Pupil premium strategy statement – Tibberton CE Primary School

This statement details our school's use of pupil premium funding (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Tibberton CE Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	3 Year Plan – 2021/2022 to 2023/2024 **Current Year 2022-23**
Date this statement was originally published	10th December 2021
Date on which it will be reviewed	10th October 2023
Statement authorised by	Craig Battrick, Head of School
Pupil premium lead	Craig Battrick, Head of School
Governor / Trustee lead	Jane Brothwood, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,310
Recovery premium funding allocation this academic year	£1,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£17,310

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we have considered the context of the school and the subsequent challenges faced. This is taken alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching and support staff are involved in the analysis of data and identification of pupils and intervention strategies in place.

Principles

• We ensure that teaching and learning opportunities meet the needs of all the pupils.

• We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

• In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

• Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time, but that they will receive support over the course the academic year.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Demographic Context

Tibberton CE Primary School is a Church of England Primary School located in the village of Tibberton, to the north-west of Newport and located within the Telford & Wrekin Authority. It is a smaller than average rural primary school with 135 pupils on roll-call arranged in five classes of around 25-30 pupils in each class. It is located in a largely affluent area but with some mixed residential housing including a few authority- owned properties.

Objectives

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 reach their full potential. To ensure they are effective we will:

• Ensure that there is sufficient challenge in the work that disadvantaged pupils are set

• Act early to intervene at the point any need is identified

• Adopt a whole school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes and raise the expectations of what they can achieve

• To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

• For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

• In line with the Local Authority protocol to improve attainment for disadvantaged children at every key stage.

Challenges

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

Challenge number	Detail of challenge
1	A significant minority of our children are from disadvantaged backgrounds that are partly masked by social stigmatism within an affluent area.
2	Around half of our pupil premium children are in receipt of Services Pupil Premium rather than FSM or LAC funding and therefore have different needs.
3	The majority of children (more than half) in receipt of Pupil Premium are in LKS2.
4	A more limited exposure to cultural capital resulting in a comparative disparity in breadth of vocabulary in comparison with their peers.
5	Anecdotal evidence of less incidental conversation around knowledge acquisition within the home.

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 acquisition among disadvantaged pupils. Evidenced when triangulated with other sources of evidence, including engagement in lessons, pupil book scrutiny and ongoing formative and summative assessment (including phonics screening).

Improved reading attainment among disadvantaged pupils at the end of KS2 throughout the period to 2024/25.	KS2 reading outcomes show that more than 80% of disadvantaged pupils meet the expected standard. Tracked through internal NTS assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2 throughout the period 2024/25.	KS2 maths outcomes show that more than 80% of disadvantaged pupils meet the expected standard. Tracked through internal NTS assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, student and parent surveys and teacher observations. • an increase in participation in enrichment activities (including after-school clubs and music lessons), particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • No differential between the overall attendance rate and the attendance of PP children. • No differential between overall persistent absenteeism and proportion of PP children.

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: £688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3,
Purchase of associated CPD for our new SSP (Little Wandle phonics programme) to secure stronger phonics teaching for all pupils through phonics audit match-	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3

funded by the DFE and brokered by the English Hub.		

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

Budgeted cost: £4158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 session with teachers (Including in class support)	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support as identified with our support from the English Hub	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3

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

Budgeted cost: £11,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support TA	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1,4

Elsa support and access to school and family liaison support where required. Including: Cool kids Calm Brain Lego express	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf	1,2,3,4,5
Contribution to Y5/6 residential prior to transition to secondary school.	Outdoor Adventure Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF outdoor-adventure-learning	1,4
Contribution towards educational visits for eligible PP children.	Outdoor Adventure Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF outdoor-adventure-learning	5
Purchase of revision guides for Year 6 (not including SPP)	Evidence to suggest the purchase of specific books can help support home-school agreements and parental engagement in children's learning. EEF_Parental_Engagement_Guidance_Report.pdf	1,2
Music lessons funded through the LA	Findings from the EEF Big Lockdown Parent Survey on children eligible for FSM's access to music lessons: EEF Challenges_in_Home_Learning_-_Feb_21.pdf	4
Attendance meetings to target PA amongst PP children with headteacher and educational welfare officer.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1
National Tutoring Programme	Evaluation of the impact of tutoring on attainment, as a response to COVID-19 learning loss: National Tutoring Programme | EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
Assistance to purchase uniform for children	Closing the disadvantage gap: School uniform | EEF (educationendowmentfoundation.org.uk)	1

eligible for FSM (50% subsidy on all new purchases)		
Contingency to allow for mobility.		

Total budgeted cost: £16310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our analysis of the assessment and progress of the children in receipt of pupil premium highlights the impact of the Covid-19 pandemic and post-pandemic, which has disrupted all our subject areas to varying degrees over the past two academic years. In contrast to the academic year 2020-21 when school closure was most detrimental to our disadvantaged pupils, last year the focus was placed upon enabling our pupil premium funded improvements to teaching and pastoral care and targeted interventions such as the National Tutoring Programme.

Our overall attendance in 2021/22 was lower than in the preceding years at 93.1%, largely because of Co-vid related absences. Attendance amongst pupils in receipt of pupil premium was 93.2% with marginal variance between the two groups.

Children in receipt of pupil premium numbered some 18 children. Their attainment is summarised below. In maths and writing the attainment of pupil and non-pupil premium is broadly in line whereas attainment in reading is higher with pupil-premium pupils.

EoY Attainment	**At age-related expectations**		**Above age-related expectations**	
Subject	**Pupil Premium**	**Non-Pupil Premium**	**Pupil Premium**	**Non-Pupil Premium**
Maths	67%	70%	33%	34%
Reading	88%	82%	44%	37%
Writing	72%	73%	22%	24%

Five children received support through the National Tutoring Programme over the course of the academic year – three of them were also pupil premium. They made greater than expected progress within the fifteen-week funded programme and attainment was broadly in line with age-related expectations by the course end.

The number of children in receipt of pupil premium accessing our ELSA programme of support was higher than their non-pupil premium counterparts but we are of the belief that this helped overcome any barriers to learning and ensure equity of educational support.

Externally provided programmes

Programme	**Provider**
Calm Brain	Calm Brain Approach by Dr Sarah Taylor

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Children in receipt of service pupil premium funding have had access to Elsa support, Lego build to express, Calm Brain and Kool Kids alongside targeted provision through interventions to mitigate gaps in learning in addition to quality first teaching within the classroom. One child in Year Six received booster sessions to ensure they reached their potential in KS2 SATs. Funding was used to mitigate the effect of greater mobility in this group and the opportunity for children to express any anxieties they may have.
The impact of that spending on service pupil premium eligible pupils
Children in receipt of SPP have made successful transitions to their new year groups (including transition to secondary education) and the impact of the covid-related disruption to learning has been minimised for this group. The emotional health and well-being of this group remains secure. Seven children were in receipt of SPP last year and the their attainment is summarised as follows: Achieving age related attainment: Maths 86% Reading 100% Writing 86% Achieving above age-related attainment: Maths 57% Reading 71% Writing 29% One child who did not achieve age-related attainment last year is now also in receipt of the National Tutoring Programme for 2022/23.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not specifically funded by pupil premium or recovery premium. That will include:

- Embedding effective practice around feedback from our school development partners at STSA. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- Utilising a DfE grant to train a senior mental health lead – our Executive Head has commenced this CPD. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support effective collaboration with parents.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These include lunchtime and after-school clubs. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.