# Pupil premium Statement 2022-23

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 | 320 |
| Proportion (%) of pupil premium eligible pupils | 63% |
| Academic year | 2022-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | March & July 2023 |
| Statement authorised by | Judy Stanyard<br>Head Teacher |
| Pupil premium lead | Judy Stanyard<br>Head Teacher |
| Governor | Liz Miller<br>Chair of Governors |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £216,695 |
| Recovery premium funding allocation this academic year | £22,185 |
| **Total budget for this academic year** | **£238,880** |

# 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 £1,385 for those eligible for FSM (free school meals), £2,410 for Looked After Children and £320 for children from a service family and £342 for EYPP.

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 strategies 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. This information is used to identify priority classes, groups or individuals. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

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 | Social<br>The catchment has low aspiration, poor nutrition/hunger, family aspiration/expectation, poor health, limited family engagement, lack of cultural capital. |
| 2 | Attendance and Punctuality<br>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%. |
| 3 | Language & Communication<br>Some of our Pupil Premium children demonstrate poorer language skills, this incudes speech and language difficulties, restricted range of vocabulary, SEND, Low starting points. |
| 4 | SEND<br>Large number of PP pupils awaiting Educational Psychologist appointments and waiting times are long. This impacts on further referrals to different services and applications for additional support or funding. |
| 5 | Behaviours for Learning<br>Some Pupil Premium pupils demonstrate a lack of confidence, self-motivation, resilience and readiness to learn. |

**BARRIERS IDENTIFIED THROUGH:**

- Learning walks
- Pupil Premium student shadowing
- Pupil Premium student voice
- Achievement analysis
- Attendance and punctuality analysis
- Attendance at curriculum enrichment activities
- Incident report analysis
- Attendance at parent/carer consultations
- Children, parent, SLT, staff and governor views
- Observational assessments
- Work scrutinies
- IDACI

# Intended outcomes

| Intended outcome | Success criteria |
|---|---|
| Social | Children's aspirations to be increased and for them to have an awareness of the opportunities available to them. All children to have access to a free healthy breakfast daily to help to alleviate hunger, this will partly funded by the National School Breakfast Programme. Our Family Centre will be used to encourage parents to come into school as we work alongside the Family Hub to provide training courses and family activities. We intend to open the Family Centre as a warm refuge in winter months for parents and families.<br><br>Regular Holiday Clubs for Pupil Premium to be funded through a Catalyst Grant and topped up when necessary with Pupil Premium funding.<br><br>Educational visits, experiences and residential visits will be supported to enable all children to access them. No children will be prevented from taking part in any enrichment activity due to a lack of parental finance.<br><br>A counselling service package purchased to provide support for children who have additional needs as result of circumstances in their home life. |
| Attendance and Punctuality | Improved attendance and punctuality of Pupil Premium pupils with levels at or above national expectation. Children keen to come to school to win monetary award for their class (£5 for 96% weekly class attendance).<br><br>Parents are aware of the benefit for their children of regular attendance and good punctuality. Parents are motivated to bring children to school so that they are able to part of the £50 termly prize draw for 100% attendance each week.<br><br>Part funded PFSW role to offer support to more vulnerable families around issues at home, attendance, finance and signposting to other relevant organisations.<br><br>PFSW and Head Teacher meet regularly to discuss persistent absence and instigate school procedures for those parents whose children are not attending school regularly. |
| Language and Communication | Children demonstrate improved language and communication skills and speak confidently and clearly for a range of different purposes.<br><br>Early Years undertake the I Can Talk intervention and resources are provided where necessary.<br><br>KS1& KS2 undertake the Talk Boost intervention and resources/workbooks are replaced when necessary. |

| | |
|---|---|
| | Read Write Inc introduced across EY & KS1 which promotes effective partner work and therefore effective communication between pupils.<br><br>Our Nursery environment will be enhanced through the purchase of new equipment to help facilitate the teaching of language and encourage pupils to engage in effective role play activities, therefore extending their working vocabulary. |
| SEND | Purchase additional Educational Psychologist, Speech & Language Therapists, Occupational Therapists time if required.<br><br>Purchase equipment or resources following recommendations from outside agencies.<br><br>SENDCo/AHT role part funded to allow the SENDCo release time to support pupils. |
| Behaviours for Learning | Pupil Premium pupils will demonstrate improved self-organisation skills, resilience, determination and motivation towards learning. They will be able to work independently with confidence.<br><br>A counselling service package purchased to provide support for children who have additional needs as result of circumstances in their home life.<br><br>AHT role part funded to allow for effective interventions to be delivered through PIXL for those children identified in Pupil Progress meetings. |

## 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: **£37,228**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| A comprehensive program of high quality staff training to develop:<br>• effective phonics teaching ( RWI)<br>• curriculum development to support the teaching and learning of pupils<br>• PRST peer network support groups. | Endowment Foundation EEF<br>• Phonics +5 months<br>*High impact for low cost*<br>• Mastery Learning +5months<br>*Moderate impact for low cost, based on moderate evidence*<br><br>Assessment and identification for provision mapping leading to improved outcomes<br><br>Higher Achievement Research Transforming Tees | 3,4 & 5 |
| Termly RWI Consultant support to ensure that phonics teaching is high quality and effective | Endowment Foundation EEF<br>• Phonics +5 months<br>*High impact for low cost, based on extensive evidence*<br>• Teaching Assistant Intervention +4 months<br>*Moderate impact for moderate cost, based on moderate evidence* | 3 & 5 |
| Purchase of ICT programs to support Teaching and Learning | Endowment Foundation EEF<br>• Homework +5 months<br>*High impact for low cost, based on extensive evidence* | 3,4 & 5 |
| Purchase of PIXL standardised assessment material and the School Data company to further support analysis of assessment outcomes | Endowment Foundation EEF<br>• Feedback +6 months<br>*High impact for low cost, based on extensive evidence*<br>• Teaching Assistant Intervention +4 months<br>*Moderate impact for moderate cost, based on moderate evidence* | 1, 3, 4 & 5 |

## Targeted Academic Support

Budgeted cost: **£155,312**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Employment of Teaching Assistants to carry out 1:1 phonic interventions and small group interventions across the curriculum | Endowment Foundation EEF<br>• Teaching Assistant Intervention +4 months<br>*Moderate impact for moderate cost, based on moderate evidence*<br>• Small group tuition +4 months<br>*Moderate impact for low cost, based on moderate evidence*<br>• 1:1 tuition +5 months<br>*High impact for moderate cost, based on moderate evidence*<br>• Oral Language interventions +6 months<br>*High impact for low cost, based on extensive evidence* | 3, 4 & 5 |
| Employment of a Mentor | • Behaviour interventions +4 months<br>*Moderate impact for low cost, based on limited evidence*<br>• Mentoring +2 months<br>*Low impact for moderate cost, based on moderate evidence*<br>• Social & Emotional Learning +4 months<br>*Moderate impact for very low cost, based on limited evidence* | 1, 3, 4 & 5 |

## Wider Strategies

Budgeted cost: **£46,336**

| 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.<br><br>Endowment Foundation EEF<br>• Collaborative learning +5 months<br>*High impact for very low cost, based on limited evidence*<br>• Outdoor & Adventurous learning - months<br>*Unclear impact for moderate cost, based on insufficient evidence ( potential impact of Covid)* | 1, 3 & 5 |
| Employment of a Pupil & Family Support Worker | Endowment Foundation EEF<br>• Parental Involvement +4 months<br>*Moderate impact for low cost, based on extensive evidence* | 1, 2 & 5 |
| Purchase of additional Educational Psychology Time | Endowment Foundation EEF<br>• Behaviour interventions +4 months<br>*Moderate impact for low cost, based on limited evidence*<br>• Learning styles - months<br>*Unclear impact for moderate cost, based on insufficient evidence ( potential impact of Covid)* | 1, 4 & 5 |
| Bungalow Partnership Therapy Sessions | Endowment Foundation EEF<br>• Social & Emotional Learning +4 months<br>*Moderate impact for very low cost, based on limited evidence* | 1, 2 & 5 |

## Total budgeted cost: £238,856

# 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 2021 to 2022 academic year.

KS2 SATS data from 2022

| | School Pupil Premium | School Non-Pupil Premium | LA Pupil Premium | National Non-Pupil Premium |
|---|---|---|---|---|
| % Achieving National Standard in **Reading , Writing & Maths** | 43% | 50% | 51% | 65% |
| % Achieving National Standard in **Reading** | 71% | 67% | 66% | 80% |
| % Achieving National Standard in **Writing** | 48% | 83% | 60% | 75% |
| % Achieving National Standard in **Maths** | 91% | 82% | 65% | 78% |
| % Achieving Higher Standard in **Reading, Writing & Maths** | 0% | 0% | 3% | 9% |
| % Achieving Higher Standard in **Reading** | 0% | 17% | 17% | 32% |
| % Achieving Higher Standard in **Writing** | 0% | 0% | 7% | 16% |
| % Achieving Higher Standard in **Maths** | 12% | 17% | 12% | 27% |
| **Average Point Score** | | | | |
| **Reading** | 101 | 102 | 103 | |
| **Maths** | 104 | 105 | 102 | |
| **Current Progress Measure** | | | | |
| | **School Pupil Premium** | **National Pupil Premium** | **LA Pupil Premium** | **National Non Pupil Premium** |
| Progress in **Reading** | -2.5 | -0.9 | **** | -0.1 |
| Progress in **Writing** | -3.5 | -1.3 | **** | -0.5 |
| Progress in **Maths** | 3.2 | 0.0 | **** | 1.0 |

KS1 Teacher Assessment data from 2022

| | School Pupil Premium | School Non-Pupil Premium | LA Pupil Premium | National Non-Pupil Premium |
|---|---|---|---|---|
| % Achieving Expected Standard in **Reading , Writing & Maths** | 45% | 73% | 42% | **** |
| % Achieving Expected Standard in **Reading** | 75% | 80% | 53% | **** |
| % Achieving Expected Standard in **Writing** | 50% | 73% | 46% | **** |
| % Achieving Expected Standard in **Maths** | 80% | 87% | 55% | **** |
| % Achieving Greater Depth in **Reading, Writing & Maths** | 3% | 7% | 11% | **** |
| % Achieving Greater Depth in **Reading** | 18% | 13% | 19% | **** |
| % Achieving Greater Depth in **Writing** | 3% | 14% | 11% | **** |
| % Achieving Greater Depth in **Maths** | 16% | 13% | 18% | **** |

High quality ICT packages have been purchased to support teaching and learning across all key stages, impacting positively on levels of engagement and attainment.

Direct and indirect Speech & Language support was provided in school for 11 pupils, all 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. 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. 8 pupils worked with the Educational Psychologist, 7 of whom were PP pupils.

Counselling sessions were purchased from the Bungalow Project for 3 pupils, 2 of whom were PP pupils. 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 2021&22. Some interactions with outside agencies and meetings took place remotely during this time alongside in person meetings.

The PFSW works closely with identified vulnerable families and the attendance service to improve attendance. Attendance for PP pupils was 91% in 2021&22 compared to just 88% for NPP pupils. 59% of the persistent absences were NPP compared to 41% from PP pupils. Further work to improve lateness for PP pupils will be undertaken by both PFSW and the admin team as lateness for PP is 1.1% compared to 0.7% for non-PP.

## Externally provided programmes

| Programme | Provider |
|---|---|
| PIXL | PIXL |
| Times Table Rock Stars | Maths Circle Limited |

## 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* |