# Pupil premium strategy statement – Tushingham CE Primary

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

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| Detail | Data |
| Number of pupils in school | 98 (reception-year 6) |
| Proportion (%) of pupil premium eligible pupils | 10.2% PP (reception-year6)  13.2% including PP+ |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | 16th December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | FGB |
| Pupil premium lead | Cathy Davies/Vicky Latham |
| Governor / Trustee lead | Tadge Szestak |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £22120 |
| 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* | £22120 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.  The percentage of our pupils eligible for pupil premium (7.8%) is lower than the national average (22.5%) and **overcoming barriers to learning** is at the heart of our Pupil Premium Grant use. We focus our funding based on the needs of the individuals within the research-based 3-tier system of: *Quality First Teaching*, *Targeted Support* and *Wider social/ emotional/ mental health Strategies.*  Our priorities are as follows:   * Ensuring all pupils receive quality first teaching every lesson. * Closing the attainment gap between disadvantaged pupils and their peers. * Providing targeted academic support for students who are not making the expected progress in small groups up to 1:3. * Addressing non-academic barriers to attainment such as attendance, behaviour, and wellbeing in a trauma informed manner.   **Diagnostic assessments**  We use a range of diagnostic assessments to ascertain where children require support. Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses. In addition to our summative assessment and subsequent gap analysis, we utilise meta-cognitive strategies such as: quizzes and mind maps. We also embed formative assessment for learning strategies into our lessons and track pupil’s progress. Other tools support our decisions for provision of social and emotional development.  **Supporting our decisions through research.**  Our primary source of evidence is the Educational Endowment Fund and the findings within the Teaching & Learning Toolkit and Pupil Premium guidance. The EEF’s Teaching and Learning Toolkit is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people. It covers strategies that schools might consider using Pupil Premium funding to support. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Learning needs/SEN |
| 2 | Lateness |
| 3 | Language development |
| 4 | Mental health |
| 5 | Extra-curricular activities |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (in 2025)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| 1. Improved outcomes for children eligible for PP in terms of progress and attainment. | All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children. |
| 1. Attendance rates are high and lates are reduced for children eligible for PP. | The number of absences and lates for children eligible for PP will be reduced and individual cases will be supported effectively. |
| 1. Language gaps are identified early and supported for keep up. | Children end Foundation with age appropriate WELLCOMM levels and have achieved GLD.  Children in Year 1-6 have language interventions where appropriate. |
| 1. Whole school and bespoke programmes to support children’s mental health. | Children will feel secure in school and will therefore be able to access learning. |
| 1. Children in receipt of PP funding have the same opportunities to receive an enriched learning experience. | All children experience wider experiences eg residential visits, learning visits and after-school clubs that enrich their learning experiences. |

## 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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subject Leadership cover (forest schools) to ensure best practice teaching and coaching in all curriculum areas. | QFT – Subject leader expertise, CPD mentoring and monitoring  Research: EEF Guide to pupil premium  [Pupil\_Premium\_Guide\_Apr\_2022\_1.0.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957) | 1. learning needs/SEN |
| Training from First 4 Maths, support and supervision in maths to support excellent, consistent teaching throughout the school, including early years. | Highly impactful teaching and leading means that all children make maximum progress.  Research: EEF Guide to pupil premium  [Pupil\_Premium\_Guide\_Apr\_2022\_1.0.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957)  Clear, mapped progression in maths from 2-5 years increases impact of teaching.  Research: EEF EY toolkit  Early start for children in education  Early numeracy | 1. learning needs/SEN |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching assistants in each class to deliver targeted interventions to small groups of children, using collaborative learning where appropriate. | Having professionals addressing difficulties with targeted interventions will directly impact outcomes.  Research: EEF Teaching Toolkit  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  [Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches) | 1. learning needs/SEN |
| Train another TA in NELI and WELCOMM.  ELKLAN trained TA to deliver interventions.  Speech and Language direct teaching to support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum. | Having S&L professionals identifying difficulties early and regularly supporting children will directly impact outcomes.  Research: EEF Teaching Toolkit  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 3. Language development |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Monitor attendance and lateness and work directly with families to address this. | Impact of good attendance <https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes> | 2 lateness |
| Subsidising trips, excursions and clubs to enable equal chance to access life experiences and learning outside the classroom. | Research: EEF Guide to Pupil Premium  [Pupil\_Premium\_Guide\_Apr\_2022\_1.0.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957) | 5.Extra curricular |
| Recruitment of SEN emotional support TA.  Training of ELSA  Drawing therapy trained TA interventions. | Impact of TA using trauma informed practise:  <https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/#trauma>  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  Impact of ELSA  <https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf> <https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/targeted-mental-health-in-schools-tamhs/Documents/ELSA_Accessible_2020-1.pdf>  <https://hwb.gov.wales/api/storage/2d8f46e9-1c1c-4c83-b0dc-a876e12619e1/Workshop%205%20-%20ELSA%20-%20Cyflwyniad%20Cynhadledd%20PDG%20Gwe%20DWYIEITHOG%20(Bilingual).pdf?preview=true>  Impact of drawing therapy:  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2804629/> | 4. Mental health |
| Forest school for all classes | Impact of forest school <https://www.nfer.ac.uk/nfer/pre_pdf_files/05_33_06.pdf> | 4.Mental health  1. learning needs/SEN |

**Total budgeted cost: £25215*+***

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| In 2022-23, the main barriers to educational achievement for pupil premium children were full classes with two year groups in each class, plus children with additional needs in each class. In addition, there were gaps in learning due to the Covid 19 pandemic.  To address these barriers, the 2022-2023 allocation was spent on:  ~ helping to fund 1:1 support and intervention groups for pupils entitled to pupil premium funding to improve their achievement in literacy and numeracy (including SENDCo teacher interventions and school-led tutoring).  IMPACT: Assessed by individual tracking of progress. The impact of these interventions is positive, in some cases exceptional.  ~ helping to fund quality teaching assistants across school to support teaching and provide targeted interventions in classes so all children make maximum progress.  IMPACT: Assessed by individual tracking of progress. Attainment is well above national. There is a range of attainment in our pupil premium children.  ~ equal access to opportunities in and out of school such as residential visits, educational visits and workshops, clubs including holiday clubs, to support pupils’ attainment and give pupils wider experiences.  IMPACT: Assessed by analysis and monitoring through the year to ensure all children access activities. Breadth of opportunity to experience new and exciting activities was provided, positively supporting pupils’ attainment plus their social and emotional development and mental health.  We have seen that these strategies have a positive impact on disadvantaged children’s attainment, wellbeing and life opportunities and have therefore incorporated them into our pupil premium offer for this year.  ~ The recovery premium funded school-led tutoring.  IMPACT: Assessed by the curriculum provision which is improving outcomes. |