

Pupil premium strategy statement

This statement details our 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 | Tatsfield Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Kevin Bellinger, Headteacher |
| Pupil premium lead | Kevin Bellinger, Headteacher |
| Governor / Trustee lead | Richard Aslett lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 25,955 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| 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 | £25, 955 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills, speech and language needs |

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| | and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to the end of KS1 and some in KS2. In general this is more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with staff suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the partial school closures in 2020 and 2021 to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. |
| 4 | We have identified social and emotional issues for many pupils, caused by the partial school closures of 2020 and 2021 these challenges particularly affected disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased. More children now require the services of our Learning Mentor for their emotional and social needs. |
| 5 | The return to schooling following the pandemic has been challenging for a number of children. Behaviour in the school, is good but certain children need extra support to control and moderate their behaviour. |
| 6 | Through monitoring and evaluation the school has noticed an increase in the amount of absence and persistent absence following the pandemic resulting in slow progress by some children. |

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 |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils by the end of KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2022/2023 2023/2024 and 2024/2025 show that 100% of disadvantaged pupils (without SEN) met the expected standard. |
| Improved Phonics attainment for | KS1 Phonics outcomes in 2022/2023, 2023/2024 and 2024/2025 show that 100% of disadvantaged pupils |

| | |
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| disadvantaged pupils at the end of KS1. | (without SEN) meet the expected standard and that 80% of disadvantaged pupils (without SEN) meet the phonics check standard by the end of Year 1. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improved behaviour and controlled reactions by certain pupils. | Behaviour incidents by certain identified pupils reducing over the year 2022-2023. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers. |

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: £23 062

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To continue to run Neli in EYFS | <i>EYFS intervention listed in the Teaching and Learning Toolkit by EEF as having moderate impact. Neli listed as a recognised intervention in EYFS.</i> | 1,2 |
| Ensure all relevant staff (including new staff) have received training to deliver the Phonics Bug scheme effectively | <i>Digital technologies and phonics listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.</i> | 1,2,3 |
| To deliver the ELS programme to targeted children in Year 2 | | 1,2 |

| | | |
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| To deliver speech and language to children in KS1 who require it by an Eklan trained teaching assistant | <p><i>Oral Language interventions listed in Teaching and Learning toolkit as having moderate impact.</i></p> <p><i>Oral Language interventions listed in EEF Teaching and Learning toolkit as having moderate impact.</i></p> | 1,2,3,4 |
| To provide Quality First Teaching to PP children through experienced staff. | <i>Quality First Teaching is especially significant for children from disadvantage backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.</i> | 3 |
| To provide extra staff for small focussed group teaching in classes and provide sets for year 5 and 6 – | <i>Reducing class size listed in EEF Teaching and Learning toolkit as having moderate impact.</i> | 3,4 |
| To provide support from a learning Mentor to address and overcome emotional issues | <p><i>Social and Emotional Learning listed in EEF Teaching and Learning toolkit as having moderate impact.</i></p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 4 |

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

Budgeted cost: £ 6174

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| To promote and monitor Lexia reading intervention and track children accordingly | <i>Digital technologies listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.</i> | 1 |
| To boost reading comprehension and writing in the school through Talk for Writing initiative | | 2,3 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2,3,4 |

| | | |
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| disadvantaged, including those who are high attainers. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 5 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |

Total budgeted cost: £ 29, 236

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils though had improved was lower than in the previous years in key areas of the curriculum. Despite being on track during (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised and in 2021/2022 issues related to the covid lockdown persevered.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Overall attendance in 2021/22 was higher than 2020/21 but lower than in any preceding year at 93.3%. Absence among disadvantaged pupils was 90.8% lower than their peers. This was due mainly to a few children with anxieties following covid.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be affected last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

| Programme | Provider |
|---------------------------------|----------------|
| Lexia Reading programme | Lexia Learning |
| Talk for Writing -- Pie Corbett | Jamie Thomas |