

TGPAH Pupil Premium strategy statement 2022-23

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	Tudor Grange Primary Academy Haselor
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jodie Bolter (EP)
Pupil premium lead	Gail Duxbury
Governor / Trustee lead	Jane Potter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,310
Recovery premium funding allocation this academic year	£2,000
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.	£21,310

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange Primary Academy Haselor, we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our academy budget.

Our ultimate objective is to use funding to support the whole child to break down any barriers to educational and personal achievement.

Our key barriers to achievement for Pupil Premium children are:

- Specific attainment gaps in learning in reading, writing and mathematics.
- Attainment gaps between Pupil Premium Boys and Girls are widening.
- Personal, social and emotional development. Many pupil premium children do not have similar enrichment experiences in and out of school.

We can do this through:

- Ensuring the teaching and learning opportunities meet the needs of all pupils.
- Ensuring appropriate provision is provided for all socially disadvantaged children and that they are robustly assessed and their learning provision well matched.
- To support our children's health and wellbeing to enable them to access learning activities.
- Supporting the payment for activities, educational visits and residential.

Challenges

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

Challenge number	Detail of challenge
1	Learning time lost to poor attendance or lateness.
2	Low levels of aspiration, resilience and study skills which lead to low confidence and disengaged learning.
3	There are some pupils who are part of a single parent family where the parent is working long hours and struggles to support their child/ren at home.
4	PP children do not always have same access to cultural capital opportunities as their non-disadvantaged peers
5	Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities so these are provided by the school.

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
Ensure all PP pupils make at least good progress in reading and writing, and pupil outcomes are at least EXP so that pupils are secondary ready at the end of KS2.	Statutory end of year data. CA1, CA2, CA3 Summative termly data results. Accelerated progress for disadvantaged learners.
Ensure that all pupils continue to make at least good progress in numeracy and that pupil outcomes are at EXP so pupils are secondary ready by the end of KS2.	Statutory end of year data. CA1, CA2, CA3 Summative termly data results. Accelerated progress for disadvantaged learners.
Disadvantaged pupils to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum.	Statutory PSC data in Year 1. Monitoring of half termly data collection from PSC checks are completed to measure progress.
To improve the engagement of disadvantaged children's parents, to support and improve the frequency and quality of daily reading at home.	Parental engagement and written responses seen frequently in pupil reading diaries. Parents attending workshops which outline early-reading steps to success and give options for parental support. Parental survey results catching opinion about school support.
Ensure that all PP children have equal access to and engagement within cultural and enrichment activities	Monitoring of pupil involvement with lunchtime organised sport activities led by Premier Active. Monitoring and prioritising of PP children's attendance at enrichment activities in and out of school. Positive pupil voice feedback about enrichment opportunities.
Ensure that all pupils have access to SEMH support regularly if required, to enable them to be able to engage with learning fully	Staff to fully engage and embed the 6 Steps to Success for PP children. PP review evaluated the learning experience for all PP children. Termly Thrive assessments of all pupils to ascertain the level of need and support from Thrive practitioner each week.

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: £300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children prioritised for regular library time and daily targeted reading experiences.	Regular changing of reading books recorded. Pupils given opportunities to choose library books to stimulate interest and enthusiasm.	2,4 and 5
Embedding of reading diaries and promotion of parental engagement to increase daily reading at home. Whole Trust approach to writing with stimulating core texts.	Increased parental engagement in pupil's learning increases the interest and attainment in the subject for pupils. The ability of a pupil to be able to read independently and with good comprehension skills impacts their development in all other areas of the curriculum.	2,4 and 5
To maintain progress using the embedding of Mastery teaching approach supported by NCETM and the Maths Hub.	Maths is a weaker area of the curriculum for progress and attainment. Maths work with the NCETM during 2020-22 was very positive. The NCETM offer support with the monitoring of the curriculum and provision of resources to support learning. Access to concrete apparatus supports understanding and reinforcement of learning.	1 and 2.
Ensure all school staff have receiving training to support the teaching of phonics. The embedding of new phonic reading books and teaching resources to support the development of fluency in KS1 readers.	All staff need to be up to date with phonics strategies and teaching delivery / methods in order to teach children effectively. Twinkl training revisited September 2022. Year 3 pupils who have not embedded all phonic phases to be supported with daily phonic lessons in KS2. Consistent resources for pupils to use as they progress through the school supports learning. New resources to support Twinkl programme purchased July 2022.	3 and 5.
Purchase of additional resources to support home learning for embedding of class-based learning.	Materials to support writing and Spelling, punctuation and grammar for all children used. (£300)	1 and 2.

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

Budgeted cost: £12,755.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Teaching Assistant to support in class and through small group targeted support. (3x afternoons a week) .	Targeted learning support enables pupil to close gaps in learning through directed learning over a short period of time. (£3073.80)	1 and 2
KS1 Teaching Assistant to support in class and through small group targeted support. (3x afternoons a week)	Targeted learning support enables pupil to close gaps in learning through directed learning over a short period of time. (£3073.80)	1 and 2
EYFS Teaching Assistant to deliver 1:1 and small group interventions through targeted learning support. (3 hours a week)	Targeted learning support through 'Talk Boost' enables pupil to close gaps in learning through directed learning over a short period of time. (£1531.53)	1 and 2
SEND agency support, (Educational Psychologist, Occupational Therapy etc)	Pupils with individual needs related to cognition/ learning/ SEMH need specialist support and learning programmes. (£5,076)	1 and 2

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

Budgeted cost: £8254.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Thrive sessions run by Thrive Practitioner during the afternoons, 1:1 or in a small group for pupils with significant need. Parents introduced to the Thrive Approach. Resources to support sessions are regularly reviewed and updated.	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem. Pupils who have experienced early trauma and attachment issues need support to learn to build relationships and understand social cues. Pupils will be better equipped to understand and manage their emotions and therefore be able to engage with learning more consistently. Parents will understand the emotional needs of their children better. (£6754.87)	1 and 2.
Support with the costs of school residentials, trips, uniform and learning materials and clubs.	PP families may need support financially to cover the costs of educational extras which enrich the curriculum. (£1500)	3,4, and 5.

Total budgeted cost: £ 21,310

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.

Ensure all PP pupils make at least good progress in reading and writing, and pupil outcomes are at least EXP so that pupils are secondary ready at the end of KS2.

- All pupils in KS2 achieved the Expected Standard in Reading in the Yr 6 Standard Assessment Tests (SATs) in May 2022.
- 100% of Pupil Premium children in Year 6 achieved the Expected Standard in Reading.
- All pupils in KS2 achieved the Expected Standard in Spelling, Punctuation and Grammar (SPAG) in the Year 6 SATs in May 2022.
- 100% of Pupil Premium children in Year 6 achieved the Expected Standard in SPAG.
- 70% of pupils in KS2 achieved the Expected Standard in Writing in Year 6.
- Pupil Premium children in Year 6 made better than expected progress in writing.
71% of pupils in EYFS and KS1 made at least expected progress in reading.

Ensure that all pupils make at least good progress in numeracy and that pupil outcomes are at EXP so pupils are secondary ready by the end of KS2.

- 70% of pupils achieved the Expected Standard in Maths in the Year 6 SATs in May 2022. 20% of pupils in Year 6 achieved Greater Depth within the Expected standard in the year 6 SATs May 2022.
- Pupil Premium children in Year 6 made better than expected progress in Maths.
- 75% of pupils achieved the Expected standard in Maths in the Year 2 SATs in May 2022.
50% of Pupil Premium children in year 2 achieved the Expected standard in maths (2 children in total)

Disadvantaged pupils to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum.

Small cohort of children with high proportion of SEND needs. 2 PP children in cohort, one with an application for EHCP. Results suppressed due to small numbers.

Ensure that all pupils have access to SEMH support regularly if required, to enable them to be able to engage with learning fully.

- Thrive practitioner routines and assessments now fully embedded within school. Pupils seen weekly and supported with individual emotional needs. Pupil survey records positive feedback and behaviour in all classes consistently improved.

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
NCETM KS2 Embedding Mastery in Maths- second year.	Origin Maths Hub
SKTM EYFS and KS1 teaching number	Origin Maths Hub
Nuffield Early Language Intervention (NELI) for EYFS pupils.	Nuffield Foundation Education Limited

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group targeted learning support to improve numeracy and literacy skills.
What was the impact of that spending on service pupil premium eligible pupils?	Only one pupil in receipt of Service funding. Pupil achieved the Expected Standard in Reading, Writing and Maths at the end of academic year.