyn-Cook & Sophie Smart
Support & Challenge Advocate	J. Nicholls

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,504.42
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,504.42

# Part A: Pupil premium strategy plan

## Statement of intent

The Impact of  
COVID-19 on Learning:  
A review of the evidence

***COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. There is evidence that the attainment gap between disadvantaged students and their classmates has grown. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health. (findings of EEF Review 2022)***

***We continue to address this concerning evidence to ensure that disadvantaged pupils are challenged and supported to make good progress from their starting points and to attain in line with their peers with similar starting points, through a tiered approach outlined below and in detail later in this document.***







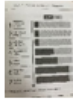


***High Quality Teaching:*** Our annual CPD strategy plan is informed by analysis of need and focused on improving teaching staff understanding and implementation of effective pedagogical approaches using evidence informed research. It is closely aligned with whole school priorities which arise from monitoring and evaluation of impact.

***This year's whole school teaching and pedagogical CPD priorities:***

**One Team/One School/One Trust**

A relentless commitment from all staff to care for and educate our pupils throughout this year by...

- ✓ Knowing the **school priorities** and engaging fully with all CPD
- ✓ Knowing your role & responsibilities and being the **best professional you can be**
- ✓ Being **emotionally present** for ALL children, always
- ✓ Having the **highest expectations** of ALL children and insisting on their **best effort**
- ✓ Supporting and challenging your colleagues to learn from each other to **improve impact and outcomes**

 <p><b>Supportive Care</b> <i>'Ensuring that all children experience equity, understanding, belonging and love'</i></p> <p><b>Implement the new behaviour policy based on trauma informed and attachment aware practice.</b> Monitor impact to ensure an inclusive and restorative approach to all relationships in school.</p>	<p><b>Teaching Excellence</b></p>  <p><b>Challenge and support</b> our teaching staff to enhance teaching and learning through the use of digital technology for all our pupils using the Top 5 Strategies. Year 2 of implementation.</p> 	<p><b>Teaching Excellence Post- Ofsted 1</b></p>  <p><b>Strengthen</b> the impact of foundation curriculum leadership to ensure children really do know more and remember more.</p> <p><b>Focus subjects:</b></p>  <p>Art DT Music</p>
<p><b>Clear Communication Post- Ofsted 2</b></p> <p>Improve how leaders communicate with parents, so they understand the work the school is doing to support their children's education and well-being.</p>	<p><b>Raising Aspirations in Tamworth 1</b></p> <p>Implement a new mathematics scheme from years 1-6 based on 'Strategy Not Steps' pedagogy. Embed the use of critique, editing and publishing in writing (An ethic of excellence)</p>  	<p><b>Raising Aspirations in Tamworth 2</b></p> <p>Implement a quality careers curriculum, based on evidence informed best practice, to inspire our children for future learning and employment.</p>  

**Targeted Academic Support:** We have analysed the main barriers leading to pupils falling behind and have targeted a proportion of our pupil premium towards providing staff to

deliver interventions, additional 1-1 and small group teaching to accelerate progress and support recovery.

**Wider strategies:** We allocate some of our funding towards supporting pupils' social, emotional and behavioural needs, promoting and supporting good attendance and enabling participation in a wide range of extra-curricular activities.

**Through effective leadership and planned monitoring and tracking of impact at all levels, we can evaluate the effectiveness of our strategy and act quickly to make any changes required.**

## Challenges


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



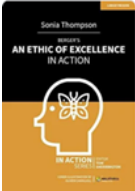

Challenge number	Detail of challenge
1	Impact of Covid 19 especially on our Year 1, 2 and 3 pupils: <ul style="list-style-type: none"> <li>• Vocabulary acquisition</li> <li>• Writing attainment</li> <li>• Maths retention &amp; fluency</li> <li>• Presentation of pupils on entry to school- increased SEMH, dysregulation, SEND and vulnerability impacting on learning behaviours (significantly so in year 1, 2 and 3)</li> </ul>
2	Low levels of development in communication, language and literacy on entry to reception impacting on learning capacity in reception and subsequent years. Baseline to GLD 21- 22      0-48% ALL              0-42% PP Baseline to GLD 22-23      15%-52%              0-11% PP Baseline to GLD 23-24      13%-52%              0-22% PP
3	High percentages of PP pupils in Years 5 (11) and Year 3 (11) Year 2 (11) with one or more additional barriers affecting attainment and progress.
4	Complex family issues impacting on pupils' attendance, learning and wellbeing e.g. mental health, substance misuse, housing, debt, cost-of-living crisis on our families. There are low aspirations for higher education and employment within our community.



## 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 inclusive education that supports and develops the needs of our most vulnerable, dysregulated pupils and those with SEMH and SEND through the development of daily Nurture provision for targeted	Pupils demonstrating the highest levels of dysregulation, vulnerability, SEND and SEMH needs will be supported to regulate and access a bespoke Nurture curriculum that meets their primary needs in our Nurture classroom.

	<p>Pupils will access the provision when it meets their needs best and will be supported to access or transition back into the mainstream classroom.</p> <p>Pupils feel safe and supported in Nurture.</p> <p>Pupils have strong relationships with their staff members.</p> <p>Pupils access a curriculum that is appropriate for their needs.</p> <p>Pupils make progress in developing their primary needs and can access the mainstream classroom and curriculum as appropriate with increased success.</p>
Phonics	<p>Pupils are taught in small groups at their challenge level.</p> <p>Pupils learn through fidelity to a rigorous scheme.</p> <p>Pupils receive 121 tutoring, if necessary, in our 'keep up not catch up' approach.</p>
 <p>Continue to train all staff in the use of trauma- informed and attachment aware philosophy and practise to ensure an inclusive and restorative relational approach to all relationships in school</p>	<p>Pupils have strong relationships in school with all the adults involved with them.</p> <p>Pupils feel welcome, safe and happy.</p> <p>Pupils know who they can go to and where they can go in school for support or to be calm and quiet.</p> <p>Pupils understand what is expected of them through our 3 clear school rules of 'ready, respectful and safe.' Parents understand these and they are supportive of them.</p> <p>Pupils behave well because of clear boundaries and routines and staff are clear and consistent through the use of scripts for specific routines in school such as lining up, assembly and corridor expectations.</p> <p>When pupils display behaviour that challenges us and damages relationships between peers or staff, restorative conversations support them to repair relationships and behave and regulate in a positive way.</p> <p>Pupils are supported to regulate through the use of emotion coaching.</p> <p>The reviewed behaviour policy views behaviour through a trauma lens and adaptations made support all pupils to regulate emotions more and behave well.</p>

	<p>Pupils' behaviour at lunchtimes is supported with a lunchroom to help regulation.</p>
 <p>Challenge and support our teaching staff to enhance teaching and learning through the use of digital technology for all our pupils using the Top 5 Strategies.</p> 	<p>Staff and pupils use their iPads effectively to enhance learning and teaching.</p> <p>All foundation subjects have a clear learning journey evident and this supports all pupils to achieve well across the curriculum.</p> <p>Core subject teaching utilises iPads for teacher input, modelling, sharing, critiquing, retrieval and feedback so that all pupils are clear on their learning and next steps.</p> <p>Use of iPads benefits all pupils providing equitability whilst accessibility features enable all pupils to use them effectively.</p> <p>Use of iPads supports pupils to learn at home with homework set on 'Showbie' and the use of apps available to all.</p>
<p><b>Aspiration Project:</b></p>  <p>Consistent high- quality modelling is embedded as a highly effective teaching strategy in maths.</p>  <p><b>IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1</b> Guidance Report</p> <p><b>IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE</b> Guidance Report</p> <p>Embed the use of critique, editing and publishing in writing.</p>	<p>Pupils use metacognitive strategies to embed learning and are confident mathematicians.</p> <p>The roll out of our new curriculum Can Do Maths and staff CPD to support its effective delivery enhances maths teaching with teachers demonstrating strong subject knowledge</p> <p>Pupils know and remember more supported by the Maths on Track MOT sessions.</p> <p>Teachers teach calculation and problem-solving using modelling with metacognitive strategies.</p> <p>Modelling and using an I do, We do and You do approach evident in lessons and impact upon pupil understanding.</p> <p>Continued support from Trust Maths lead.</p> <p>Y2 maths target- 61%/30% Y6 writing target- 65%/38%</p> <p>In writing, the critique stage of the teaching sequence is strengthened by recent CPD based upon research from Ron Berger – An Ethic of Excellence. Pupils show in lessons that they can critique and edit effectively to improve their writing.</p> <p>The CPD for staff impacts upon more rigorous critique lessons and pupils that can critique their own and others learning effectively.</p> <p>As a result, pupils write more effective pieces with the tone, audience and purpose in mind relevant to that piece of writing.</p>

	<p>Pupils are engaged in their writing outcome because of varied and engaging publishing opportunities.</p> <p>iPads are used to enhance the writing publishing opportunities.</p> <p>Intrinsic motivation to produce published pieces is evident.</p>
<p><b>Aspiration Project:</b></p> <p>Design and implement a quality careers curriculum, based on evidence informed best practice, to inspire our children for future learning and employment.</p> 	<p>Pupils are inspired by the Start Small, Dream Big project.</p> <p>Staff have a clear and progressive careers curriculum to deliver.</p> <p>Children know and can talk about the world of work.</p> <p>They can name and describe a number of jobs and careers and what the skills /knowledge required for these are.</p> <p>They can see that what they learn in school could help them in their future jobs/career.</p> <p>Comparison of baseline and end of year aspirations takes place to measure progress.</p>
<p>Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure and stable home life.</p> <p>Anxiety is reduced, enabling better focus on learning.</p> <p>Pupils attend school regularly</p>  <p>Attendance research and interventions to inform strategy</p>	<p>Issues raised are identified and acted on quickly.</p> <p>Families receive the right help at the right time-involving external agencies when necessary.</p> <p>Measurable impact on pupils – attendance/appearance positively impacts upon readiness to learn.</p> <p>To reduce the PP vs Non-PP gap in attendance which currently stands at 4.1%</p> <p>% of PP pupils who were persistent absentees during 23-24 was 34%. We want to reduce this and close our current PP vs non-PP gap which is 20%.</p>
<p>Pupils participate in a bespoke programme of age appropriate and progressive experiences and opportunities throughout school to increase their knowledge and understanding of the world.</p>	<p>Cost does not prohibit pupils from participating in educational visits/residential experiences and wider music offer.</p> <p>Increased experiences support vocabulary acquisition and the ability to make connections in learning.</p> <p>Pupils' involvement is celebrated through the Children's University reward scheme.</p>

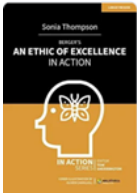












Activity in this academic year 24-25

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

## Teaching (CPD and coaching)





Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality first teaching:</b> Teacher CPD through cyclical instructional coaching and feedback in the use of critique and publishing (initially in our writing and maths lessons) as a pedagogical strategy to strengthen learning.</p>	 <p>Through critique children understand that their learning and understanding is not fixed, it develops. Critique makes children aware of these processes; it makes them metacognitive.</p>  <p> Teacher Toolkit 2021 Metacognition and self-regulation –very high impact</p> <p> Teacher Toolkit Feedback- very high impact</p>	<p>1 2 3</p>
<p><b>Quality first teaching:</b> Teacher CPD through cyclical instructional coaching and feedback in the use of modelling in mathematics as a pedagogical strategy to strengthen learning.</p>	<p> Teacher Toolkit Metacognition and self-regulation –very high impact +7</p>   <p>7-step model for independence-step 3 is modelling.</p>	<p>1 3</p>
<p><b>Quality First Teaching:</b> <b>Embed teaching for excellence - Teacher Walkthrus (cold calling and think pair share Autumn) through iterative CPD cycles of teaching/learning, coaching, feedback, further CPD.</b></p>	 <p> Teacher toolkit Feedback – Very high impact very low cost +6</p>	<p>1 2 3</p>
<p><b>Quality First Teaching:</b> Teacher CPD through cyclical instructional coaching and feedback in how to enhance</p>	 	<p>2 3 4</p>

<p>teaching and learning through the use of digital technology using the Top 5 Strategies.</p> <ol style="list-style-type: none"> <li>1. Explanations &amp; Modelling</li> <li>2. Classroom Management</li> <li>3. Assessment</li> <li>4. Accessibility</li> <li>5. Workflow</li> </ol>	<p>During Covid-19, the digital divide became evermore present. Across the ATLP and around the country, there were clear inequalities between the access children had to digital devices, and ultimately the impact it had on their progress.</p> <p>We are committed to guaranteeing every pupil receives the same opportunities, addressing inequality both inside and outside of the classroom.</p> <p>Education Technology will be immersed into learning and teaching to enhance current practice and provide children with the skills, values, and knowledge to succeed at life in the future.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)









Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Maths small group tutoring	<p><b>IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE</b> Guidance Report</p>  <ul style="list-style-type: none"> <li>• Small group tuition +4</li> </ul>	1 3
<p>1-1 and small group phonic intervention 3 x/week</p> 	<ul style="list-style-type: none"> <li>•  Toolkit -phonics-high impact +5</li> <li>• </li> <li>• One to one tuition +5</li> <li>• Small group tuition +4</li> </ul>	1 2 3

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

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement the Start Small, Dream Big Careers Curriculum to provide a progressive and systematic curriculum which explicitly teaches the essential skills for future careers.</p>	 <p>Research indicates that students entering higher education who have fragmented or limited career support at school make poor choices, are less career ready and feel less inclined to access careers support in their future.</p>  <p>Part of government's drive to make sure all young people get high quality advice to make informed choices on the skills needed for a successful career. School invited to participate.</p>	<p>1 2 3 4</p>
<p>Pupils participate in a programme of age appropriate and progressive experiences and opportunities throughout school –forest school, music, visits and visitors</p>	<ul style="list-style-type: none"> <li>•  Toolkit -arts participation-moderate impact +3</li> <li>•  Toolkit -Collaborative learning approaches-high impact</li> </ul>	<p>2 4</p>
<p>Nurture hub for small groups and 1-2-1. Safe space and provision that meets need.</p>	<ul style="list-style-type: none"> <li>• KCSIE 2023 para 70 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.</li> <li>•  Metacognition and self-regulation – very low cost for very high impact +7</li> </ul>	<p>4</p>
<p>Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure, stable and safe home life and can apply themselves to learning.</p>	<ul style="list-style-type: none"> <li>• KCSIE 2023 para 70 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.</li> </ul>	<p>4</p>
<p>1-1 psychotherapy for identified pupils</p>  	 <ul style="list-style-type: none"> <li>• Increased number of pupils presenting with anxiety and low mood</li> <li>• Poor mental health and well-being increases absence from school and inhibits pupils' ability to focus and engage in learning</li> <li>• KCSIE - increased responsibility on schools to identify and support pupils with mental health</li> </ul>	<p>4</p>

**Total budgeted cost: £ 88,405.42**

## 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.

**Target set Autumn 23: Train all staff in the use of trauma-informed and attachment aware philosophy and practise to ensure an inclusive and restorative relational approach to all relationships in school**

***Impact and outcomes - summer 24:***

- School behaviour policy reviewed and re-written through a trauma lens.
- Pupils attend restorative conversations to help them restore and repair relationships.
- All staff trained in emotion coaching and using it effectively to support dysregulated pupils.
- All staff trained in trauma and attachment and using this to understand what behaviours are communicating to us.
- All staff trained in a language shift such as use of term 'dysregulation' and 'behaviours that challenge us.'
- Relationships are strong between staff and pupils especially those who require 121 and small group support as well as between class teachers and pupils.
- Lunchtime support for pupils gives them a quiet, safe space or an adult to support them to regulate.
- Reduction in incidents of peer-on-peer conflict and peer on peer abuse between autumn and summer as evidenced on school monitoring system.
- 92% parents say the school makes sure the pupils are well behaved.

**Next steps -**

- Staff CPD in our new Ready, Respectful and Safe school rules has taken place and rules launching Sept 24 with pupils and parents.
- Ready, Respectful, Safe champion from Sept 24.
- Staff CPD in the use of solution circles and the power of circles.
- Implement our new PSHE programme My Happy Mind to support pupil understanding of the brain and how to regulate it.

**Target set Autumn 23: Challenge and support our teaching staff to enhance teaching and learning through the use of digital technology for all our pupils using the Top 5 Strategies.**

***Impact and outcomes - summer 24:***

- Staff CPD has increased teacher knowledge of using iPads effectively to enhance lessons.
- Staff use a range of apps, augmented reality, online resources to engage pupils in their learning.

- Pupils use iPads effectively in lessons following the iPad etiquette.
- Pupils work on Showbie shows their learning journey.
- All pupils have equal access to technology.
- Pupils speak positively about how iPads enhance and support their learning.
- Pupils with additional needs make good use of the bespoke accessibility features on their iPads and can say how they use them to learn more effectively.
- Trust lead for Learning Futures observed iPads being used effectively in lessons as evidenced in school performance review report, summer 24.

**Next steps:**

- All foundation subjects to be taught using iPads and the Showbie App.
- Core subjects to be enhanced through use of iPads.

**Target set Autumn 23: Consistent high-quality modelling is embedded as a highly effective teaching strategy in maths. Embed the use of critique, editing and publishing in writing.**

***Impact and outcomes - summer 24:***

- *Support from maths trust lead has developed secure teacher knowledge in maths concepts and in the I do, We do, You do modelling process.*
- *Maths trust lead has observed positive impact of training on teaching.*
- *The number of pupils scoring full marks on the multiplication check has increased from 30% to 41%*
- *Staff CPD in critique and publishing has strengthened teacher knowledge.*

***Next Steps:***

- *To implement a new scheme- Can Do maths effectively across school*
- *To monitor the impact of critique in writing.*

**Target set Autumn 23: Design and implement a quality careers curriculum, based on evidence informed best practice, to inspire our children for future learning and employment.**

***Impact and outcomes - summer 24:***

- *Each year group has taken part in termly careers events.*
- *Pupils have engaged well and have broadened their understanding of future careers.*
- *A variety of tasks and activities have taken place. It has been enhanced by people from the relevant sectors of work talking to pupils.*

***Next Steps:***

- To enhance the careers curriculum by implementing Start Small, Dream Big starting with the training of a member of staff in school who will then lead and champion the careers curriculum.

**Target set Autumn 23: Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure and stable home life. Anxiety is reduced, enabling better focus on learning. Attendance research and interventions to inform strategy.**

***Impact and outcomes - summer 24:***

- *Early help lead in school responds in a timely way to issues arising; assessing, supporting and signposting families to the help at the right time.*

- *Families asking school for support as an outcome of the trust built with key staff including early help lead*
- *Attendance of PP pupils has been robustly monitored although the gap between PP and non-pp remains too high*
- *Number of families supported with **Earliest Help** in school-*

*This included any form of earliest help support that you provide in school including internal counselling, pastoral support or any support to parent including financial and emotional: **34***

- *Number of referrals have made to an external **Tier 2 service:** e.g., Family Action, Malachi, New Era, Action for Children, Young Minds, Women’s Aid, Staffordshire Together for Carers: **33***
- *Number of families supported at Early help:**12***

**Next Steps:**

- *To continue to offer high quality support to our parents*
- *To reduce the PP/Non -PP attendance gap*

**Target set Autumn 23: Pupils participate in a bespoke programme of age appropriate and progressive experiences and opportunities throughout school to increase their knowledge and understanding of the world.**

**Impact and outcomes - summer 24:**

- *A range of visits have taken place to enhance the curriculum*
- *After school clubs have been run termly by staff and the sports coach and have been well attended*
- *PP pupils’ visits have been subsidised by school to ensure equal opportunity*
- *90% KS2 pupils have participated in one or more an inter or intra competitive school sport event this year*
- *96% of parents reported that their child can take part in clubs and activities in our school*
- *75% more pupils attained bronze+ in the Children’s University scheme than last year- with 32 pupils attaining Gold*

**Next Steps:**

- *Continue to plan and book the range of experiences and events for pupils.*
- *To engage parents in workshops and events with their children.*
- *To increase the offer for KS1 pupils*

## 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*

<b>Programme</b>	<b>Provider</b>
Oracy Education	Voice 21
Power Maths	Pearson
Read, Write Inc. Phonics & Spelling -online	Oxford Owl (OUP)
RWI Talk through stories	Oxford Owl (OUP)
Mastering Number	NCETM
Drawing club	Greg Bottrill
Charanga	Charanga
NFER Reading and GPS tests	NFER

