

# Tatsfield Primary School

## Pupil Premium Strategy Statement

Reviewed December 2023

[Pupil premium 2023-24: conditions of grant for academies and free schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-2023-24-conditions-of-grant-for-academies-and-free-schools)

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.

The PP grant is allocated to academies for 2 separate objectives:

- raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- providing support for children and young people with parents in the regular armed forces

### School overview

Detail	Data
School name	Tatsfield Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Jewitt, Headteacher
Pupil premium lead	Rachel Jewitt, Headteacher
Governor / Trustee lead	Jenny Bradshaw

### Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## 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 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 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 make slower progress in phonics than their peers. This negatively impacts their development as readers.
3	We have identified social and emotional needs for many pupils, caused by the partial school closures of 2020 and 2021. These challenges particularly affected disadvantaged pupils, including their attainment in core subjects. Teacher referrals for support have markedly increased; including referrals to our Learning Mentor and external agencies for mental health, emotional and social support.
4	Emotional support (including regulation strategies) is needed to support pupils' behavioural needs.
5	Through monitoring and evaluation the school has noticed an increase in the amount of absence, persistent absence and poor punctuality 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
--	------------------	------------------

1	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.
2	Improved Phonics attainment for disadvantaged pupils at the end of KS1.	KS1 Phonics outcomes in 2022/2023, 2023/2024 and 2024/2025 will show that 100% of disadvantaged pupils (without SEN) meet the expected standard and that the number of disadvantaged pupils (without SEN) meet the phonics check standard by the end of Year 1 is in line with national data.
3	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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• attainment in core subjects will be in line with, or better than, national data from 2024-2025</li> </ul>
4	Improved behaviour for all pupils.	Behaviour incidents to reduce over the year 2023-2024. Behaviour incidents to reduce for individual pupils over 2023-2024. Specialist support for individual pupils to support behaviour.
5	To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• 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%</li> <li>• 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</li> <li>• punctuality rates to improve each term during 2023-2024</li> </ul>

### 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

Budgeted cost: c.£23 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>To continue to run NELI in EYFS</b></p> <p><b>Ensure all relevant staff (including new staff) have received training to deliver the Pearson Phonics Bug scheme effectively</b></p> <p><b>To deliver SaLT interventions to targeted children in Year 2</b></p> <p><b>To deliver speech and language to children in KS1 who require it by an Elklan trained teaching assistant</b></p>	<p><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></p> <p><i>Digital technologies and phonics listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.</i></p> <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>	<p>1,2</p> <p>1,2,3</p> <p>1,2</p> <p>1,2,3</p>
<p><b>To provide Quality First Teaching to PP children through experienced staff.</b></p> <p><b>To provide extra staff for small focussed group teaching in classes and provide sets for year 5 and 6</b></p>	<p><i>Quality First Teaching is especially significant for children from disadvantage backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.</i></p> <p><i>Reducing class size listed in EEF Teaching and Learning toolkit as having moderate impact.</i></p>	<p>3</p> <p>3,4</p>
<p><b>To provide support from a learning Mentor to address and overcome emotional issues</b></p>	<p><i>Social and Emotional Learning listed in EEF Teaching and Learning toolkit as having moderate impact.</i></p> <p><u><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></u></p>	<p>3,4</p>

### **Targeted academic support**

Budgeted cost: c.£6100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>To promote and monitor Lexia reading</b></p>	<p><i>Digital technologies listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.</i></p>	<p>1</p>

<b>intervention and track children accordingly</b>		
<b>To boost reading comprehension and writing in the school through Talk for Writing initiative</b>	<a href="#">Talk-for-Writing-Review-of-related-research.pdf (talk4writing.com)</a>	2,3
<b>To provide Quality First Teaching to PP children through experienced staff.</b>  <b>To provide extra staff for small focussed group teaching in classes and provide sets for year 5 and 6</b>	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

**Total budgeted cost: £ 29,100**

## 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 2022-2023 academic year.

Our internal assessments during 2022-2023 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 2022-2023 was higher than 2021-2022 but lower than preceding years. Attendance among disadvantaged pupils was lower than their peers. This was due mainly to a few children with anxiety and behaviour support.

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. The Behaviour Policy and behaviour strategies is being reviewed for the academic year 2023-2024 and specialist advice/support will be followed to support individual pupil needs but to have an impact on raising behaviour across the school. This will also have a positive impact on behaviour for learning and will support the improvements to be made with attainment in core subjects.

### Externally provided programmes

Programme	Provider
Lexia Reading programme	Lexia Learning
Talk for Writing - Pie Corbett	Jamie Thomas
NELI	Nuffield Early Language Intervention