

# TGPAH Pupil Premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 children in school	95
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022-2025
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£18,915
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£0
<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.	£20,915

## 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 approach is designed in response to robust diagnostic assessments for all children.

We do this through:

- Ensuring the teaching and learning opportunities meet the needs of all children by providing targeted CPD for our professionals to support the delivery of quality first teaching for all children.
- Ensuring appropriate provision is provided for all socially disadvantaged children so that they are robustly assessed and their learning provision well matched and timely, acting early to intervene at the point need is identified.
- To support our children's health and wellbeing to enable them to access learning activities.
- Support the facilitation of wider opportunities and enrichment activities which support learning within the curriculum.
- Achieve good attendance for all children.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children typically start school with reduced vocabulary compared to their non-disadvantaged peers and as a result they are at lower academic starting points in English and Mathematics.
2	Assessments, including observations and discussions with children and their families indicate that disadvantaged children have lower levels of aspiration, resilience and study skills, which can lead to low confidence, disengaged learning resulting in an attainment gap in English and Mathematics.
3	Baseline assessments indicate that children new to school and who are also disadvantaged, have greater difficulty with phonics and this negatively impacts their development as readers.
4	Improved attendance needs embedding and good punctuality needs to be consistent for disadvantaged children.

5	Disadvantaged children do not always have the same access to cultural capital and enrichment experiences as their non-disadvantaged peers
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## 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 disadvantaged children make at least good progress in writing, reading and mathematics and childrens' attainment outcomes are at least in line with national expectation by the end of KS2.	Statutory end of year data. CA1, CA2, CA3 summative termly data results supported by ongoing formative assessment which also evidences accelerated progress for disadvantaged learners.
Disadvantaged children will achieve the expected standard in the phonics screening check in order to ensure children have the reading capability to access the whole curriculum.	Statutory phonics screening check data in Year 1. Monitoring of half termly data collection from screening checks and other reading assessments are completed to measure and evaluate attainment and progress.  <i>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</i>
Train staff in the Talk Boost pro-gram in order to improve pupils 'oracy (vocabulary and confidence). Prioritise disadvantaged children for this program.	Language acquisition in the early years is stronger.  <i>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</i>
To enhance the understanding and confidence of disadvantaged families in the purpose and process of learning to enable them to be actively engaged in their children's learning with a key focus on reading.	Parental engagement and purposeful 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.
Ensure that all disadvantaged 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 disadvantaged childrens' attendance at enrichment activities in and out of school. Positive feedback from disadvantaged children about enrichment cultural capital activities.
Ensure that all children have access to SEMH (social, emotional and mental health) support regularly if required, to enable them to be able to engage with learning with enhanced confidence and increased aspiration.	Staff to fully engage and embed the 6 Steps to Success with a key focus on disadvantaged children. <i>Termly Thrive assessments. Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</i>

## 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
Ensure all school staff have receiving training to support the effective teaching of phonics. The continued use of phonic reading books and teaching resources to support the development of fluency in KS1 readers.	All staff have access to purposeful CPD to endure quality teaching of phonics. Phonics training delivered September 2023 and regular coaching sessions throughout the year.	1, 2 and 3
Implement whole trust approach to writing and incorporating 'Write Stuff' schema.	The progress and attainment of disadvantaged childrens' writing is at least in line with their non disadvantaged peers. Teachers are confident with the schema and have regular CPD to support quality teaching of writing.	1
Implement Talk Boost as a whole school intervention.	The application of the training will enhance children's speech and language development.	1
Support for and monitoring of families to encourage greater parental engagement for reading and home learning. Purchase of additional resources to support home learning to enable children's recall of key knowledge and vocabulary.	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.	1, 2 and 3

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

Budgeted cost: £12,755.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 And KS2 Teaching Assistants to support in class and through small group targeted support.	Diagnostic assessments supports the planning and delivery of targeted intervention to close gaps in attainment and accelerate progress through directed learning over a short period of time.	1, 2 and 3
Teaching Assistant to deliver 1:1 and small group interventions through targeted learning support.	Targeted learning support through 'Talk Boost' enables children in EYFS, KS1 and KS2 to close gaps in learning through directed learning over a short period of time.	1, 2 and 3

## 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 mornings, 1:1 or in a small group for children with significant need. Parents introduced to the Thrive Approach and class-based activities implemented to support progress. Resources to support sessions are regularly reviewed and updated.	Children with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem. Children who have experienced early trauma and attachment issues need support to learn to build relationships and understand social cues. Children 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. Work covered in 1:1 session, will be embedded in classrooms.	2 and 4
Support with the costs of school residentials, trips, uniform and learning materials and clubs.	Disadvantaged families may need support financially to cover the costs of educational extras which enrich the curriculum.	5
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and	4

School Attendance advice. Work with individual families to improve attendance and punctuality where appropriate.	persistent absence. EFF Teaching and Learning Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	
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## Total budgeted cost: £ 20,978.43

Part B: Review of outcomes in the previous academic year. This details the impact that our pupil premium activity had on children in the 2022 to 2023 academic year.

### **Ensure all disadvantaged children make at least good progress in reading, writing and mathematics and pupil outcomes are at least in line with national expectations.**

All Pupil Premium children in KS1 achieved the Expected Standard in Reading in the Year 2 Standard Assessment Tests (SATs) in May 2023.

- 50% (2/4) of disadvantaged children in Year 6 achieved the expected standard in Maths compared with 83% of all children.
- 25% (1/4) of disadvantaged children in Y6 achieved the expected standard in writing compared with 75% of all children.  
25% (1/4) of disadvantaged children achieved the expected standard in reading compared with 67% of all children.
- 25% (1/4) for disadvantaged children in Y6 achieved the Expected Standard in Spelling, Punctuation and Grammar compared with 75% of all children.
- Pupil Premium children in Year 6 made expected or better than expected progress in Maths.
- 50% of Pupil Premium children in year 2 achieved the Expected standard in writing (2 children in total, 1 with an EHCP).
- 83% of all children in EYFS and KS1 made at least expected progress in reading.

### **Disadvantaged children to achieve standards in line with national expectations in PSC.**

- 77% of children passed the PSC 10/13 children in total.
- Small cohort of children with high proportion of SEND needs.
- 33% 1/3 disadvantaged children achieved expected standard in PSC.

### **Ensure that all children 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. Children seen at least weekly and support with individual emotional needs. Pupil survey records positive feedback with many children enjoying the sessions and self-esteem improving as a result of sessions.

## 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- third 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
Talk Boost Communication and Language Understanding Intervention support for EYFS, KS1 and KS2.	Speech and Language UK

## 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 two children in receipt of Service funding (1 has a SEND Education and Health Care Plan). Other pupil made expected progress in reading and maths and greater than expected progress in writing by the end of the academic year.