

Pupil premium strategy statement

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 | Tacolneston CE VA Primary School |
| Number of pupils in school | 97 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 year |
| Date this statement was published | 21.10.21 |
| Date on which it will be reviewed | 12.1.22 |
| Statement authorised by | Laura Green |
| Pupil premium lead | Laura Green |
| Governor / Trustee lead | Alan Kent |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £13,450 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5673 |
| 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 | £21,123 |

Part A: Pupil premium strategy plan

Statement of intent

With the love of God, we will create a learning environment where high expectations and the teaching of Christian values ensure that everyone is cared for, valued, encouraged and able to achieve their full potential.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools "narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds".

Early identification is paramount and the staff at Tacolneston & Morley Federation, with guidance from the SENDCo and Subject Leaders, may need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is given to the transition from pre-school and the transition from KS1 to KS2. Planning and support is also given to children transferring to high school.

Key Strategies in supporting children eligible for Pupil Premium Funding

In order to be highly successful in improving achievement for the children eligible for pupil premium, we:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the Education Endowment Fund Toolkit) and evidence from our own and others' experiences to allocate the

funding to the activities that were most likely to have significant impact on improving achievement.

- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner.
- Deploy fully trained staff to teach intervention groups to improve Mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear strategy for spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.
- Thoroughly involve governors in the decision making and evaluation process.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for pupils.

We ensure that the children know exactly what they need to do to improve – ie their targets. The parents are also involved and invited to discuss the support offered and shown how to continue that learning at home.

Below are just some of the processes and strategies employed by staff to maximise progress and attainment for pupils eligible for pupil premium.

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.

High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. As a strategic approach is taken all staff have professional respect for the school's Pupil Premium Project and its outcome.

Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.

Literacy support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, music tuition, after school clubs and competing in sporting events

Attendance – staff, teachers, parents and carers understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

All staff acknowledge that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick

fixes can work and show immediate success generally we are looking at the long term picture to ensure that achievement gaps do not widen before the end of a key stage.

Although we have a strong desire for all children to reach age related expectations, on occasion, and for some children, this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Speech and language skills in the early years are below those of their peers. This lead to communication difficulties and delay in learning. |
| 2 | Lower reading and phonics attainment can negatively impact access to the wider curriculum including reading and writing. |
| 3 | Learning can be negatively affected by social and emotional barriers and resulting behavioural issues. |
| 4 | Lack of pre-school provision in Tacolneston – pupils arriving from up to 9 different settings, which makes it difficult for school to collaborate with EYFS providers and ensure appropriate measures are in place to identify pupils and families who require additional support with communication and language skills. |

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 |
|---|--|
| All pupils identified as requiring speech and language support following NELI or Talk Boost screening on entry to YR (falling into the red or amber bracket) will make sufficient progress to achieve expected in Communication and Language at the end of the year | Gap between pupil premium and non-pupil premium will narrow |
| Small group and targeted interventions in reading, phonics and writing. | Gap between pupil premium and non-pupil premium will narrow. |

| | |
|--|--|
| <p>Better support for mental health and emotional needs of disadvantaged children and their families.</p> | <p>Children with mental health and social and emotional issues make good progress.</p> |
| <p>School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning.</p> | <p>Gap between pupil premium and non-pupil premium will narrow.</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: £3000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Fully trained staff running phonics sessions £1000 | EEF evidence shows that 1:1 tuition can add +5 months, small group work can add +4 months | 2 |
| English Mastery Training provided by St. Benet's Academy Trust £2000 (Recovery Premium) | | 2 |
| TAs/LSAs to attend in-house training to help them to encourage independence and self-management of learning in our pupils. | Interaction with others and self-management of emotions rather than focusing directly on the academic or the cognitive elements of learning can help students to work with (or alongside) their peers. Teachers, and families EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months | 3 |

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

Budgeted cost: £14,204.10

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Talk for learning is applied across all areas eg. whole class and group discussions; peer to peer | EEF evidence shows that oral interventions can add +5 months, 1:1 tuition can add +5 months, small group work can add +4 months | 1 |

| | | |
|--|---|---|
| <p>talk – learning partners; use of buddies; maximise language development in small groups using NELI/Talk Boost intervention for EYFS; Talking Tins for KS1 pupils.</p> <p>TA: 5 hours per week £3186 (SW)</p> <p>Talk Boost training - £300</p> | <p>High-quality structured interventions have a positive impact on progress.</p> | |
| <p>Additional small group phonic work in KS1</p> <p>TA: 5 hrs per week £3116 (JS)</p> <p>Targeted interventions – delivered by TA during afternoons each week</p> <p>TA 5 hrs per week £3431 (LL)</p> | <p>EEF evidence shows that oral interventions can add +5 months, 1:1 tuition can add +5 months, small group work can add +4 months</p> <p>High-quality structured interventions have a positive impact on progress.</p> | 2 |
| <p>Tuition is made available for Y5/6 pupils to help them to catch up</p> <p>£1000</p> | <p>EEF evidence shows that oral interventions can add +5 months, 1:1 tuition can add +5 months, small group work can add +4 months</p> <p>High-quality structured interventions have a positive impact on progress.</p> | 2 |
| <p>High quality reading materials are available to all pupils and matched to their phonic awareness</p> | <p>EEF evidence shows that high-quality structured interventions have a positive impact on progress.</p> | 2 |
| <p>Use Star Assessment, Accelerated Reader and MyOn for rigorous assessment, tracking and development of reading</p> <p>£2,771.10</p> | <p>EEF evidence shows that high-quality structured interventions have a positive impact on progress.</p> | 2 |
| <p>Children who are struggling with writing will have access to computers, iPads and writing aids (Clicker)</p> | <p>Children can be frustrated in trying to express their thoughts and ideas if they are limited in the tools that they can use</p> | 2 |

| | | |
|--|---|------|
| Dyslexia Gold £400 | | |
| Pupils given access to story tellers on daily basis—parents, visitors, support team and teachers | EEF evidence shows that oral interventions can add +5 months, 1:1 tuition can add +5 months, small group work can add +4 months | 2, 3 |

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

Budgeted cost: £601

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Use of nurture groups, ELSA and Play Therapy to develop emotional resilience and well being | Interaction with others and self-management of emotions rather than focusing directly on the academic or the cognitive elements of learning can help students to work with (or alongside) their peers. Teachers, and families EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months | 3 |
| Ensure that disadvantaged pupils are able to access all clubs, music tuition, trips and residential courses by subsidising the costs for them 1 x Y6 pupil – Thorpe - £35 3 x Y4 pupils - Eaton Vale - £96 1 x Y3 pupil – Eaton Vale - £24 KS1 Beach Trip - £46 1 x Y6 pupil – Isle of Wight - £250 each 1 x Y4 pupil - Eaton Vale - £150 each <hr/> Total: £601 | Pupils develop independence by taking part in clubs, residential and day trips and, as a consequence enjoy and feel proud of themselves When taking part in trips and residential, pupils have opportunities to take part in problem solving activities that can't be accessed within the confines of the classroom and school Learning an instrument is shown to enhance thinking and problem solving skills as well as to improve concentration and instil a love of music | 2, 3 |

| | | |
|---|--|----------|
| <p>Meetings and shared work with pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning.</p> <p>Visits to nurseries and pre-schools are carried out by the EYFS teacher and SENDCo early in the Summer Term to ascertain and plan for individual needs</p> | <p>Forward planning can ensure that pupils make a positive start to school life and hence rapid progress from their starting points</p> <p>Children make greater progress when schools and families work together</p> <p>Mixed-age teaching presents a greater challenge when trying to plan for individual needs particularly where the curriculum crosses the boundary of EYFS and Year 1.</p> | <p>4</p> |
| <p>Families are invited into school prior to the September start date eg. Christmas plays; Easter Egg hunt; Sports Day, Play Days, Parent Open Evenings</p> <p>Run parent sessions to help parents to support their children's learning</p> | <p>Forward planning can ensure that pupils make a positive start to school life and hence rapid progress from their starting points</p> <p>Children make greater progress when schools and families work together</p> | <p>4</p> |

Total budgeted cost: £17,805.10

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A. Speech and language skills in the Early Years are below those of their peers. This leads to social communication difficulties and issues.

Talk Boost has been in place since September and staff were trained to deliver the NELI language programme in Jan/Feb 2021. This programme began for children in the spring term and is working very well. They have another 7 weeks of the programme to complete in Autumn 2021 but all children have shown progression in the Attitude and Behaviour scale.

B. Lower reading and phonics attainment can negatively impact access to the wider curriculum including reading and writing

All IT hardware purchased and this was of particular benefit during the school closures. We have been able to make greater use of online platforms such as TT Rockstars, myOn, My Maths, Dyslexia Gold, Clicker etc. FOTS have purchased books for our library. We have timetabled sessions for each class to have library time. Talk 4 Writing training took place during the autumn term and teachers are using this very effectively. There has been strong evidence of improvements in writing for a large proportion of children. The Talk 4 Writing conference did not take place due to COVID.

KS1 Assessment Data:

Phonics Check June 2021 = 71% (2019 = 71%)

PiXL Reading Tests = 83% and 74% (PiXL partnership school averages were 64% and 55%) (SAT Score 2019 = 63%)

Writing at ARE = 67% (TA Score 2019 = 44%)

C. Learning can be negatively affected by social and emotional barriers and resulting behavioural issues

We have trained an additional member of staff to deliver ELSA. ELSA sessions took place with successful outcomes. Play Therapy and nurture has taken place with successful outcomes. Residential trips could not take place due to COVID. Music lessons took place successfully.

D. Lack of pre-school provision in Tacolneston – pupils arriving from up to 9 different settings, which makes it difficult for school to collaborate with EYFS providers and ensure appropriate measures are in place to identify pupils and families who require additional support with communication and language skills.

We have been hampered by the restrictions imposed upon us by COVID. We held online parent sessions with information on phonics, reading and 'readiness for school'. Parents fed back that they had a good understanding of what we were presenting to them and they had the opportunity for a Q&A session with EYFS staff. Staff met with all parents in the first two weeks of September 2021.

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 |
|--------------------|------------------|
| Accelerated Reader | Renaissance |
| PiXL | PiXL Partnership |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.