

Tenterfields 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	Tenterfields Primary Academy
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	17.75%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	Dec 31.1.23
Date on which it will be reviewed	Dec 31.1.24
Statement authorised by	Lisa Buffery
Pupil premium lead	Lisa Buffery
Governor / Trustee lead	John Dovey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,440
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£67,950

Part A: Pupil premium strategy plan

Statement of intent

At Tenterfields our intention is that all pupils, irrespective of their circumstances, will realise their full academic and personal potential, achieve the highest possible standards of academic attainment and develop their character and learner skills.

Our aim is to use pupil premium funding to raise the attainment and progress of disadvantaged pupils of all abilities eligible for the pupil premium, relative to those students that are not eligible (both in-school and nationally). The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever.

We have used research compiled by the 'Education Endowment Foundation' and DfE guidance documentation to best steer our approach and budget allocation in order for our pupils to receive the necessary support they need to achieve our intention.

We recognise that high quality teaching will always be the greatest lever the school has to improve outcomes. A tailored programme of sustained professional development will support the development of staff subject knowledge and the quality of instruction in the classroom, alongside flexible groupings and explicitly taught metacognitive and self regulated strategies.

Tenterfields pupil premium strategy is based on the following principles:

- The pupil premium strategy covers a three-year period, with annual reviews and necessary adjustments adapted throughout the school year.
- Approaches adopted are selected on the basis of strong educational evidence.
- Pupil premium is spent on academic and non-academic interventions in line with our holistic approach. This approach includes high quality diagnostic assessment and responsive teaching; targeted academic, social, emotional support; extensive and varied extra-curricular provision.

Our key priorities are:

- To remove obstacles to progress which can include, but are not confined to: attendance and persistent absence; mental health & emotional well-being; subject specific barriers, particularly within core subjects; behaviour and exclusions and engagement in enrichment and leadership opportunities.
- To increase the attainment and progress of disadvantaged pupils in core subjects.
- To ensure disadvantaged pupils pass their phonics screening check and learn to read fluently.
- To provide opportunities, planned and financed, for disadvantaged pupils to develop their personal potential, capital culture and character.

Our diagnoses is based upon:

- Attendance data and levels of persistent absence;
- Teacher feedback on pupils' levels of engagement and participation;
- Behaviour incidences and exclusions data;

- Information on wellbeing, mental health and safeguarding;
- Access to technology and curricular materials.

The pupil premium strategy is carefully implemented across the school year. We monitor and review the impact and progress of our approach each half term, collating evidence from data, outcomes in books, pupil voice and lesson observations.

In summary, our tiered approach aims to target the whole child; to raise standards for all children, mitigating any circumstances that may impede or hinder their success through high quality teaching and assessment, targeted academic support and the wider strategies we know that are vital to increasing the achievement of all children, particularly the most disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	To improve the Progress and attainment of our disadvantaged pupils to reduce the progress gap in R,W,M.
2	To Improve low language and communication skills on entry to school which impact the acquisition of skills, vocabulary and knowledge across the curriculum.
3	To Improve attendance of our disadvantaged pupils..
4	Improve readiness to learn and emotional health and wellbeing for our pupils and parents through a coordinated and evidence-informed approach to mental health and wellbeing.
5	Further develop the cultural capital and personal potential of our disadvantaged pupils by improving their engagement in enrichment activities and the Junior Leadership Team.
6	Further develop metacognitive and self-regulation strategies so pupils become active learners as they monitor, regulate, and control their cognition, motivation and behaviour.

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 progress for disadvantaged pupils.	<ul style="list-style-type: none"> ● Progress measures between KS1 and KS2 are in line with or better than the equivalent measure for National non-disadvantaged students. ● To reduce the gap between progress measures for disadvantaged and non-disadvantaged pupils in all other year groups.
Improved attainment for disadvantaged pupils.	<ul style="list-style-type: none"> ● Attainment for disadvantaged pupils is in line with or better than the equivalent measure for National non-disadvantaged students. ● To reduce the gap in attainment for disadvantaged and non-disadvantaged pupils in all other year groups.
Improved outcomes in RWM Combined	<ul style="list-style-type: none"> ● The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures. ● The percentage of pupils who attain ARE+ (High Score/GD) RWM at the end of KS1 is above national disadvantaged and closer to national non-disadvantaged figures.
Strong outcomes in EYFS for disadvantaged pupils	<ul style="list-style-type: none"> ● High proportions of disadvantaged pupils in EYFS achieve GLD.
Outcomes in the Year 1 Phonics Screening Test	<ul style="list-style-type: none"> ● The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures.
Improved communication and language skills including an increase in higher tiered vocabulary	<ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved vocabulary among disadvantaged pupils. ● Welcome impact data shows improved language skills.
Improved attendance and punctuality	<ul style="list-style-type: none"> ● Ensure attendance of disadvantaged pupils is above national and aim for 97%.

	<ul style="list-style-type: none"> ● School data shows punctuality of disadvantaged children has improved. ● Continue to reduce the proportion of persistent absentees amongst the disadvantaged cohort. ● Term time absence/holidays are reduced. ● Remove or overcome the barriers and obstacles that limit attendance amongst disadvantaged students including (amongst others) <ul style="list-style-type: none"> ● emotional wellbeing ● Special Educational Need ● Safeguarding challenge ● Subject specific barriers.
Improve meta cognitive skills and develop self-regulated learners in all of our pupils through the Visible Learning Programme	<ul style="list-style-type: none"> ● Teachers are confident in teaching students metacognitive strategies via the ASPIRE framework and using Visible Learning Strategies. ● Pupils will become self regulated learners.
All disadvantaged pupils fully access all learning, including home learning, digital learning and the wider enrichment curriculum.	<ul style="list-style-type: none"> ● Programme of workshops and training for parents to access the curriculum eg phonics, Sats, handwriting and maths workshops. ● Trips and experiences including residentials will be subsidised. ● All children access a device and wifi. ● Pastoral team supports vulnerable families and children to raise aspirations and access wider services and support.
To achieve and sustain improved wellbeing and Improve strategies for dealing with emotional challenges to build resilience and improve readiness for learning	<ul style="list-style-type: none"> ● High levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. ● Increased participation in enrichment activities, particularly among disadvantaged pupils. ● New interventions introduced ● Trained nurture lead and nurture programme in place.

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: £33,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting all teaching staff to be highly effective We will fund professional development and instructional coaching materials that focuses on each individual teachers</p> <p>£ 10,224</p>	<p>Instructional coaching, “In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.” Steve Farndon (2019)</p> <p>What is instructional coaching? Ambition Institute</p>	<p>1 2</p>
<p>Metacognition and self regulation amongst students.</p> <p>Developing these skills amongst students through our engagement in ASPIRE and our ‘Visible Learning’ programme. This involves engagement in an external training and school improvement programme over 3 years.</p> <p>£900 - Cover</p>	<p>EEF: Metacognition and self-regulation</p>	<p>1 2 6</p>
<p>Implementation of a maths mastery approach.</p> <p>£4,227 - Maths Mastery</p> <p>£ 1,000 maths resources ordered, using Maths Mastery audit tool to identify areas of need.</p> <p>£900 - cover</p>	<p>Mastery learning EEF</p>	<p>1 2 6</p>
<p>termly Assessments</p> <p>£1,506</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&u</p>	<p>1</p>

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No More Marking, National Writing assessments £536	https://www.nomoremarking.com/aboutUs2	1
Additional teaching staff in English and maths to allow for small group teaching and support £10,224	Small group tuition EEF	1 6
Powering up students learning with digital technology. All students will have access to an iPad device to help support and enhance their learning opportunities. The school will subsidise any payments to ensure all students have access to iPad technology. £ 1,000 - iPad costs £ 500 - replacement costs £ 900 - cover	Realising the potential of technology in education: A strategy iPad in Education Results	1 2 6
Development of EYFS environment to enhance physical and outdoor learning opportunities for all pupils including Kinetic approach to handwriting £2,000	Physical development approaches	1 2 5 6

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

Budgeted cost: £ 26,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prepare for and develop strong transition from Key Stages £200	3. Wider strategies EEF	1 4
Use of the School-Led Tutoring Grant to provide small-group tuition in English and maths. This grant will be used to fund external partners and in-house staff to maximise the number of students receiving tuition £1,215	Small group tuition EEF	1 2 6
Class teachers will target and prioritise PP pupils through QFT and the Sunshine model paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress supported by CPL and instructional coaching from the Teaching and Learning Lead. £8,442	Feedback EEF Assessment and feedback EEF	1 2 6
Additional speech and language support and intervention led by specialist teacher £10,224	Communication and language approaches	1 2
Additional support for children requiring intervention, Easter and summer school. <i>Also see wider strategies</i> £2,000	"Catch-up" and recovery approaches: Selected reading • Chartered College of Teaching	5
Breakfast and after school sessions: small group tuition delivered by our staff. £3,579	Small group tuition EEF	5
Online teaching programmes to support learning including TTRS, and Spelling Shed £260	In House data shows that these programmes have impacted positively on engagement and attainment.	1

Pupil progress meetings and phase provision maps. Use of Insight to track children's data £832	EEF implementation requires ongoing evaluation and adjustments according to impact of interventions.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:£ 9,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Pastoral Support Leaders to provide mental Health and Wellbeing support for targeted students Additional intervention packages Milo and Hamish £320	Student mental health during coronavirus Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	4
Nurture and Bereavement: training and release and Trauma Informed Schools Training £4,817	Family liaison – our internal evidence base shows that working with the families of pupil premium children to address individual needs has a positive impact on the academic and social outcomes for the children. Use of CPOMS for safeguarding and LA safeguarding SLA ensures that consistent and thorough tracking and monitoring take place. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	4
Wider enrichment opportunities e.g. clubs, residential. £1,000	https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf	5
Adopt and embedding principles of good practice set out in DFEs improving school attendance	Improving school attendance: support for schools and local authorities - GOV.UK	3

Attendance letters and procedures to be reviewed with particular focus on disadvantaged pupils		
Embed Outdoor Learning Curriculum and Forest school curriculum sessions and after school club £2,000	Physical development approaches	5
Resources to support basic needs, attendance and engagement in learning. £1,500	In-house evidence supports the need for school to fund and support with: <ul style="list-style-type: none"> • uniform and equipment eg PE kit, bags and swimming kit • accessing winter grant, food bank vouchers and furniture • legal services and other agencies 	1 4 3

Total budgeted cost: £ 70,306

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.

	National all pupils	TF DA 2023	DA Progress
ELG 2023	67%	50% (2/4)	N/A
Phonics Screening	79.5%	60% (3/5)	N/A
End of KS2 Reading (Sat paper)	73%	71% 5 out of 7	-1.60
End of KS2 Maths (Sat paper)	73%	86% 6 out of 7	0.38
End of KS2 Writing (Teacher assessment)	71%	57% 4 out of 7	1.14
Combined KS2 Sats	59%	57%	N/A

Our internal assessments of pupils' achievement compared to equivalent assessments in previous years (pre-covid) indicate that performance of Disadvantaged pupils is improving in many areas across year groups particularly as pupils progress through Year 4 into UKS2.

It must be mentioned that our disadvantaged cohort (14.8%) is less than national (22.4%) and that there are small numbers in each class. There needs to be caution when looking at data. In addition, 12.5% of our disadvantaged pupils are also SEND.

Teacher assessments of the impact of COVID indicates a significant impact on disadvantaged pupils both academically and emotionally. The Covid-19 impact has disrupted some of our pupils' mental health to varying degrees, and we will continue to support our pupils through the pupil premium and recovery funding plans. We have trained a practitioner in Trauma informed practice and released them from class to become a nurture lead. We have also trained a mental health lead and created a nurture room for the new interventions we have purchased.

. Cumulative disadvantaged attendance Dec 2023 was 96.5%

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
	N/A

Service pupil premium funding (optional)

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

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.