

Pupil premium strategy statement – Tanners Brook Primary School

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	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 2022
Date on which it will be reviewed	30 th November 2023
Statement authorised by	Ingrid Dowse Head of School
Pupil premium lead	Lisa Welch
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,740
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	£171,740 (£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 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. 22% (26 pupils) of disadvantaged children at Tanners Brook are registered as SEND learners. 18.2% (4 pupils) of these disadvantaged children have an EHCP 6 disadvantaged children have language and communication needs

	<p>10 disadvantaged pupils have moderate learning difficulties.</p> <p>6 disadvantaged pupils have autistic spectrum disorder.</p> <p>1 disadvantaged pupil who has autistic spectrum disorder also has social and emotional needs.</p> <p>1 disadvantaged child has a physical disability.</p> <p>1 disadvantaged child is visually impaired.</p> <p>1 disadvantaged child is hearing impaired.</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>22.6% (19 pupils out of the 84 EAL pupils) of 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 that 75% (101 pupils out of 134) disadvantaged children at Tanners Brook Primary School have an attendance below 95% (2021-2022)</p> <p>29.9% (35) disadvantaged pupils have an attendance figure below 90% for the current academic year to date which is an 3.4% 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>36 Disadvantaged children at Tanners Brook Primary School are identified as being Low Prior attainers (excludes year 4 and 5 who did not take KS1 assessments due to Covid).</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>13.7% of disadvantage learners (16 pupils) at Tanners Brook Primary School have required speech and language support either this year or previously.</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 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: £96,000

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	<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>and further embed a culture and love of reading.</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.</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: £70,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: £171,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The disadvantaged data below shows that in the earlier years there is more of a gap between the performance of disadvantaged and non-disadvantaged pupils. However, as the children move through the school the disadvantaged gap generally decreases and there are some positive scores in writing in years 5 and 6.

		Reading	Writing	Mathematics
Year 1	Disadvantaged	76%	71%	67%
	Non-disadvantaged	84%	88%	91%
	Gap PP to other	-8%	-17%	-24%
Year 2	Disadvantaged	65%	53%	53%
	Non-disadvantaged	81%	75%	83%
	Gap PP to other	-16%	-22%	-30%
Year 3	Disadvantaged	63%	63%	50%
	Non-disadvantaged	88%	80%	88%
	Gap PP to other	-25%	-17%	-38%
Year 4	Disadvantaged	47%	41%	53%
	Non-disadvantaged	72%	74%	85%
	Gap PP to other	-25%	-33%	-32%
Year 5	Disadvantaged	69%	69%	69%
	Non-disadvantaged	85%	64%	85%
	Gap PP to other	-16%	+5%	-16%
Year 6	Disadvantaged	67%	78%	67%
	Non-disadvantaged	73%	77%	77%
	Gap PP to other	-6%	+1%	-10%

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.

- *Pupil surveys in July 2022 show that 91% of pupils say that they enjoy reading.*
- *Pupil surveys in July 2022 show that 84% of pupils read at home.*

Reading activity is actively rewarded and celebrated.

Year 1 phonics screening results 2021-2022 show that 87% of Tanners Brook children passed.

- *85% of disadvantaged students passed the phonics test.*
- *88.2% of non-disadvantaged passes the phonics test.*
- *Local authority figures were 65.7% for disadvantaged students and 78.8% for non-disadvantaged children.*

The introduction of Read, Write Inc this year on the SIP aims to use a nationally accredited scheme to improve overall performance. All staff have been trained in Read, Write Inc at the end of the last academic year and assessments and initial groups begun. This year there will be small group sessions run every morning and small group interventions in the afternoons for pupils who need additional support to develop resilience and fluency in their reading progress.

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.

The 7-step model was a SIP focus and was positively evaluated during our whole school reviews.

The use of visualisers in classrooms has enabled teachers to actively model writing and celebrate the success of pupils.

Teacher assessed writing grades in year 6 were 77% pass and 69% nationally. The pupil premium pass rate was 78% and non-pupil premium was 77%.

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. For example, Bespoke phonics took place in Early Years and all children made progress from widely different starting points with the maximum gain being +13 sounds.

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 were identified and action occurred.

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

Further improve the teaching of Maths.

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

The Headteacher provided booster sessions in year 5 and 6 which has created smaller class sizes in the remaining Maths sets.

Year 6 SAT results in Mathematics were 73% and nationally the figure was 71%. 67% of Pupil premium children passes Mathematics compared with 77% of non-disadvantaged children.

Attendance.

Following the new government guidance to improve attendance the attendance policy was updated.

There are weekly meetings to analyse the data and a more robust set of tiered communications with parents.

Communication with the EWO is frequent and Targeted Support meetings are run to plan a way ahead.

Non stat meetings are run termly with several parents to encourage them to ensure that their child's attendance is over 95%.

Attendance information is communicated regularly at staff meetings.

General information is communicated to parents via the monthly newsletters.

Overall attendance of disadvantaged children last academic year was 90.67%. For the academic year 2022-2023 to date, it is currently 92.12%

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)

0.49% of children at Tanners Brook are service pupil premium children and every child attracts a funding of £320 per eligible pupil in 2022-2023. This money is often spent on after school clubs or on ELSA support if it is felt that the children need additional and enhanced individual provision.