

Pupil premium strategy statement – Tanners Brook Primary School

Pending approval at Academy Committee (January 24)

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (according to DFE website)	402
Proportion (%) of pupil premium eligible pupils	29.1% (117 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2023
Date on which it will be reviewed	30 th November 2024
Statement authorised by	Ingrid Dowse Head of School
Pupil premium lead	Lisa Welch
Governor / Trustee lead	Stephanie Bolitho Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,415
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£164,415 (£5000 allocation of non-staffing)

Part A: Pupil premium strategy plan

Statement of intent

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 that are already high attainers.

High quality teaching is at the heart of this 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 for both disadvantaged 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.*
- To have high expectations for all children regardless of their background*
- To raise the aspirations of all children, improve their cultural capital and ensure that they achieve their personal best.*

Challenges

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

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. 18.8% (22 pupils) of disadvantaged children at Tanners Brook are registered as SEND learners. 18.2% (4 pupils) of these disadvantaged children have an EHCP.

	<p>4 disadvantaged children have speech, language and communication needs.</p> <p>1 disadvantaged child who is looked after has a specific learning difficulty.</p> <p>1 disadvantaged child has a severe learning difficulty.</p> <p>7 disadvantaged children have moderate learning difficulties.</p> <p>5 disadvantaged pupils have autistic spectrum disorder.</p> <p>1 disadvantaged child is visually impaired.</p> <p>3 disadvantaged children have social, emotional and mental health issues.</p>
2	<p>English as an additional language (EAL).</p> <p>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 to during early development and continues to use in the family home and the community.</p> <p>18.8% (22 pupils) of the 117 disadvantaged children at Tanners Brook Primary School are registered as EAL learners.</p>
3	<p>Attendance.</p> <p>Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance records show the attendance for pupils eligible for pupil premium was 92.3% (2022- 2023) compared to 94.8% for non-pupil premium eligible children. This shows an improvement in attendance of 1% for pupil premium eligible children. The gap between eligible and non-eligible pupils has decreased by 0.25%.</p> <p>20.5% (24) disadvantaged pupils have an attendance figure below 90% for the current academic year to date which is an 9.4% improvement from last academic year.</p>
4	<p>Previous low attainment.</p> <p>Low prior attainment requires rapid progress to meet age related expectations. Additional learning opportunities are required.</p> <p>Due to Covid, prior attainment data is not available for most year groups.</p>
5	<p>Communication and language.</p> <p>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 effect on future school performance.</p> <p>4.3% of disadvantage learners (5 pupils) at Tanners Brook Primary School have required speech and language support this year.</p>
6	<p>Parental Engagement.</p> <p>Parents of Pupil Premium children are often under-represented at parental events e.g., parents' evenings, consultation meetings, learning workshops, assemblies etc.</p>

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
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 Mathematics
Phonics	Attainment in line with national non-disadvantaged standards
Attendance	Improve attendance of disadvantaged pupils to be in line with 2022- 2023 school average (93% national figures for 2022)

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: £95.965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run the Read, Write, Inc programme to develop language acquisition for all pupils. Access to age-appropriate texts and reading books which also match the current phonics stage of development in learning; ensure fluent reading and comprehension skills and further embed a culture and love of	<p>EEF Project – Read, Write Inc Phonics and Fresh Start. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Preparing for Literacy. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving literacy at KS1. CLICK HERE FOR INFORMATION.</p>	1, 2, 4, 5

<p>reading. Appoint an Early Reading Lead to ensure fidelity to the programme and to monitor its effectiveness.</p>	<p>EEF Guidance Report: Improving literacy at KS2. CLICK HERE FOR INFORMATION.</p> <p>The Reading Framework (DFE) CLICK HERE FOR INFORMATION.</p> <p>Teaching and Learning Toolkit – Reading Comprehension strategies. CLICK HERE FOR INFORMATION.</p>	
<p>Improve the effective provision for SEND pupils across the school.</p>	<p>EEF Guidance Report: Special Educational Needs in Mainstream schools. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Making Best Use of Teaching Assistants. CLICK HERE FOR INFORMATION.</p> <p>Teaching and Learning Toolkit – Teaching Assistant Interventions. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4, 5</p>
<p>Ensure mathematical fluency to support rapid progress for all pupils. Run Number Sense in years 1-4 to teach, reinforce and retain fluency skills. Run Number Sense Times Tables in KS2.</p>	<p>EEF Guidance report: Improving Mathematics in the Early Years and KS1. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving Mathematics in KS2 and KS3. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £63,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Small group tuition led by experienced teaching staff.</i>	Teaching and Learning Toolkit – small group tuition. CLICK HERE FOR INFORMATION>	1.2.5
<i>Read, Write, Inc programme introduced across the school to improve reading fluency from an early age. Small group catch up interventions for identified children in the afternoons.</i>	EEF Project: Read, Write, Inc Phonics and fresh start. CLICK HERE FOR INFORMATION.	1,2,4,5,6

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

Budgeted cost: £5,000

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.	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. Teaching and Learning Toolkit – Social and Emotional Learning. CLICK HERE FOR INFORMATION.	1,3,4

Total budgeted cost: £164,415

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data below shows that the largest gap between pupil premium and non pupil premium attainment is in years 3, 4 and 5. These cohorts were affected by school closures etc during Covid from Mar 2020 to July 2021.

The gap in reading is smallest in year 1 and 2 - this reflects the impact of the introduction (in September 2022) of a nationally recognised scheme for phonics (Read Write Inc)

Year 6 (2023-2024) are a priority. The gap needs to be narrowed for this cohort. Targeted interventions and boosters are in place to address this.

July 2023		Reading	Writing	Maths
Year	Pupil Premium	66.7	61.1	72.2
1	Non-Pupil Premium	68.3	56.1	68.3
	Gap PP to other	-1.6%	-5%	+3.9%
Year	Pupil Premium	76.2	57.1	76.2
2	Non-Pupil Premium	66.7	66.7	72.2
	Gap PP to other	+9.5%	-9.6%	+4%
Year	Pupil Premium	52.4	47.6	52.4
3	Non-Pupil Premium	69.8	74.4	79.1
	Gap PP to other	-17.4%	-26.8%	-26.7%
Year	Pupil Premium	72.7	63.6	54.5
4	Non-Pupil Premium	86.8	86.8	89.5
	Gap PP to other	-14.1%	-23.2%	-35%
Year	Pupil Premium	33.3	33.3	38.9
5	Non-Pupil Premium	71.4	67.3	73.5
	Gap PP to other	-38.1%	-34%	-34.6%
Year	Pupil Premium	60	84	64
6	Non-Pupil Premium	61	83	83
	Gap PP to other	-1%	+1%	-19%

Vocabulary and reading are a high priority.

One to one reading continues to be prioritised, and all children complete this once a week at school.

Reading activity is actively rewarded and celebrated.

Year 1 phonics screening results 2022-2023 show that 76% of Tanners Brook children passed.

- *64% of disadvantaged students passed the phonics test.*
- *80% of non-disadvantaged passed the phonics test.*
- *National figures were 67% for disadvantaged students and 82% for non-disadvantaged children.*

The introduction of Read, Write Inc last year on the SIP aimed to use a nationally accredited scheme to improve overall performance. All staff have received update training this academic year and the Silent Signals are being used across the school to support transitions in all classrooms. Small group 'stage not age' sessions continue to run every morning and small group interventions in the afternoons are for pupils who need additional support to develop resilience and fluency in their reading progress. The external school review in October highlighted that "this strategy and the data emerging from it is already impacting positively as the current year that left EYFS on 48% GLD achieved 76% in their year 1 phonics tests."

The SIP for 2023-2024 includes a active ingredient around the teaching of vocabulary (Word Aware) to support disadvantaged children to be able to apply a wider range of vocabulary in all subjects.

The development of 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 been two writing moderations completed across all year groups organised by the writing leads in KS1 and KS2. Writing in Year 6 was externally moderated by the Local Authority - all judgements were agreed.

Teacher assessed writing grades in year 6 were 83% at expected compared to 71% nationally. The pupil premium pass rate was 84% (58% nationally) and non-pupil premium was 83% (77% nationally).

Groups of learners who are underachieving are identified and support put in place.

Transition document for secondary schools was completed and vulnerable children identified and given extra support and provision during the transition period.

All nursery/childcare providers were either contacted or visited prior to the EY children starting school so that provision and support could be put in place especially for the disadvantaged children or children with additional needs.

All staff used the class trackers to identify children who needed additional support. Requests were made for interventions and the SENCO organised these and collated the information on the progress made. To support children with additional needs. Pupil Passports have been co-produced with parents highlighting children's strengths, barriers to learning and short term SMART targets.

Phase Leaders met weekly with the Headteacher to discuss progress of key pupils.

Annual reviews took place to ensure that EHCP target provision was being met.

Termly pupil progress meetings with teachers, phase leaders and the Headteacher ensured that those who required extra support including Pupil Premium children were identified and action occurred.

TA training sessions were run both on INSET days and during school time.

Further improve the teaching of Maths.

Our school Maths lead has accepted this year to be trained as a maths Primary Mastery Specialist.

Number sense ran in all classes for years 1-4 to help improve mathematical fluency.

To support retention and application of times tables knowledge, all KS2 classes are following the Number Sense Times Tables programme.

The Headteacher provided booster sessions in year 6 which has created smaller class sizes in the remaining Maths sets.

Expected Standard

Pupils Groups	School Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
All Pupils	66	61%	73%	-12%	83%	72%	+12%	76%	73%	+3%	56%	60%	-3%
Female	33	61%	76%	-15%	88%	78%	+10%	73%	72%	+0%	55%	63%	-8%
Male	33	61%	70%	-9%	79%	65%	+14%	79%	74%	+5%	58%	56%	+1%
Disadvantaged	25	60%	60%	-0%	84%	58%	+26%	64%	59%	+5%	48%	44%	+4%
Other Pupils	41	61%	78%	-17%	83%	77%	+6%	83%	79%	+4%	61%	66%	-5%

Data shows that disadvantaged pupils in year 6 (2022-2023) performed inline with national disadvantaged figures for reading, above in maths and significantly above in writing.

Attendance.

The percentage of sessions recorded as an absence for disadvantaged students in Autumn/Spring 2022-3 was 8.9% which is 0.6% greater than the national percentage

of 8.3%. It was however 0.6% lower than the percentage of the previous year (9.5%) Therefore the strategies that have been employed are starting to take a positive effect.

Since the introduction of the new government guidance 'Working together to Improve School attendance' we have:

- introduced a new attendance policy.
- held weekly meetings to analyse the data and introduced a more robust set of tiered communications with parents.
- communicated frequently with our EWO (Vicky Dane) and held Targeted support meetings to plan a joint way forward.
- Run non stat meetings termly with more parents to encourage them to ensure that their children's attendance is over 95% and to help reduce any barriers to poor attendance.
- Ensured that attendance is a priority when meeting with staff and also with parents at parents' consultation evenings.

Last year at this time 29.9% (35) disadvantaged pupils had an attendance figure below 90% which was a 3.4% improvement on the year 2021-22. This year to date the attendance rate of disadvantaged children has improved again and is currently 20.5% (24 children out of 117).

To minimise the impact of staff absence on disadvantaged pupils, four HLTAs have been appointed to provide support and continuity.

Overall attendance of disadvantaged children last academic year was 92.3%.

Parental Engagement.

A teacher has been appointed as a Community Lead and the Friends of Tanners Brook school has been relaunched. Friends' events are now planned and structured into the school timetable. We held a 'Big Tidy up' event in October which involved over 150 people who came into school on a Saturday to trim, plant and make the school look beautiful. This has been followed by a Christmas Bingo night which has raised over £1600 for the school to support all pupils in the future.

In school events have been well attended for example, maths open days, transition meetings, homework showcases, parents evenings etc.

Parent surveys showed that:

November 22: out of 206 responses, 95.5% would recommend the school

November 23: out of 247 responses, 99.2% would recommend the school.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

Currently there is only 1 child at Tanners Brook who is a service pupil premium child. A There is funding of £335 per eligible pupil in 2023-2024. This money through discussion with parents is often spent on after school clubs or on ELSA support if it is felt that the child/children need additional and enhanced individual provision.