Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Tividale Community Primary School
Number of pupils in school	414 Reception to Y6 41 Nursery (October 2023)
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs P Dosanjh Headteacher
Pupil premium lead	Mrs Jenna Partridge AHT for Inclusion
Governor / Trustee lead	Mrs S Prescott, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,595
Recovery premium funding allocation this academic year	£9,715
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	£109,310

Part A: Pupil premium strategy plan

Statement of intent

At Tividale Community Primary School, we strive to provide an inclusive approach to all aspects of school life that supports children from a wide range of background, abilities, faiths, special educational needs and disabilities to aim high and achieve their full potential.

At our school, we are always true to our motto,
'*aiming for excellence and achieving together'.*

We aspire and aim to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students and that any gap is not only narrowed, but ultimately, closed.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are fluent in reading, writing and maths, having a good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed termly in pupil progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults such as our Learning Mentor and Early Help.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter the EYFS with language and listening skills well below their developmental age and stage.

	On entry to school, 68% are not on track in listening and attention and 71% are not on track in speaking.
2	40% of disadvantaged children achieved a Good Level of Development compared to 77% non-disadvantaged.
3	73% (2023) of disadvantaged children passed the Year 1 phonics screening check compared to 81% non-disadvantaged children.
4	KS1 data for disadvantaged children is above that of national figures in reading, writing and maths ARE. However, the gap between disadvantaged and non-disadvantaged within school still remains high.
5	2023 KS2 data shows that disadvantaged pupils achieving age related expectations is below national figures in writing. Disadvantaged children achieving greater depth in reading and maths is also below national figures.
6	Disadvantaged children also fall into other vulnerable groups, with 42% having additional SEND needs, 8% of whom also have EHCP's.
7	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
8	The attendance of disadvantaged children as a group (90%) is lower than that of non-disadvantaged (93%) (2022/23 data)
9	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such a iPad, Wi-Fi etc.). During Covid 15% of children received devices to access online lessons.

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
1 & 2 Improved oral language skills and vocabulary in early years.	Interactions with children during planned and child-initiated play and activities extend learning so that it becomes in-depth and focused. Questions asked by adults open up learning opportunities. Open ended questions probe children's thinking and understanding and gives them a chance to explain and articulate. Questions such as 'tell me about..', 'can you explain??', 'why do you think that?' are embedded in EYFS practice. In child led learning adults effectively identify what the child needs and then support that learning. Planning and expe-

	riences are adapted and adults are differentiating teaching , developing meaningful conversations and sustained shared thinking.
3 Phonics outcomes will continue to be in line with or above national figures. The gap between disadvantaged and non-disadvantaged children is closed.	DfE validated Systematic Synthetic Phonics programme Little Wandle practice is embedded across to secure stronger phonics teaching for all pupils. Rapid catch up and keep up interventions are planned for appropriately and in a timely manner to ensure no child is left behind in phonics.
4 & 5 Improved attainment for disadvantaged children at the end of KS1 and KS2	End of Key Stage data shows disadvantaged children are working in line with their peers nationally.
6 Disadvantaged pupils who are also SEND make expected progress of at least 4 point in reading, writing and maths.	Focussed interventions and in class support ensure children are making expected progress. Children are tracked during termly pupil progress meetings and appropriate interventions and targets are set. Monitoring by the AHT for Inclusion shows interventions are effective and ensure progress.
7 Children and families are well supported to ensure that children are ready to learn and their SEMH needs are being identified and addressed in a timely manner.	Weekly Early Help meetings identify children and families requiring support. The safeguarding team effectively sign post children and families to help and support in and outside of school. The Learning Mentor works effectively with children in and outside of the classroom to address needs.
8 Attendance of disadvantaged children is improved.	Children are monitored weekly by the Attendance Officer and any concerns are addressed promptly via the attendance monitoring process. Parents are challenged if improvements are not made and support is put into place where needed.
9 Children are provided with a range of opportunities to improve their experiences and build on their cultural capital.	The school's curriculum is broad, balanced and organised in order to promote learning, personal growth and development. The curriculum design allows time for children to think, discuss, practice and explore but most importantly embed. Learning is put into context and through trips and other experiences children develop knowledge, understanding and skills to help them in the future.

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: £6,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all Early Years staff about talk, questioning and the importance of talk in the Early Years and how to develop this in children.	Every Child a Talker (2008) Interacting or Interfering? Improving interactions in the early years (Julie Fisher)	1 & 2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Whole school training on teaching and learning pedagogy – teaching 'fewer things in greater depth'. Release time for Middle Leaders and AHT's to monitor and support CPD.	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. There should be a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status. (EEF PP guidance) "Learning is defined as an alteration to long-term memory. If nothing has altered in long-term memory, nothing has been learned." (Sweller, Ayres and Kaluga, 2011)	4 & 5
On-going staff training to develop secure phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	3

	comprehension), particularly for disadvantaged pupils: EEF	

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

Budgeted cost: £41,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically planned effective interventions to target disadvantaged children's needs to ensure they are making good progress and closing any gaps in learning so that they are working in line with their peers.	Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. EEF	6
Teachers check and know barriers to learning for children in their classes. They identify these and provide opportunities to improve children's knowledge, understanding and access to learning.	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school. The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	9

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

Budgeted cost: £62,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely support provided for children and families identified as vulnerable or needing additional support	School and families have a strong working relationship. They ask for support and accept support readily from school. Parents are effectively signposted to links within the community or council. Children are provided with pastoral care from the Learning Mentor.	7
Attendance Officer to monitor attendance of all children, with a particular focus on disadvantaged children and communicate regularly with parents to improve attendance.	Children who attend school regularly and have high attendance do well, there is less opportunity for missed learning or gaps in learning and children build on prior knowledge and make links with their prior learning.	8
Parent Partnership AHT to improve parental engagement which aims to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.	EEF Parental Engagement research shows parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older	All challenges

Total budgeted cost: £109,310

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 2022 to 2023 academic year.

Early Years

72.9% of children achieved GLD compared to 67.3% nationally (2022/23). There were 4 disadvantaged children in 2022/23. 50% of these achieved GLD. This is in line with 2023 national figures of 52%.

KS1

The three year trend shows the number of disadvantaged children achieving ARE in reading, writing and maths combined is increasing and also that the gap between disadvantaged and non-disadvantaged children achieving ARE is narrowing. The number of children achieving ARE in reading, writing and maths is also above the national figures by 10%.

KS2

Disadvantaged children achieving ARE in reading, writing and maths is above national at 50%, national 44% (2023).

Internal; assessments and pupil progress meetings three times a year help track groups of children to ensure any gaps are closed and barriers to learning identified and supported.

The attendance of disadvantaged children as a group (90%) is lower than that of non-disadvantaged (93%) (2022/23 data).

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

Programme	Provider