

# Pupil premium strategy statement – Tedburn St Mary 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	96
Proportion (%) of pupil premium eligible pupils	7 pupils 7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	1.11.23
Date on which it will be reviewed	1.11.26
Statement authorised by	Andy Keay
Pupil premium lead	Rebecca Humphreys
Governor / Trustee lead	Nicola Dunford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£500
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17,960

# Part A: Pupil premium strategy plan

## Statement of intent

*At Tedburn St Mary Primary School, our decision-making is driven by our school vision and ethos:*

We strive for the highest standards for our children in a happy and safe school environment. We aim to provide a secure and supportive school which enables every child to:

- Always be positive, to achieve our goals and to work hard and to do our best
- Encourage good manners and respect for each other, staff and visitors.
- Ask questions and to try and find the answers to our problems through investigation and exploring.
- Become an enthusiastic, confident, independent learner
- Develop self-discipline, self-respect and self-esteem
- Appreciate and value our own work and the work of others.
- Become responsible members of our community, and respect other people.
- Respect other religions as well as our own, and to think about how we behave towards others.
- Think about our attitudes, values and beliefs.
- Work confidently with other children from within the Link Academy.
- Develop their awareness of the environment, and recognise their personal role in conserving and developing it.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

#### Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance · staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

#### Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Some PP pupils are achieving below the national average in maths, reading and writing at the end of KS1 and KS2</i></p> <p>Internal and external (where available) assessments indicate that maths, writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
2	<p>Parental engagement with school remains a challenge for some pupils which impacts the support given at home with reading and home learning. We offer support to these families as required.</p>

3	Some pupils may have SEMH needs which will impact attainment and progress.
4	Very complex challenges faced by some pupil premium children which may include: SEND, EAL, Trauma, ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour or domestic violence. Pupils have a narrower range of experiences which affect their culture capital, confidence and aspiration.

## 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
<i>Pupils eligible for PP to be achieving very good progress and attainment in reading, writing and maths at the end of KS2</i>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain ARE in line with non-eligible peers in reading, writing and maths across the school.</li> <li>• The progress of eligible pupils in reading, writing and maths is at least in line with National at the end of KS2</li> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<i>Pupils eligible for PP to make very good progress in maths, reading and writing at the end of KS1</i>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make very good progress in maths, reading and writing across the school.</li> </ul> <p>Lead indicators are monitored and acted upon weekly</p>
<i>Pupils will have access to support and therapeutic support. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences. Schools will have access to SEND experts in the IIH team.</i>	<ul style="list-style-type: none"> <li>• Pupils will access IIH, therapeutic teachers, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> </ul>
<i>Parental engagement will be boosted and more support will be given to reading and home learning.</i>	<ul style="list-style-type: none"> <li>• Parents will feel involved in their child's learning in school and in turn implement more support at home.</li> <li>• Parents will feel supported in being able to use appropriate strategies to boost their children's reading at home.</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: £8980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Thorough assessment of speech, language and communication for early identification using SpeechLink. Nessy and IDP software Bug Club Phonics</i></p>	<p>Bug Club Phonics is a government recommended programme. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>            The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Embed the use of JIGSAW for PSHE/RSHE across the academy</p>	
---	---	--

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

Budgeted cost: £4490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>Including: Precision Teaching TRUGs Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> <p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>(Phonics Bug)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

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

Budgeted cost: £4490

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Inclusion and Improvement Hub – access SEMH support (SEMH courses for children &amp; outdoor forest school sessions)</p>	<p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	<p>3</p>
<p>Parents will feel involved in their child's learning in school and in turn implement more support at home.</p> <p>Termly overviews to go home to parents</p> <p>Parents invited to attend in school workshops etc to become more involved</p> <p>School fayres and fetes held inviting parents to help</p> <p>Parent forum meetings encouraging parents' involvement across school.</p>	<p>EEF Winter 18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children's learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated</p>	<p>2</p>

**Total budgeted cost: £17,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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.*

<b>Programme</b>	<b>Provider</b>



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*