Pupil premium Statement 2023-24

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	325
Proportion (%) of pupil premium eligible pupils	63%
Academic year	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	March & July 2024
Statement authorised by	Judy Stanyard *Head Teacher*
Pupil premium leads	Judy Stanyard *Head Teacher* Helen Keating *Assistant Head Teacher*
Governor	Liz Miller Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,445
Recovery premium funding allocation this academic year	£10,875
Total budget for this academic year	**£241,320**

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 2023/24 is £1,445 for those eligible for FSM (free school meals), £2,530 for Looked After Children, £335 for children from a service family and Early Years Pupil Premium is £ 353.

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
- To poverty proof the school community so that financial disadvantage does not prevent any pupil from fully accessing opportunities.

Challenges

Challenge number	Detail of challenge
1	Social The catchment has low aspiration, poor nutrition/hunger, family aspiration/expectation, poor health, limited family engagement, lack of cultural capital.
2	Attendance and Punctuality Attendance data shows that Pupil Premium children's attendance is 91%, which is below national expectations, and their lateness is 1% which is higher the other children at 0.6%.
3	Language & Communication 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 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 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
- Learning 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 continue to offer coffee mornings in the Family Centre as a warm refuge in winter months for parents and families. Regular Holiday Clubs for Pupil Premium to be funded through a Catalyst Grant and topped up when necessary with Pupil Premium funding. 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. 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). 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. Part funded PFSW and PSA role to offer support to more vulnerable families around issues at home, attendance, finance and signposting to other relevant organisations. Our pastoral support team 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. Early Years undertake the I Can, Early Talk Boost and Talking Tots interventions and resources are provided where necessary.

	KS1& KS2 undertake the Talk Boost intervention and resources/workbooks are replaced when necessary. Read Write Inc embedded across EY & KS1 and introduced into KS2 (where needed) which promotes effective partner work and therefore effective communication between pupils. The lowest 20% of readers in Y2 have been introduced to the intervention Lexia, with the intention that this will help to support their listening, comprehension and vocabulary skills. We intend to increase this offer to children who require intervention in these areas in the remainder of Y2 and KS2. 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. Purchase equipment or resources following recommendations from outside agencies. 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. A counselling service package purchased to provide support for children who have additional needs as a result of circumstances in their home life. 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: **£59,223 + PRST**

£6,000 (RWI & reading scheme update) £2,950 (PRST) £2,700 (PIXL)
£2,241 (School Data Company) £5000 (Teaching Schemes of Work) £15,000 (Staff training & Developments) £28,282 (1 x TA salary)

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive program of high quality staff training to develop: • effective phonics teaching (RWI) • curriculum development to support the teaching and learning of pupils • PRST peer network support groups • NASENDco training • NPQSL&ML training • Sparks Computing training • Enhancement outdoor learning through play training • Restorative practice training • Collaborative Learning training	Endowment Foundation EEF • Phonics +5 months *High impact for low cost* • Mastery Learning +5months *Moderate impact for low cost, based on moderate evidence* Assessment and identification for provision mapping leading to improved outcomes Higher Achievement Research Transforming Tees Endowment Foundation EEF • Peer Tutoring +5 months *High impact for low cost* Endowment Foundation EEF • Outdoor Adventure Learning *Moderate cost insufficient evidence* Endowment Foundation EEF • Behaviour interventions +4 months *Moderate impact for low cost* Endowment Foundation EEF • Collaborative learning approaches +5 months *High impact for low cost*	3,4 & 5

Termly RWI Consultant support to ensure that phonics teaching is high quality and effective	Endowment Foundation EEF • Phonics +5 months *High impact for low cost, based on extensive evidence* • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence* • One to one tuition *High impact for moderate cost*	3 & 5
Purchase of ICT programs to support Teaching and Learning	Endowment Foundation EEF • Homework +5 months *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 • Feedback +6 months *High impact for low cost, based on extensive evidence* • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence*	1, 3, 4 & 5

Targeted Academic Support

Budgeted cost: **£82,999** £56,578 (2 x TA salary) £26,421 (Mentor salary)

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 • Teaching Assistant Intervention +4 months *Moderate impact for moderate cost, based on moderate evidence* • Small group tuition +4 months *Moderate impact for low cost, based on moderate evidence* • 1:1 tuition +5 months *High impact for moderate cost, based on moderate evidence* • Oral Language interventions +6 months *High impact for low cost, based on extensive evidence*	3, 4 & 5
Employment of a Mentor	• Behaviour interventions +4 months *Moderate impact for low cost, based on limited evidence* • Mentoring +2 months *Low impact for moderate cost, based on moderate evidence* • Social & Emotional Learning +4 months *Moderate impact for very low cost, based on limited evidence*	1, 3, 4 & 5

Wider Strategies

Budgeted cost: **£96,727** £30,000 (Visits) £45,377 (PSA salary & PFSW part salary)

£6,000 (Counselling) £5,350 (Ed Psych) £10,000 (Breakfast provision)

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 *High impact for very low cost, based on limited evidence* • Outdoor & Adventurous learning *Unclear impact for moderate cost, based on insufficient evidence*	1, 3 & 5
Employment of a Pupil & Family Support Worker	Endowment Foundation EEF • Parental Involvement +4 months *Moderate impact for low cost, based on extensive evidence*	1, 2 & 5
Purchase of additional Educational Psychology Time	Endowment Foundation EEF • Behaviour interventions +4 months *Moderate impact for low cost, based on limited evidence* • Learning styles *Unclear impact for moderate cost, based on insufficient evidence*	1, 4 & 5
Bungalow Partnership Therapy Sessions	Endowment Foundation EEF • Social & Emotional Learning +4 months *Moderate impact for very low cost, based on limited evidence*	1, 2 & 5
Soft start to school day and breakfast provision	Endowment Foundation EEF • Extending School Time +3 months *Moderate impact for moderate cost, based on limited evidence*	1, 2 & 5

Total budgeted cost: £238,949

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.

Teaching

KS2 SATS data from 2023

	School Pupil Premium	School Non-Pupil Premium	LA Pupil Premium	National Non-Pupil Premium
% Achieving National Standard in **Reading , Writing & Maths**	**23%**	**67%**		
% Achieving National Standard in **Reading**	**26%**	**67%**		
% Achieving National Standard in **Writing**	**50%**	**83%**		
% Achieving National Standard in **Maths**	**56%**	**83%**		
% Achieving Higher Standard in **Reading, Writing & Maths**	**0%**	**0%**		
% Achieving Higher Standard in **Reading**	**11%**	**33%**		
% Achieving Higher Standard in **Writing**	**0%**	**0%**		
% Achieving Higher Standard in **Maths**	**4%**	**17%**		
Average Point Score				
Reading	**97**	**105**		
Maths	**99**	**104**		
Current Progress Measure				
	School Pupil Premium	**National Pupil Premium**	**LA Pupil Premium**	**National Non Pupil Premium**
Progress in **Reading**	**-2.2**		****	
Progress in **Writing**	**-0.8**		****	
Progress in **Maths**	**0.4**		****	

KS1 Teacher Assessment data from 2023

	School Pupil Premium	School Non-Pupil Premium	LA Pupil Premium	National Non-Pupil Premium
% Achieving Expected Standard in **Reading , Writing & Maths**	**55%**	**73%**		****
% Achieving Expected Standard in **Reading**	**62%**	**73%**		****
% Achieving Expected Standard in **Writing**	**55%**	**73%**		****
% Achieving Expected Standard in **Maths**	**69%**	**73%**		****
% Achieving Greater Depth in **Reading, Writing & Maths**	**0%**	**7%**		****
% Achieving Greater Depth in **Reading**	**14%**	**33%**		****
% Achieving Greater Depth in **Writing**	**0%**	**7%**		****
% Achieving Greater Depth in **Maths**	**7%**	**40%**		****

Year 1 Phonics Screening Check 2023

	School Pupil Premium	School Non-Pupil Premium	LA Pupil Premium	National Non-Pupil Premium
% Passed the PSC	**38%**	**64%**		**83%**

The RWInc phonics scheme was introduced Autumn 2 2022 after staff had completed their training. This was fully rolled out across FS2 and KS1during the Spring term and FS1 in the Summer term. Staff received training on how to effectively deliver the 1:1 phonics tutoring and this commenced in the Spring term, targeting the bottom 20% of readers in FS2 and KS1. To ensure staff training is maintained and that delivery is to a high standard school purchased 3 support days and 3 RWInc pupil progress meetings. This ensured advice and support was given for pupils who were not progressing as we would have hoped. Although PSC pass rates for Y1 pupils dipped, this was expected as the scheme was implemented mid year. Progress rates for pupils showed excellent improvement, with pupils who initially only knew 1 or 2 sounds in January scoring in the mid to high 20s on the PSC. This academic year we are predicting a pass rate of 72% which is an increase of 23%. The Phonics Lead keeps the profile of phonics high and regularly monitors and evaluates provision and progress.

School has purchased the PIXL program of resources and advisor support to enhance teaching, learning and assessment across KS1&2. Standardised assessments have been undertaken in the core subjects, pupils identified for additional support and intervention through these assessments and provision put in place to ensure gaps in learning are addressed and pupils ‘catch up’.

High quality ICT packages, such as White Rose Maths, Literacy Shed, Timetables Rock Stars etc have been purchased to support teaching and learning across all key stages, impacting positively on levels of engagement and attainment.

Targeted Academic Support

Staff development has remained a priority with a focus on developing confidence and improving outcomes. In order to upskill staff bespoke training packages for teaching assistants, subject leaders and the SLT were purchased. The teaching assistant training focused on supporting pupils in class to access quality first teaching alongside precision intervention and support. The impact of this has been greater pupil engagement, an improvement to the quality of teaching and children making greater progress. This was noted during a Collaborative Review led by LA advisors.

School is part of the LA Improving Educational Outcome programme which provides support and challenge to KS1 staff in the delivery high quality teaching and interventions. Outcomes in KS1 were moderated in 2023 and were found to be accurate, school were commended for the high quality of evidence provided during this process.

School employ a learning mentor who is funded every afternoon to work with pupils displaying SEMH needs. These interventions are aimed at developing social skills and issues so that children develop confidence to work within the classroom environment .

Wider Strategies

Educational trips and visitors to school have been planned across the curriculum to enhance learning, and are back to pre-covid levels. Residential visits, to Carlton Outdoor Centre and Newby Whiske PGL, that promote resilience and social skills have been prioritised and heavily subsidised by school. The continued increase in levels of poverty facing our families means this needs to be a continued focus, with school funding the majority of the cost of trips, visits and curriculum enhancements.

The Pupil and Family Support Worker (PFSW) and PSA (Parent Support Advisor) worked closely with families, school staff and external agencies to support vulnerable children and families, ensuring pupil wellbeing and safety during the academic year 2022&23. Parents have needed and welcomed a high level of support through the current financial crisis, with school providing access on site to the Citizens Advice Bureau, second hand uniforms,£2 meal bags, free bread products twice weekly from LIDL, a heavily subsidised breakfast club and free breakfast provided to all children in school .

The PFSW & PSA work closely with identified vulnerable families and the attendance service to improve attendance. Attendance for PP pupils was 91% in 2022&23 compared to 92% for NPP pupils. Unauthorised absences for PP pupil was slightly higher than NPP at 4.8 compared to 4.2 and 0.8 compared to 0.5 for lateness. Further work to improve attendance and lateness for PP pupils will be undertaken by both PSA and the admin team.

The PPG the Applied Psychology SLA and 3 additional Educational Psychologist days (sourced from PRST) over the year. This enabled more children to be assessed, 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. 6 pupils worked with the Educational Psychologist, 5 of whom were PP pupils.

Counselling sessions and transition support sessions were purchased from the Bungalow Project for 14 pupils, 13 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.

Externally provided programmes

Programme	Provider
PIXL	PIXL
Times Table Rock Stars	Maths Circle Limited
RWInc	Ruth Miskin
White Rose Maths	White Rose Maths

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*