# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

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| Detail | Data |
| School name | Tanners Brook Primary |
| Number of pupils in school | 416 |
| Proportion (%) of pupil premium eligible pupils | 32.2% (134 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 1st December 2021 |
| Date on which it will be reviewed | 30th November 2022 |
| Statement authorised by | Ingrid Dowse  Head of School |
| Pupil premium lead | Lisa Welch |
| Governor / Trustee lead | Stacey Woods |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £147,950 |
| Recovery premium funding allocation this academic year | £18,012 |
| 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 | £147,000 (£5000 allocation of non-staffing) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across ALL subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*  *High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.*  *We aim:*   * *To deliver good or better learning for all.* * *To raise the in-school attainment of both disadvantaged pupils and their peers.* * *To increase the academic progress of disadvantaged pupils.* * *To raise the attendance of all disadvantaged pupils to over 90% and to aim for over 95%* * *To diminish any attainment gap between the schools disadvantaged pupils and other children.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Special Educational Needs.**  SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. 18.5% 23 pupils) of Disadvantaged children at Tanners Brook are registered as SEND learners.  30.4% of these disadvantaged pupils have an EHCP  14 disadvantaged pupils have language and communication needs.  16 disadvantaged pupils have moderate learning difficulty.  4 disadvantaged pupils have autistic spectrum disorder.  0 disadvantaged pupils have social and emotional needs. |
| 2 | **English as an additional language (EAL).**  A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and the community.  20.8% (20 pupils out of 96 EAL pupils) of disadvantaged children at Tanners Brook Primary School are registered as EAL learners. |
| 3 | **Attendance.**  Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance records show that :50% (57 pupils) of disadvantaged children at Tanners Brook Primary School have an attendance below 95% (2020-2021)  33.3% (38) disadvantaged pupils had an attendance figure below 90% for the 2020-21 academic year. |
| 4 | **Previous low attainment.**  Low prior attainment requires rapid progress in order to meet age related expectations. Additional learning opportunities are required.  37 disadvantaged children at Tanners Brook Primary School are identified as being Low Prior attainers. |
| 5 | **Communication and Language.**  Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.  8% of disadvantaged learners (10 pupils) at Tanners Brook Primary School have required speech and language support. |
| 6 | **Parental engagement.**  Parents of Pupil Premium children are under-represented at parental events e.g., parents’ evenings, consultation meetings, learning workshops, assemblies etc. |

## 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.

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| Intended outcome | Success criteria |
| Progress in Reading | Achieve above national average progress scores in KS2 Reading |
| Progress in Writing | Achieve above national average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve above national average progress scores in KS2 Maths |
| Phonics | Attainment in line with national non-disadvantaged standards. |
| Attendance | Improve attendance of disadvantaged pupils to be in line with 2019 school average (95.3% - gov.uk – school performance tables) |

## 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: £*88,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure mathematical fluency to support rapid progress for all pupils. Develop Number sense in Years 1-4  to teach, reinforce and retain key fluency skills. | EEF Guidance report: Improving Mathematics in the Early Years and Key Stage 1.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths)  EEF Guidance report: Improving Mathematics in the Key Stages 2 and 3.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 1, 2,4 |
| CPD: Nuffield Early Language; Subject leadership; phase leadership. | EEF Project: Nuffield Early Language Intervention.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention#:~:text=Nuffield%20Early%20Language%20Intervention.%20Update%20%28Aug%202020%29%3A%20The,%C2%A31bn%20Covid-19%20%27catch-up%27%20package%20announced%20in%20June%202020.)  Teaching and Learning Toolkit – Oral language Interventions.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1,2,4 |
| Improve the effective provision for SEND pupils across the school. | EEF Guidance report: Special Educational Needs in Mainstream schools.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)  EEF Guidance report: Making Best Use of Teaching Assistants.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants#:~:text=Teaching%20assistants%20should%20not%20be%20used%20as%20substitute,direction%20to%20deliver%20high-quality%20one-to-one%20and%20small-group%20support.)  Teaching and Learning Toolkit – Teaching Assistant Interventions.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1, 2, 3, 6 |
| Develop language acquisition for all pupils. Access to age-appropriate texts, suitable for stages of learning; ensure fluent reading and comprehension skills and further embed a culture and love of reading. | EEF Guidance report: Preparing for literacy.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  EEF Guidance report: Improving Literacy at Key Stage 1.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  EEF Guidance report: Improving Literacy at Key Stage 2.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  The Reading Framework (DFE).  [CLICK HERE.](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy)  Teaching and Learning Toolkit – Reading Comprehension strategies.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  Teaching and Learning toolkit – Phonics.  [CLICK HERE.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1, 4, 5 |

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

Budgeted cost: £ *54,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tuition led by experienced teaching staff. | Teaching and Learning Toolkit – small group tuition.  [CLICK HERE FOR INFORMATION.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1, 2, 5 |
| Nuffield Early Language Intervention: small group and individual sessions to develop vocabulary and narrative skills in reception aged pupils*.* | EEF Project: Nuffield Early Language Intervention.  [CLICK HERE FOR INFORMATION](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention#:~:text=Nuffield%20Early%20Language%20Intervention.%20Update%20%28Aug%202020%29%3A%20The,%C2%A31bn%20Covid-19%20%27catch-up%27%20package%20announced%20in%20June%202020.) | 1, 5 |

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

Budgeted cost: £5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Parental workshops, assemblies, coffee mornings and boosted posts on Facebook. Increasing the communication between school and home and ensuring that there are tighter links between the two. | Teaching and Learning Toolkit: Parental engagement  [CLICK HERE FOR INFORMATION.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 3, 6 |
| Support student wellbeing: identified disadvantaged students require strategies for managing emotional challenges. | EEF Guidance report: Improving Social and Emotional Learning in Primary Schools.  [CLICK HERE FOR INFORMATION.](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  Teaching and Learning Toolkit – Social and Emotional Learning.  [CLICK HERE FOR INFORMATION.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 3 |

**Total budgeted cost: £***147,000*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*  ***Development of a well-being strategy.***  All safeguarding training was undertaken and an additional DSL has been trained (we now have 5 in the school). The whole school reviews have focused on PP and the Deputy headteacher has attended a PP set of training sessions. There are regular slots in staff meetings although urgent information is disseminated when needed anyhow. DSL’s communicate and support each other on a daily/weekly basis.  Disadvantaged on track or above: The data shows that in years 1 and 3 there is very little difference between the performance of disadvantaged and non-disadvantaged pupils. In other year groups there is a small gap.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | Reading | Writing | Maths | | Y1 | Disadvantaged (17) | 59% (10) | 59% (10) | 59% (10) | | Other pupils (35) | 66% (23) | 60% (21) | 60% (21) | | Gap PP to Other | -7%  (-2 pupils) | -1%  N/A | -1%  N/A | | Y2 | Disadvantaged (19) | 42% (8) | 47% (9) | 58% (11) | | Other pupils (37) | 73% (27) | 73% (27) | 76% (28) | | Gap PP to Other | -31%  (- 6 pupils) | -26%  (-5 pupils) | -18%  (-3 pupils) | | Y3 | Disadvantaged (10) | 70% (7) | 70% (7) | 60% (6) | | Other pupils (39) | 82% (32) | 79% (31) | 82% (32) | | Gap PP to Other | -12%  (-1 pupils) | -9%  (-1 pupil) | -22%  (-2 pupils) | | Y4 | Disadvantaged (15) | 53% (8) | 33% (5) | 47% (7) | | Other pupils (47) | 74% (35) | 68% (32) | 81% (38) | | Gap PP to Other | -21%  (-3 pupils) | -35%  (-5 pupils) | -34%  (-5 pupils) | | Y5 | Disadvantaged (27) | 78% (21) | 67% (18) | 63% (17) | | Other pupils (40) | 70% (28) | 75% (30) | 83% (33) | | Gap PP to Other | +8%  (+3 pupils) | -8%  (-2 pupils) | -20%  (-5 pupils) | | Y6 | Disadvantaged (27) | 63% (17) | 70% (19) | 48% (13) | | Other pupils (51) | 69% (35) | 82% (42) | 59% (30) | | Gap PP to Other | -6%  (-2 pupils) | -12%  (-3 pupils) | -11%  (-3 pupils) |   A staff, pupil and parent survey were completed to address wellbeing.   * 92% of parents agreed that their child was happy at school. * 100% of pupils felt that Tanners Brook helps them to learn well and make good progress. * 98% of pupils said that they like learning at Tanners Brook. * 100% of staff said that they were proud to be a member of this school.   ***Effective Learning Behaviours.***  The behaviour policy has been communicated to staff and a new rewards system introduced which now aligns KS1 and KS2. Pupil and staff questionnaires have taken place.   * 96% of staff felt that the behaviour is consistently well managed (4% did not know). * 98% of pupils said that they know that good behaviour helps them to learn.   There has been an overall decline in the number of behaviour incidents during the school year. The Autumn term always is slightly higher, but this was adversely affected by two pupils who have now moved to a different provider.  ***Vocabulary and reading are a high priority.***  One to one reading is prioritised, and all children complete this at least once a week in school.   * 86% of pupils say that they now read outside of school. * 95% of pupils say that they enjoy reading.   Reading activity is actively rewarded and celebrated.  Year 2 Phonics screening results 2021-2022 show that disadvantaged students performed exceptionally well.   * 77.2% for all pupils * 78.6% for disadvantaged pupils * 66.5% for disadvantaged pupils nationally.   Having explored this thoroughly this year we have decided to incorporate the Read, Write, Inc programme from September 2022.  ***IT to support learning.***  A new digital IT strategy person has been appointed by the MAT.  There are new interactive whiteboards in every classroom.  Devices have been provided for all families who have had no access during the Covid pandemic.  Disadvantaged children were prioritised for the vulnerable/key worker groups who were taught in school during the lockdown  All staff have visualisers in their classrooms and training has been provided so that they are used effectively to enhance the learning taking place.  ***Groups of learners who are underachieving are identified and support put in place.***  Headteacher has run booster sessions in Year 6 and Year 5 Mathematics sessions.  Transition document for secondary schools was completed and vulnerable children identified and given extra support and provision during the transition period.  All staff use the class trackers to identify children who need extra support. Requests are made for interventions and the SENCO organises these and collates information on the progress made.  PL’s meet weekly with the Headteacher to discuss progress of key pupils.  Annual reviews take place to ensure EHCP target provision is being met.  Termly pupil progress meetings with the PL and the Headteacher identify those who may require extra support.  TA training sessions have been run both on INSET days and in school time.  ***Attendance.***  The engagement of disadvantaged pupils was specifically tracked during the pandemic and lockdowns.  A new attendance system has been introduced with weekly/fortnightly monitoring, a more robust set of communication with parents and more input from the EWS. Meetings take place to encourage parents to support their child by ensuring that their attendance is over 95%  Attendance information is communicated to staff via regular staff meetings.  General attendance information is communicated with parents on the monthly newsletters.  ***The development of writing.***  Mapping of the writing journey has taken place to ensure high quality writing for all children.   * 94% of pupils say in the pupil survey that they enjoy writing.   Writing moderation reports demonstrate evidence of the writing journey from the planning stage to the final published piece. Finished pieces are displayed and the children’s work is celebrated in class and for parents who visit to see the outcomes.  There have new been two full writing moderations completed across all year groups.  A new management structure has been introduced for 2021-22with writing leads in each key stage.  The 7-step model has been a SIP focus and has been evaluated by all whole school reviews.  ***Further improve the teaching of Maths.***  Maths teaching was impacted by the wider closing of schools due to the Covid 19 restrictions.  Upon return, all year groups completed analysis of ready to progress criteria from current and previous NC year to RAG how key curriculum objectives are retained using the NCETM Prioritisation materials.  Number sense was piloted in the summer of 2021 and is now set up for 2021-22 in years 1-4 to improve Mathematical fluency.  A new management structure has been set up for 2021-22 with a whole school Maths Lead.  The Headteacher has provided booster sessions in year 6 and year 5 which has created smaller class sizes in remaining Maths sets. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *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.* |