

# Pupil Premium Strategy Statement.

## Tudor Grange Primary Academy Haselor.

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	65
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Jodie Bolter (EP)
Pupil premium lead	Gail Duxbury (Head of School)
Governor / Trustee lead	Jane Potter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,450
Recovery premium funding allocation this academic year	£3,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,355

# Part A: Pupil premium strategy plan

## Statement of intent

## 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 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.

	<p>Parents attending workshops which outline early-reading steps to success and give options for parental support.</p> <p>Parental survey results catching opinion about school support.</p>
<p>Ensure that all PP children have equal access to and engagement within cultural and enrichment activities.</p>	<p>Monitoring of pupil involvement with lunchtime organised sport activities led by Premier Active.</p> <p>Monitoring and prioritising of PP children's attendance at enrichment activities in and out of school.</p> <p>Positive pupil voice feedback about enrichment opportunities.</p>
<p>Ensure that all pupils have access to SEMH support regularly if required, to enable them to be able to engage with learning fully.</p>	<p>Staff to fully engage and embed the 6 Steps to Success for PP children.</p> <p>PP review evaluated the learning experience for all PP children.</p> <p>Termly Thrive assessments of all pupils to ascertain the level of need and support from Thrive practitioner each week.</p>

## 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: £ 2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Library Service to come into school to complete an audit of school provision and reading areas in classrooms relaunched. PP children prioritised for regular library time and reading experiences.	Reorganisation of whole school reading environments to stimulate reading enjoyment and pupil's interest (Trust Priority 1.) (£600)	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 accelerate 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 2020-21 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. (£500)	1 and 2.
Ensure all school staff have receiving training to support the teaching of phonics. The embedding of consistent daily phonics teaching as advised by the English Hub in EYFS, KS1 and KS2 where needed.	All staff need to be up to date with phonics strategies and teaching delivery / methods in order to teach children effectively. (£400) Due to COVID-19 Year 2 pupils have not yet completed Phase 6 and will need to complete this in Sept 2021 while in year 3.	3 and 5.

	Consistent resources for pupils to use as they progress through the school supports learning. (£800)	
--	--	--

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

Budgeted cost: £ 12,144.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. (£3673.80)	1 and 2.
KS2 Teaching Assistant to deliver 1:1 and small group interventions through targeted learning support. (3x mornings a week)	Targeted learning support enables pupil to close gaps in learning through directed learning over a short period of time. (£3796.65)	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 enables pupil to close gaps in learning through directed learning over a short period of time. (£1531.53)	1 and 2.
Nuffield Early Language Intervention (NELI) for EYFS pupils.	Approach recommended following COVID-19 to support pupils with vital communication skills. (£643.00)	1 and 2.
SEND agency support, (EP, OT etc)	Pupils with individual needs related to cognition/ learning/ SEMH need specialist support and learning programmes. (£2500)	1 and 2.

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

Budgeted cost: £7881.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly Thrive sessions run by Thrive Practitioner during the</i>	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem.	1 and 2.

<i>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.</i>	Pupils who have experienced early trauma and attachment issues need support to learn to build relationships and understand social cues. Parents will understand the emotional needs of their children better. (£6881.38)	
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. (£1000)	3,4 and 5.

**Total budgeted cost: £ 22,326.36**

## 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.

#### **Pupil Premium Pupil's Data.**

##### **Priority 1**

**Ensure all PP pupils make at least good progress in reading and writing and pupil outcomes are at least EXP so pupils are secondary ready at the end of KS 2.**

79% of disadvantaged pupils across the school achieved expected or good progress in reading with 14% achieving better than expected progress. 79% of disadvantaged pupils across the school achieved expected or good progress in writing with 14% achieving better than expected progress. 80% of disadvantaged pupils in year 6 made expected or good progress in reading and writing therefore being ready to progress for secondary school.

##### **Priority 2**

**Ensure all PP pupils make at least good progress in numeracy and pupil outcomes are at EXP so pupils are secondary ready at the end of KS 2.**

86% of disadvantaged pupils made expected or good progress in maths with 42% making better than expected progress. 100% of year 6 pupils made expected or better progress in maths , therefore being ready to progress for secondary school.

##### **Priority 3**

**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 5 children with high proportion of PP / SEND needs. In January 33% of pupils predicted to achieve the expected standard in phonics but 66% achieved the pass mark expected in internal teacher assessments June 2021.

### Externally provided programmes

Programme	Provider
NCETM KS2 Mastery in maths	Origin Maths Hub.

### Service pupil premium funding (optional)

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 Year 2.