

Pupil premium strategy statement

Pupil Premium Provision Strategy and Expenditure:

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. At Teagues Bridge Primary Pupil Premium is funding allocated to pupils who are currently looked after, eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates to 22% of our population. The funding has contributed to a wide range of resources designed to maximise pupil potential in every possible way.

Principles:

All members of staff and governors accept responsibility for socially disadvantaged pupils who are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is 'Socially Disadvantaged' is valued, respected and entitled to develop his/her potential, irrespective of need.

Background:

The pupil Premium targets extra funding for pupils from deprived backgrounds. Research shows these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these students to reach their potential. The DfE use pupils entitled to free school meals (FSM), children of service personnel and looked after children as an indicator for deprivation and have deployed a fixed amount of money to school's per pupil. At Teagues Bridge Primary School, we will be using the indicator of those eligible for FSM as our target children to diminish the difference in attainment and progress.

The government have not dictated to schools how to spend this money but are clear that schools will need to employ strategies that they know will support these pupils to increase their attainment.

Provision:

In order to meet the above requirements, the Governing Body of Teagues Bridge will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of these pupils are addressed. At Teagues Bridge Primary School we have looked at the evidence regarding approaches that have been effective. We base all our approaches on identifying individual barriers. We use pupil premium to fund whole-school approaches, professional development for teachers and creating our own interventions which enable the school to design an approach tailored to our own pupils' needs.

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	Teagues Bridge Primary School
Number of pupils in school	272 pupils
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	March 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Abdulla Head teacher
Pupil premium lead	Mrs Emma Wilkinson Pupil premium lead/senior leader
Governor / Trustee lead	Rose Gregory Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,003
Recovery premium funding allocation this academic year	£5,872.00

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	£109,875.00

Part A: Pupil premium strategy plan

Statement of intent

At Teagues Bridge Primary School, we have high expectations of all pupils whatever their starting point. We believe that 100% of pupils should achieve age-related expectations. The focus of our pupil premium strategy is to improve outcomes and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and to continue to challenge those children in receipt of PP funding that are already high attainers. We understand that not all pupils in receipt of PP funding will be vulnerable learners and the process outlined in this statement is intended to support all needs.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We will take the tiered approach recommended by EEF to ensure that we meet individual needs and identify any barriers to learning.

1. High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. Alongside this investing in high quality CPD for staff.

2. Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, having structured small group and 1:1 intervention, in addition to classroom teaching.

3. Wider strategies: Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour and social and emotional support, which also may negatively impact upon academic attainment. Our approach will be responsive to common challenges and individual needs.

We intend to ensure that pupils in receipt for Pupil Premium funding here at Teagues Bridge are given additional support to ensure that any barriers to learning are addressed. We aim to provide pastoral support service for pupils and parents through our learning mentor and outside agencies, and through fully trained and committed staff, who are committed to the mental

health and wellbeing of all pupils. We work closely with outside agencies and invest in specialist support to meet the needs of our pupils

Challenges

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

Challenge number	Detail of challenge
1	Performance of PPG children in reading, writing and mathematics combined
2	Performance of PPG children at greater depth
3	Performance of PPG children with SEND and Boys
4	Emotional well-being
5	Low motivation and resilience to challenge ~ consequently they give up easily when the work gets challenging.
6	Ability to bounce back when faced with challenging situations. Children need to develop resilience.
7.	Limited vocabulary or Speech and Language Difficulties
8.	Gaps in learning preventing pupils from achieving age related expectations, particularly those children who have not started school at Teagues Bridge and have joined through an in-year transfer route.
9.	Poor recall of knowledge from long-term memory.
10.	Higher percentage of children requiring additional intervention from other services (e.g Family Intervention, CAMHS etc)
11.	Persistent absence and lateness amongst PPG children
12.	The personal development and welfare of PPG pupils, and those identified as having SEMH difficulties
13.	Lack of social experience e.g. clubs, playing with friends etc. due to low income which can sometimes restrict experiences they are able to offer their children
14.	Lack of support with homework or reading at 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
Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed in reading, writing and maths.	The percentage of children who achieved expected standard in reading, writing and maths are in line with national averages. ALL PPG groups will make at least expected progress. Minutes of Pupil Progress Meetings Improved results in formative assessments
To improve the performance of PPG children achieving greater depth.	The percentage of children who achieved expected standard in reading, writing and maths are in line with national averages for greater depth PPG pupils achieving greater depth is in line with greater depth Minutes of Pupil Progress Meetings Improved results in formative assessments
Improve performance of PPG children with SEND and boys. PPG pupils with SEND and boys achieve in line with their peers and make accelerated progress in reading, writing and maths.	SEND PPG children will make accelerated progress and more in line with their peers. Boys who are PPG will make accelerated progress and are more in line with their peers in reading, writing and maths. Gender attainment gaps will be reduced.
Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom	Pupils engage positively in lessons and wider school life. Tracking behaviour records show children are involved in fewer incidents in the classroom and outside. Visitors to the school commend the children on their behaviour in class and outside. Lunch-time supervisors have skills to support children to regulate their emotions and behaviour outside at lunchtime.
Low motivation and resilience with challenging situations.	Pupils learn what resilience is and strategies to develop resilience
Ability to bounce back when faced with challenging situations. Children need to develop resilience.	Quality first teaching will include strategies to improve skills of meta-cognition, self-regulation and resilience. Improved attendance at after school clubs.
Limited vocabulary or Speech and Language Difficulties	Staff teaching of vocabulary is effective in developing vocabulary through Word Aware. EYFS environment (inside and outside) is language rich. Increase in EYFS children achieving age-related expectations at the end of EYFS.

	Increase in percentages achieving ARE and ARE+ at the end of each year group in reading, writing and maths.
Gaps in learning preventing pupils from achieving age related expectations, particularly those children who have not started school at Teagues Bridge and have joined through an in-year transfer route.	Children, who transfer in-year, are assessed and intervention planned to address gaps in learning is rapid. Children, who transfer in-year, have gaps addressed rapidly and progress is in line with peers.
Poor recall of knowledge from long-term memory.	Long-term memory strategies are fully embedded in every year group. Children know more and remember more in all subjects. Knowledge/memory boards consistently show recall of knowledge. Increase in percentages achieving ARE and ARE+ at the end of each year group in core and foundation subjects.
Higher percentage of children requiring additional intervention from other services (e.g Family Intervention, CAMHS etc)	Family Support and intervention is swift through the Early Help process. Families of PPG children receive support swiftly to ensure that support is no longer needed in the future.
Persistent absence and lateness amongst PPG children.	Absence percentages decrease. Attendance for PPG is 96% or better in all year groups.
The personal development and welfare of PPG pupils, and those identified as having SEMH difficulties	Children can talk confidently about their mental health and wellbeing. Children receive support to manage their mental health and wellbeing rapidly. EP and Behaviour Support signpost children to outside support if needed.
Lack of social experience e.g. clubs, playing with friends etc. due to low income which can sometimes restrict experiences they are able to offer their children	All children have the opportunity to experience clubs or trips with no financial constraints. WOW days throughout the school year give all children aspirations and ambitions to join clubs or undertake new experiences.
Lack of support with homework or reading at home.	Parental engagement increases for PPG children. Parents are clear about ways to support their child with reading or homework.

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: £41063.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • RWI training for new staff. RWI top up training sessions for existing staff. • RWI mentor to team-teach/coach RWI staff. • Replenish RWI resources, including home reading books. • KSI PPG groups to receive additional tuition for RWInc. Writing. • RWInc phonic assessments to be completed within week of arrival to identify baseline data. • Phonics leader to assess phonic data and arrange phonic group for in-year transfers in KSI 	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions and teaching will therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 8, 14
<ul style="list-style-type: none"> • Rosenshine's principles CPD for all staff. • Long-term memory strategies CPD for all staff. • CPD for teaching staff about substantive and distributive knowledge and skills. • Middle leaders to identify substantive and disciplinary knowledge for their subjects. • Teachers to plan lessons using substantive and disciplinary knowledge. 	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour EEF (educationendowmentfoundation.org.uk)</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teacher-toolkit.co.uk)</p>	1, 2, 4, 5, 6, 9, 12

<ul style="list-style-type: none"> • Coaching for staff from senior leaders • Knowledge boards to be used for core and foundation subjects for in-year transfers to ascertain current knowledge. 		
<ul style="list-style-type: none"> • Word Aware is revisited with staff as part of refresher training. • All staff use Word Aware teaching sequence to improve children’s vocabulary. • Speech and Language training to be identified for Early Years to support early language, speaking and listening. • Teachers are confident in identifying children with speech and language difficulties. • SENCO refers children with possible speech and language difficulties for outside support. • Intervention groups are planned for children to deliver daily speech and language support. • Speech and language resources provided for TAs to support children with expressive and receptive language difficulties 	<p>Here is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <ul style="list-style-type: none"> • www.educationendowmentfoundation.org.uk/evidence-summaries/earlyyears • Teaching Vocabulary in the Early Years S Parsons and A. Branagan research book • Teaching vocabulary across the day, across the curriculum, S Parsons and A. Branagan research book 	1, 3, 7
<ul style="list-style-type: none"> • Salary contribution for an additional teacher to reduce class size for a target year group in order that teaching styles can be amended to allow teachers to teach differently. 	<p>Whilst the EEF states that this strategy is high cost for little outcome, based on evidence, they also state that smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. We believe that the diverse needs of this cohort, coupled with the lost learning from the Key Stage 1 curriculum as a result of the pandemic, means that this will be a cost-effective way to ensure that these pupils reach age related expectations by the end of Key Stage 2.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 8

Targeted academic support

Budgeted cost: £46,151.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Year 4 boys targeted for 1:1 tuition with a focus on reading with a teacher to raise attainment of reading. 	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial and this is why at Teagues Bridge, we will use our own teachers only to deliver tuition to children in their own key stage as evidence demonstrates this is more effective. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group and so we will provide tutoring in groups of up to 2 children</p>	<p>1, 3, 8, 14</p> <p>Allocated £5,670 termly</p>
<ul style="list-style-type: none"> 1:1 reading training for identified staff and volunteers. Replenish high quality reading books Additional reading sessions with a TA weekly Precision intervention - Speed reading for those PPG children whose reading vocabulary is limited in KS2. 	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 8, 14</p>
<ul style="list-style-type: none"> Target year 2 children to receive 1:1 RWInc tuition. 	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 8, 14</p>

<ul style="list-style-type: none"> Experienced TA to give 1:1 tuition. Experienced TA support for interventions. 	Phonics EEF educationendowmentfoundation.org.uk	
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Wider strategies

Budgeted cost: £21,759.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Increase the cultural capital of pupils through subsidised trips, visits and access to before and after school clubs. 	Arts participation EEF educationendowmentfoundation.org.uk <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	13
<ul style="list-style-type: none"> Attendance SLA and EWO EWO to support families with persistent absence. Senior leaders to monitor attendance of PPG and disadvantaged pupils. Meetings to be held with parents to discuss ways to improve attendance. Office staff to monitor attendance and punctuality. 	Improving school attendance: support for schools and local authorities - GOV.UK www.gov.uk <p>This has been informed by:</p> <ul style="list-style-type: none"> Teachers' standards - GOV.UK www.gov.uk OFSTED school inspection handbook School inspection handbook - GOV.UK www.gov.uk <p>EEF: Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (Attendance interventions rapid evidence assessment – EEF)</p>	11

	<ul style="list-style-type: none"> • DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils 	
<ul style="list-style-type: none"> • Mental Health leaders to attend mental health T&W training/CPD. • All teachers to receive CPD on recognising trauma to support pupils with SEMH difficulties and mental health and wellbeing. • Staff to be upskilled in recognising mental health and wellbeing through whole school CPD for teachers and lunchtime supervisors. • SAS crew to deliver workshops and assemblies to support children. • Learning mentor to support targeted disadvantaged pupils for mental health support and emotional wellbeing. • Wellbeing whole school days to promote mental health and wellbeing. • Mental health and wellbeing texts to be purchased so these are integrated into all areas of the curriculum to support mental health and wellbeing. 	<p>Teagues Bridge Primary School believes that, for pupils to be successful in their learning it is essential that their mental health and wellbeing has been supported. It is widely known that 'All behaviour is communication' (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties.</p> <p>As a school community we value the integrated approach to mental health and behaviour. We seek to support pupils in a holistic and equitable way, taking into account but not making excuses for pupil's background, current circumstances and life events.</p> <p>Neuroscience and education EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5, 6, 10, 11, 12</p>

Total budgeted cost: £109,875.00

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 2020 to 2021 academic year.

Internal assessments from the academic year 2020/21 indicate that the performance of disadvantaged pupils was lower than previous years in key curriculum areas. Despite a positive initial return to school upon wider school opening in the latter stages of the academic year, the outcomes set in the previous strategy were not fully realised.

The direct impact of the pandemic was seen on attainment and social/ emotional development on the disadvantaged pupils in our setting. This has been particularly evident in our youngest students in the Early Years and Key Stage One. During the period of lockdown, we provided our disadvantaged pupils with full access to technology, remote learning for all year groups and school places for pupils to attend where appropriate. All disadvantaged pupils were monitored for attendance, with a high pastoral input, who were contacting families on a daily or weekly basis. Whilst our strategy outcomes had not been realised, we are incredibly proud as to how our disadvantaged pupils maintained their education during this time.

With the national lockdown affecting attendance figures, we monitored our disadvantaged pupil attendance using internal data. The difference is one which we will continue to work to narrow. Our assessments and observations, along with parent and pupil voice surveys, indicate that opportunities to access enrichment, well-being and social/emotional health were significantly impacted last year, and exasperated by the pandemic.

Whilst this has been endemic across all pupil groups, we are noticing that disadvantaged pupils have been affected by this in the majority. We used our pupil premium to offer support and guidance for children and families in line with our values and will continue to do so.

Externally provided programmes

Programme	Provider
Spag.com resources and online platform	SPAG.com
White Rose Premium	White Rose

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium allocation was used to support 1:1 intervention for reading, writing or maths in Key Stage 2. These interventions were delivered by a teaching assistant to raise the attainment in line with their peers and reduce the attainment gap. In Key Stage 1, the allocation was used to fund additional early reading intervention.
What was the impact of that spending on service pupil premium eligible pupils?	100% of children, who were allocated service pupil premium, are on track in Reading, Writing and Maths at the end of year.