Pupil premium Statement 2021-22

This statement details Tilery Primary School's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tilery Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	67%
Academic year	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	March & July 2022
Statement authorised by	Michelle Fender Head Teacher
Pupil premium lead	Helen Keating Deputy Head Teacher
Governor	Liz Miller Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,300
Recovery premium funding allocation this academic year	£21,315
Total budget for this academic year	**£229,615**

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is a Government initiative that is allocated to Local Authorities and schools with pupils who are eligible for free school meals (FSM), children who have been 'Looked After' (LAC) by the Local Authority and children from a service family.

The premium is provided to support these children in reaching their full potential and to narrow the attainment gap between themselves and their peers. Schools have the freedom to spend the premium in a way they think will best support the raising of attainment of those children who are entitled to the premium.
The Pupil Premium Grant for 2021/22 is £1,345 for those eligible for FSM (free school meals), £2,345 for Looked After Children and £310 for children from a service family.

When deciding how to spend the Pupil Premium Grant we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include reduced support at home, social and emotional difficulties due to complex family situations, young carers, specific learning difficulties or attendance and punctuality issues.

Our primary objective in using the Pupil Premium Grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. Interventions and startegies are adopted on a whole school level, due to the high numbers of pupils who are eligible, and are not only restricted to pupils eligible for the Pupil Premium.

School leaders at Tilery Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive additional intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our programme of support for children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed data and have referenced a range of research, such as the Education Endowment Foundation and The Sutton Trust.

The Key priorities for Tilery are:

- To close the attainment gap between disadvantaged children and their peers
- To ensure high quality teaching to improve outcomes for disadvantaged pupils
- To support disadvantaged learners at all levels of attainment
- To plan and implement support through a tiered approach
    1. Teaching
    2. Targeted Learning Support
    3. Wider Support and Strategies

Challenges

Challenge number	Detail of challenge
1	Attainment Attainment of Pupil Premium pupils is lower at the end of each Key Stage for Reading, Writing and Maths. Phonics attainment in Year 1 (and Year 2 during Covid) is also lower for Pupil Premium pupils.
2	Progress Progress for Pupil Premium pupils is lower across the school for Reading, Writing and Maths.
3	Language & Communication Some of our Pupil Premium children demonstrate poorer language skills, this incudes speech and language difficulties, and exposure to and use of a wide vocabulary.
4	Impact of School Closures This is evidenced through the levels of engagement with remote learning, responses to pupil questionnaires and assessment results on return to school.
5	Attendance and Punctuality Attendance data shows that Pupil Premium children's attendance is 94%, which is below national expectations, and their lateness is 1.5% which is higher the other children at 0.7%.
6	Limited Life Experiences Some Pupil Premium pupils have limited life experiences beyond their home and immediate community. Cultural experiences and opportunities are limited for many of our families.
7	Behaviours for Learning Some Pupil Premium pupils demonstrate a lack of confidence, self-motivation, resilience and readiness to learn.

Intended outcomes

Intended outcome	Success criteria
To improve the % of Pupil Premium pupils working at age expected standards in Reading, Writing & Maths	End of Key Stage data shows more Pupil Premium children have achieved the expected standard, or higher. Internal assessment data shows that more Pupil Premium children are working at the age expected standard.
To improve the rate of progress of Pupil Premium pupils in Reading, Writing & Maths	End of Key Stage data shows increases in the number and % of Pupil Premium children who have made expected or better rates of progress. Internal assessment data shows that more Pupil Premium children have made expected or better rates of progress.
To improve the speaking and listening skills of our Pupil Premium pupils	Children demonstrate improved language and communication skills and speak confidently and clearly for a range of different purposes.
To improve the attendance and punctuality of Pupil Premium pupils	Improved attendance and punctuality of Pupil Premium pupils with levels at or above national expectation.
To provide enriching opportunities for Pupil Premium pupils to enhance teaching and for them to gain wider life experiences	Pupil Premium pupils are provided opportunities for visits and visitors to school to support their learning, broaden life experiences and raise future aspirations.
To improve the behaviours for learning which will support pupils in their learning and achievement	Pupil Premium pupils will demonstrate improved self-organisation skills, resilience, determination and motivation towards learning. They will be able to work independently with confidence.

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

Budgeted cost: **£48,417**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive program of high quality staff training to develop teaching strategies and pedagogy focusing on how pupils remember and retrieve information.	Endowment Foundation EEF • Learning styles +2 months *Low impact for very low cost, based on moderate evidence* • Mastery Learning +5months *Moderate impact for low cost, based on moderate evidence*	1, 2, 3 &4
Employment of a Teacher to deliver specific interventions, including Phonics.	Endowment Foundation EEF • Phonics +4 months *Moderate impact for very low cost, based on extensive evidence* • Small group tuition +3 months *Moderate impact for moderate cost, based on limited evidence*	1, 2, 3 &4
Purchase of ICT devices and programs to support Teaching and Learning	Endowment Foundation EEF • Digital Technology +4 months *Moderate impact for high cost, based on extensive evidence*	1,2 &4
Purchase of PIRA, PUMA & GAP standardised assessment material	Endowment Foundation EEF • Feedback & intervention +8 months *High impact for low cost, based on moderate evidence*	1, 2, 4 & 7
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Endowment Foundation EEF • Phonics +4 months *Moderate impact for very low cost, based on extensive evidence*	1, 2, 3 &4

Targeted Academic Support

Budgeted cost: **£148,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Teaching Assistants	Endowment Foundation EEF • Teaching Assistants +1 months • *Low impact for high cost, based on limited evidence* Small group tuition +3 months *Moderate impact for moderate cost, based on limited evidence*	1, 2, 3, 4 & 7
Employment of designated KS1 Intervention Teaching Assistant	Endowment Foundation EEF • Small group tuition +3 months *Moderate impact for moderate cost, based on limited evidence* • 1:1 tuition +5 months *Moderate impact for high cost, based on extensive evidence* • Oral Language interventions +5 months *Moderate impact for low cost, based on extensive evidence*	1, 2, 3, 4 & 7
Employment of a Mentor	• Behaviour interventions +5 months *Moderate impact for moderate cost, based on extensive evidence* • Mentoring +1 months *Low impact for moderate cost, based on moderate evidence* • Social & Emotional Learning +4 months *Moderate impact for very low cost, based on extensive evidence*	1, 2, 3, 4 & 7
Purchase of Shine intervention materials for Reading & Maths	Endowment Foundation EEF • Small group tuition +3 months *Moderate impact for moderate cost, based on limited evidence* • 1:1 tuition +5 months *Moderate impact for high cost, based on extensive evidence*	1, 2, 4 & 7

Wider Strategies

Budgeted cost: **£28,285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised schools visits and residentials	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Endowment Foundation EEF • Collaborative learning +5 months *Moderate impact for very low cost, based on extensive evidence* • Outdoor & Adventurous learning +3 months *Moderate impact for moderate cost, based on limited evidence*	6
Employment of a Pupil & Family Support Worker	Endowment Foundation EEF • Parental Involvement +3 months *Moderate impact for moderate cost, based on moderate evidence*	5 & 6
Purchase of additional Educational Psychology Time	Endowment Foundation EEF • Behaviour Interventions +4 months *Moderate impact for moderate cost, based on extensive evidence* • Learning styles +2 months *Low impact for very low cost, based on moderate evidence*	1, 2, 4 & 7
Bungalow Partnership Therapy Sessions	Endowment Foundation EEF • Social & Emotional Learning +4 months *Moderate impact for very low cost, based on extensive evidence*	1, 2, 4 & 7

Total budgeted cost: £225,402

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.

Due to the Covid Pandemic and National Lockdown no formal end of year assessments were undertaken and there is no published data for the academic year 2020&21 to compare the attainment of PPG pupils to Non-PPG. Our internal assessments using PIRA & PUMA standardised tests showed that attainments and progress of Pupil Premium pupils (PP) was lower that the previous year, as for all pupils, and was lower than Non- Pupil Premium pupils (NPP).

The last formal end of KS2 test data we have is from 2019

	School Pupil Premium	School Non-Pupil Premium	LA Pupil Premium	National Non-Pupil Premium
% Achieving National Standard in **Reading , Writing & Maths**	65%	71%	54%	****
% Achieving National Standard in **Reading**	65%	86%	61%	****
% Achieving National Standard in **Writing**	69%	71%	72%	****
% Achieving National Standard in **Maths**	77%	100%	69%	****
% Achieving Higher Standard in **Reading, Writing & Maths**	12%	0%	4%	****
% Achieving Higher Standard in **Reading**	14%	19%	17%	****
% Achieving Higher Standard in **Writing**	15%	0%	11%	****
% Achieving Higher Standard in **Maths**	23%	57%	14%	****
Average Point Score				
Reading	103.1	103.3	101.7	****
Maths	105.7	109.0	102.6	****
Current Progress Measure				
Progress in **Reading**	-1.7	2.7	0.1	****
Progress in **Writing**	-1.7	-1.2	0.5	****
Progress in **Maths**	0.7	4.1	0.2	****

High quality ICT packages have been purchased to support teaching and learning across all key stages, impacting positively on levels of engagement and attainment. These were also used by teaching staff to support the delivery of remote education during lockdowns as children could access some of the materials from home.

Direct and indirect Speech & Language support was provided in school or at home for 9 pupils - 8 of whom were PP children with S&L needs. This enabled increased support for pupils identified by staff as causing concern, joint working between therapist and teachers, direct work with pupils and advice and information provided for parents and staff.

The PPG bought four extra Educational Psychologist sessions over the year. All sessions were held remotely as the service were not coming into schools due to the pandemic. This enabled more children to be assessed and reports written to support applications for EHC plans and applications for top up funding, enabling school to support and adapt provision for individual PP pupils. 9 pupils worked with the Educational Psychologist, 8 of whom were PP pupils.

Counselling sessions were purchased from the Bungalow Project for 4 pupils, all of whom were PP pupils. A mix of remote and in person sessions were held over the academic year to support the identified pupils for a range of different reasons. Sessions had a positive impact on the mental health and wellbeing of these pupils and helped them develop strategies for dealing with identified issues.

The Pupil and Family support Worker (PFSW) worked closely with school staff and external agencies to support vulnerable children and families, ensuring pupil wellbeing and safety during the academic year 2020&21.The PFSW was on site at all times during the second lockdown from January 2021 and continued her role supporting families. Interaction with outside agencies and meetings took place remotely during this time.

The PFSW works closely with identified vulnerable families and the attendance service to improve attendance. Attendance for PP pupils was 94% in 2020&21 compared to just 92% for NPP pupils. Both of these will have been impacted by the pandemic and wider school closure during lockdowns. Further work to improve lateness for PP pupils will be undertaken by both PFSW and the admin team as lateness for PP is 1.5% compared to 0.7% for non-PP.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	*Please see information for all Pupil premium Pupils*
What was the impact of that spending on service pupil premium eligible pupils?	*Please see information for all Pupil premium Pupils*