

## 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

Detail	Data
School name	Tickton Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-2023; 2023-2024; 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	C.Brown
Pupil premium lead	E.Anderson
Governor / Trustee lead	K.Fisher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,005
Recovery premium funding allocation this academic year	£ 2464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 36,469</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Grant is additional funding provided to schools to give extra support to groups of pupils. Pupils are eligible for extra funding if: they have been eligible for free school meals in the last six years; they are in the care of, or provided with accommodation by, an English local authority (LAC); or they have one or more parent who works or has worked in the armed forces within the last six years.

#### Our Aims for Pupil Premium Funding

- To narrow the attainment gap between children who receive pupil premium funding and those who do not.
- To enable those children receiving pupil premium funding to make expected progress by the end of Key Stage 1
- To enable those children receiving pupil premium funding to make at least expected progress between Key Stage 1 and 2
- To ensure that all children have an equal opportunity to attend residential visits which will have positive impact upon their well-being

Pupil Premium is spent on a range of activities and initiatives recommended from the education departments 'menu of approaches' to ensure the above objectives are met. These include:

- 1:1 and small group tuition to support individual learning in literacy and maths.
- Training and collaborative support for teachers and TAs • Sessions with specialist TAs to support emotional learning.
- Covering the cost of residential and curriculum visits.
- Mid-morning snacks available for all pupil premium children.
- Music tuition paid for pupil premium children to remove financial barriers

A large part of our pupil premium grant is used to provide extra TA hours. This allows us to provide:

- Intervention programmes to raise attainment in reading, writing and maths.
- Additional targeted teaching groups in reading, writing and maths.
- Small group work or 1:1 support within the classroom

#### What is the impact of our pupil premium spending?

We regularly review and evaluate our spending of pupil premium funding to ensure it is being spent on strategies that provide the most impact for our pupils. This includes ensuring any strategies implemented are supported by a secure evidence base, such as outlined by the EEF in their teaching and learning toolkit.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Consistent access to high-quality teaching.</p> <p>As for all our pupils, we want to ensure the highest standard of education possible and secure successful outcomes for our pupils who meet the criteria for additional pupil premium funding. We strive for all staff who work with our children to provide high-quality teaching and targeted, evidence-based support for disadvantaged pupils as needed.</p>
2	<p>Some of our pupils eligible for pupil premium funding, as with many of the other groups of pupils in school, may present with difficulties regarding their mental health, emotional needs or general wellbeing. They may need specific support to ensure their social and emotional needs are met, allowing them to fully access the school curriculum and secure good educational outcomes.</p>
3	<p>Limitations in basic skills negatively affects the academic performance of some of our disadvantaged pupils. These pupils are more likely to underperform in assessment measures and require additional support in order to succeed.</p>
4	<p>A small number of our disadvantaged pupils are amongst those in school who may not benefit from the same levels of time and support at home to further develop their skills with reading, writing and maths.</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
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We aim for all pupils to achieve the age related expectations by the end of KS2 and to allow disadvantaged pupils to be able to make as much progress in reading, writing and maths as their non-disadvantaged peers.	The gap between the progress of disadvantaged and non-disadvantaged pupils in school is reduced in reading, writing and maths.
For all pupils to feel confident, happy and supported in school so they are able to make the most of educational opportunities.	The emotional and social needs of pupils are well supported and these do not impact significantly on curriculum access or educational outcomes.
All pupils have access to evidence based support and additional educational activities to ensure any intervention needed has the most impact.	All staff in school are able to confidently discuss any additional support they have in place and understand the evidence on which this is founded.
All pupils have opportunities to develop good learning habits, including outside of school hours.	All pupils are able to complete homework which supports their learning in school.

## 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: £ 10,000

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

Release time for AHT to meet with TAs to undertake training, mentoring or provide support and guidance.	The EEF describe how having an effective teacher for every class is key for successful schools and educational outcomes.	1
Release time for pupil premium lead and class teachers to hold pupil progress meetings. They are used to review strategies and discuss outcomes of disadvantaged pupils.	Recent reports by the DfE, EEF and NGA all describe the gap in attainment of disadvantaged pupils compared to their peers. Being highly aware of current outcomes and closely monitoring the impact of any intervention implemented has high impact.	1, 3
Review staff training in current best practise to support disadvantaged pupils in the classroom using EEF guides and training.	EEF state that guidance reports provide practical, evidence-based advice to schools on a wide range of topics. They include clear recommendations, and are accompanied by tools, resources, and training to support their implementation. This will ensure teaching strategies currently used in school are founded on a strong evidence base.	1, 3

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional targeted support	The EEF recommend from a strong evidence base that TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1, 3, 4
TA / Teachers support pupils in school who experience difficulties in completing / understanding homework tasks.	The EEF describes how using digital programmes for homework in school can impact learning by an additional 6 months per year. The digital and non digital homework programmes we set in school directly relate to classroom learning such as our pre-reading for our whole class reading sessions or current maths concepts.	1, 3, 4
Analysis of reading assessment information by AHT and English lead and teaching staff.	The EEF state that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	3

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well Being Lead to share relevant training with staff.  Mental health week implemented across school.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	1, 2

<p>Emotional support practises are revisited and reviewed. Any new strategies will be trialled and implemented as appropriate. Behaviour policy reviewed.</p>	<p>EEF recommends that school wide expectations, routines and norms should be established to support pupils social and emotional development.</p>	<p>1, 2</p>
<p>Dedicated support time given for pupils identified with social and emotional needs.</p> <p>Release time for AHT to work with family support services</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. ELSA is an evidence based programme used to support individual children in times of emotional or mental crisis.</p>	<p>1, 2</p>
<p>Residential Visit</p>	<p>As described by the EEF, we have found that access to residential trips and visits provides many positive impacts including increased levels of self efficacy, motivation and teamwork. We have also found outdoor adventure learning to play an important part of the wider school experience.</p>	<p>1, 2, 3</p>

**Total budgeted cost: £ 36,000**

## **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.



Aim 1 - For all pupils to achieve the age-related expectations by the end of KS2 and to allow disadvantaged pupils to be able to make as much progress in reading, writing and maths as their non-disadvantaged peers.

Review of Activity: Through PPG funding we were able to carry out a range of different strategies to support pupils' academic outcomes at the end of KS2. The KS2 SATs data showed a positive trend for our disadvantaged pupils in levels of outcome and progress in reading. For example 100% of disadvantaged pupils achieved the expected standard in reading compared to 80.8% for non-disadvantaged pupils. Progress measures would have been greater in all subjects for our disadvantaged pupils, however, we had one pupil who transitioned late in the school year and did not have the time to access the strategies and did not achieve ARE in most subjects. That pupil accounted for 33.3% of the disadvantaged in the cohort (see table below)

	Reading	Writing	Maths
<b>School: All Pupils</b>	1.90	0.33	0.66
<b>School: Disadvantaged</b>	-2.88	-0.83	-1.11
<b>School: Non Disadvantaged</b>	1.72	0.76	0.17
<b>National: All Pupils</b>	0.04	0.04	0.04
<b>National: Disadvantaged</b>	-0.86	-0.69	-1.06
<b>National: Non Disadvantaged</b>	0.80	0.34	0.88

Aim 2 - For all pupils to feel confident, happy and supported in school so they are able to make the most of educational opportunities.

The challenges for the emotional well-being and mental health of our disadvantaged pupils continues to be more marked when compared to our non-disadvantaged pupils. There was a number of pupils in school needing support for self-esteem and anxiety related issues. The adoption of school-wide mental health awareness; specific support strategies for individual pupils; and maintaining the role of a 'well-being lead' in school, provided good support for all our pupils and also made a significant impact for pupils who were in crisis or in need of specific emotional support. The SENCo and DSL ensured they worked closely with other involved agencies and parents to have the greatest impact. Feedback from parents continued to show they felt their children were supported well with mental health issues.

Aim 3 - All pupils have access to evidence based support and additional educational activities to ensure any intervention needed has the most impact.

The current strategies put in place to support our disadvantaged pupils were reviewed against current recommendations and national guidance. Feedback from staff and pupils in school showed they felt the current practises were effective and although pupils eligible for premium funding were more greatly affected by the school closures in 2020 and 2021 due to the pandemic, the activities put in place are having a good impact. Programmes purchased to support learning have been reviewed to ensure they meet the needs of our pupils. Feedback from staff and pupils regarding the new programmes have been positive.

Aim 4 - All pupils have opportunities to develop good learning habits, including outside of school hours.

We continue to place a high emphasis on skills for learning in school. Staff have high expectations of pupil's quality of work and participation in whole class learning activities. We implemented basic skills time at the beginning of each day which placed priority on spelling, vocabulary and basic maths. This gives pupils regular practise of these core elements of learning and reinforces the importance of these. During good work assemblies on a Friday, the percentage of homework completion is celebrated in each class with those eligible for PPG funding being supported to complete some elements of this in school should this be needed. The vast majority of pupils were able to achieve this with an average rate of 95% completion of all homework activities across school. We also reviewed our homework practises to ensure that all our digital and non-digital homework programmes directly relate to classroom learning such as our pre-reading for our whole class reading sessions or current maths concepts.

## 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
JIGSAW	JIGSAW PSHE LTD
ELSA	ELSA Support
IDL	IDL Solutions

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils were included in the strategy for all pupils eligible for pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	As these pupils were included in our aims, the impact of pupil premium spending has already been detailed under Part B of this statement.

