

Tilstock CE Primary School 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	Tilstock CE Primary School
Number of pupils in school	75 (+ 3 nursery)
Proportion (%) of pupil premium eligible pupils	20% (15 pupils)
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rowena Kaminski, Head of School
Pupil premium lead	Rowena Kaminski, Head of School
Governor lead	Bob Thompson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£2610 +£1620 Tutoring Programme
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	£24,405

Part A: Pupil premium strategy plan

Statement of intent

At Tilstock CE Primary School, our vision is:

“Our staff and governors are committed in providing a positive, nurturing and emotionally safe environment, where children feel empowered and motivated to care about themselves and their school.

Through powerful projects and meaningful experiences, we provide regular opportunities for children to contribute, create and to be recognised for their individual talents.

Our pupils feel confident in developing the relevant key skills and knowledge, required in a way that progresses naturally from year to year, across the curriculum.

In partnership with parents, staff, the Church and the community, our pupils are enabled to flourish and achieve their full potential through love, aspirations, positive role-models, underpinned by our Christian Values.”

We have high expectations of all children, and our aim is to ensure that all pupils have equal access to learning and enrichment opportunities which will enable them to fulfil their potential.

Common barriers for disadvantaged pupils may include poor language skills, low levels of self-esteem, social/emotional/behaviour difficulties and disengagement, adverse childhood experiences and trauma, and lack of support from home. Our strategy includes plans to address these barriers through improving the standard of quality first teaching, and offering a range of evidence-based interventions and support for those who need something additional to the daily classroom experience.

Our strategy is a key part of the wider school plans for education recovery following Covid 19, to ensure targeted support for pupils whose education has been most affected, and to support identified parents in meeting the needs of their children at home.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills in EYFS, and in KS1, where children have experienced disruption to their early education due to Covid 19
2	More frequent social and emotional difficulties – referrals for support and safeguarding needs have increased during and since the pandemic
3	Literacy and numeracy difficulties requiring effective interventions, as well as quality first teaching, to address gaps which have become more prominent due to the impact of lockdowns
4	Some pupils demonstrate poor home learning skills, particularly in relation to reading and exposure to books, due to lack of parental confidence and income

5	Children are ill-equipped for learning, for example, they have a poor diet and do not have the required equipment/clothing for all educational activities, or are not enabled to participate in all opportunities due to financial constraints
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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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
2. To achieve and sustain improved social and emotional skills/wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Improvements evidenced through behaviour and concerns records noted on CPOMS • Boxall Profiles indicate improved social/emotional skills as a result of targeted intervention and support
3. Improved reading/writing/maths attainment among disadvantaged pupils	KS2 outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in combined reading/writing/maths. This is at least in line with, if not above, national average
4. Improved engagement in reading at home and home-learning of disadvantaged pupils	Tracking of disadvantaged pupils shows that engagement is in line with that of non-disadvantaged peers
5. All children have equal access to enrichment opportunities, equipment, healthy food and uniform	All Pupil Premium children have the opportunity to go on school trips and residential visits Pupils will have the correct uniform and equipment to support their schooling experience Pupils will engage in wider school life – attending extra-curricular clubs and representing the school in events, such as sporting fixtures

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: **£10,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will renew our annual TTRS and NumBots subscription, and promote this through a themed day or relaunch in school.</p> <p>We will consider a more structured approach to maths recall sessions, through the use of NCETM Mastering Number materials, or an alternative programme such as Number Sense Maths.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><i>£170 – TTRS/NumBots</i> <i>£100 – resources for themed day/relaunch</i> <i>£100 – resources associated with NCETM Mastering Number or purchasing Number Sense Maths</i> <i>£1000 – release time and cover to observe best practice within and across settings</i> £1370 TOTAL</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF – Literacy KS1 EEF – Literacy KS2</p>	1, 3

<p>guidance in school and to access Kinetic Letters and Pathways to Write resources and CPD.</p> <p><i>£500 – Kinetic Letters (reintroducing programme); purchasing of any updated materials and resources</i></p> <p><i>£725 – P2W resources (for academic year 2021-2022)</i></p> <p><i>£1000 – P2P intervention and TA training</i></p> <p><i>£475 – P2W support (full day) in school for developing and monitoring English (The Literacy Company)</i></p> <p><i>£300 – P2W staff meeting in school (The Literacy Company)</i></p> <p><i>£1000 – release time and cover to observe best practice within and across settings</i></p> <p>£4000 TOTAL</p>		
<p>Updated resources and training linked to RWI (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p><i>£480 – RWI phonics training (3-day remote training) for 3x new teachers</i></p> <p><i>£700 – RWI Development Day for phonics (Ruth Miskin)</i></p> <p><i>£500 – purchasing updated selection of RWI Book Bag books</i></p> <p><i>£1000 – coaching and support sessions for staff (as delivered by LT); release time and cover for staff to observe best practice within school</i></p> <p>£2680 TOTAL</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Enhancement of reading culture and opportunities in line with DfE and EEF guidance.</p> <p><i>£1000 – AR subscription and associated resources linked to reward system</i></p> <p><i>£500 – updated reading spine planning, introduction of reading buddies, and new themed books for library area</i></p> <p><i>£700 (£70 per unit) – 10x Kindles for library area and classroom use</i></p> <p>£2200 TOTAL</p>	<p>The DfE non-statutory guidance has been produced, drawing on evidence-based approaches:</p> <p>Reading Framework - Teaching the Foundations of Literacy</p> <p>Research Evidence on Reading for Pleasure</p>	1, 3, 4

Targeted academic support

Budgeted cost: **£4500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention linked to dialogic activities. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p><i>£500 – SENCo time to screen children and ensure adequate support for staff</i> <i>£500 – NELI implementation (purchasing of any relevant resources)</i> £1000 TOTAL</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>£500 – release time and cover to deliver training for those carrying out phonics interventions</i> £500 TOTAL</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
<p>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 disadvantaged, including those who are high attainers.</p> <p><i>£3000 - 1:1 tutoring; training and release time for TAs (with SENCo) to develop skills in delivering structured small-group</i></p>	<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>	3

<i>interventions; introduction of targeted case studies by Head of School</i> £3000 TOTAL		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on behaviour management and SEMH approaches with the aim of developing our school ethos and improving behaviour across school – including Rest Easy and Zones of Regulation (including lunchtime supervisors)</p> <p><i>£2000 – Rest Easy training and support; attachment and trauma training</i></p> <p>£2000 TOTAL</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Contingency fund for supporting disadvantaged families with access to healthy food, uniform, and subsidy for trips/enrichment activities to ensure equal access for all.</p> <p>£2000 TOTAL</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs identified.</p>	5
<p>Fortnightly coffee mornings for parents; parental workshops to support well-being; offer programmes for parenting skills and upskill parents in how to support their child with reading and home-learning; offer a homework club for children who require it.</p> <p><i>£250 – resources associated with coffee mornings and workshops</i></p> <p><i>£8000 – FSW role</i></p> <p>£8250 TOTAL</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 4

Total budgeted cost: £27,000 (£2595 from other budgeted costs)

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 highlighted that the performance of disadvantaged pupils was lower than that of their non-disadvantaged peers in all in key areas of the curriculum, for all year groups except from Year 5. However, it is worth noting that disadvantaged pupils performed better in their Year 1 phonics screening check than their non-disadvantaged peers.

Despite implementation of the planned strategies at the start of last academic year, there was significant disruption in Spring Term caused by the pandemic, and the outcomes we aimed to achieve in our previous strategy were therefore not fully achieved. The school closures during the last two academic years have adversely affected disadvantaged children more than non-disadvantaged children; even though many disadvantaged children were offered school places, there was disruption to the continuity of curriculum delivery and interventions, and to enrichment activities.

Overall, attendance in 2020/21 was lower than in the preceding years at our school and below the national average. Attendance of disadvantaged children was, however, slightly better than non-disadvantaged peers. Although the number of disadvantaged children involved are small, and attendance figures were impacted during the pandemic, this would suggest that strategies in this area have been effective.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We saw an increased number of incidents logged on our internal system for behaviour incidents, safeguarding concerns and parental needs. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on re-establishing Rest Easy across school, and are introducing a Family Support Worker to address the increased level of parent needs and safeguarding concerns to meet needs at an Early Help level.

Externally provided programmes

Programme	Provider
Rest Easy Outreach	Rest Easy – Emily Geering
Pathways to Progress/Pathways to Write	The Literacy Company
TT Rockstars/Numbots	TT Rockstars/Numbots
Accelerated Reader	Renaissance Learning
Read Write Inc	Ruth Miskin