



Pupil premium strategy statement

2024-2025



www.teaguesbridgeprimary.org.uk

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 31% 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 and 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 2023 to 2024 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	267 pupils
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Abdulla Head teacher
Pupil premium lead	Mrs Natalie Woods Pupil premium lead/senior leader
Governor / Trustee lead	Stephen Reynolds Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,080
Recovery premium funding allocation this academic year	£3226.25

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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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	Lower engagement, motivation and aspirations of PPG learners in key stage 2
2	Poor foundational knowledge and skills in EYFS and Key Stage 1
3	Low aspirations from more able PPG learners.
4	High number of children on SEND register are boys and also PPG.
5	Emotional well-being and personal development of PPG groups to be supported by the learning mentor
6	Low motivation and resilience to challenge alongside learnt helplessness - consequently they give up easily when the work gets challenging.
7	Poor recall of knowledge from long-term memory.
8	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
9	Lack of support with homework or reading at home.
10	Attendance that is below 92% for identified 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
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 in key stage 2.	The percentage of children who achieved expected standard in reading, writing and maths (combined) are in line with national averages. All PPG groups will make at least expected progress.

	<p>Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals.</p> <p>Improved results in formative assessments</p>
<p>Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed in writing in key stage 1.</p>	<p>The percentage of children who achieved expected standard in reading, writing and maths (combined) are in line with national averages.</p> <p>All PPG groups will make at least expected progress.</p> <p>Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals.</p> <p>Improved results in formative assessments</p>
<p>Pupils achieve greater depth in line with their non-pupil premium peers in reading, writing and maths across the school.</p>	<p>The percentage of children who achieved above expected standard in reading, writing and maths are in line with national averages.</p> <p>All PPG groups will make at least expected progress.</p> <p>Minutes of Pupil Progress Meetings outline targeted and effective provision that meets the needs of individuals.</p> <p>Improved results in formative assessments</p>
<p>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.</p>	<p>SEND PPG children will make accelerated progress and move in line with their peers.</p> <p>Boys who are PPG will make accelerated progress and are more in line with their peers in reading, writing and maths.</p> <p>Gender attainment gaps will be reduced.</p>
<p>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.</p>	<p>Pupils engage positively in lessons and wider school life.</p> <p>Tracking behaviour records show children are involved in fewer incidents in the classroom and outside.</p> <p>Visitors to the school commend the children on their behaviour in class and outside.</p> <p>Lunch-time supervisors have skills to support children to regulate their emotions and behaviour outside at lunchtime.</p> <p>Children can talk confidently about their mental health and wellbeing.</p> <p>Children receive support to manage their mental health and wellbeing rapidly.</p> <p>EP and Behaviour Support signpost children to outside support if needed.</p>
<p>To improve pupil's low motivation and resilience with challenging situations, and to eradicate learnt helplessness.</p>	<p>Pupils learn what resilience is and strategies to develop resilience</p>

	<p>Quality first teaching will include strategies to improve skills of meta-cognition, self-regulation and resilience.</p> <p>Improved attendance at school.</p> <p>Children will be resilient, will use the 6Bs and will be engaged in all learning.</p>
To improve pupil's poor recall of knowledge from long-term memory.	<p>Long-term memory strategies are fully embedded in every year group.</p> <p>Children know more and remember more in all subjects.</p> <p>Knowledge/memory boards consistently show recall of knowledge.</p> <p>Increase in percentages achieving ARE and ARE+ at the end of each year group in core and foundation subjects.</p>
To address the pupil's 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	<p>All children have the opportunity to experience clubs or trips with no financial constraints.</p> <p>WOW days throughout the school year give all children aspirations and ambitions to join clubs or undertake new experiences.</p> <p>All children to be invited to at least one club.</p>
Lack of support with homework or reading at home: To provide equal opportunities for all pupil's with regards to homework and reading at home.	<p>Parental engagement increases for PPG children.</p> <p>Parents are clear about ways to support their child with reading or homework.</p> <p>Pupils are offered a place at homework club and attend regularly.</p> <p>Pupils to be offered a place at homework club.</p> <p>Pupil are offered daily opportunities for reading in school.</p>
Attendance below 92%: To improve the attendance of PPG so that it is in line with the national average.	<p>Parents are kept informed of their child's attendance and supported to improve where needed through letters being sent home, attendance meetings and attendance action plans.</p> <p>Attendance rewards offered and these have an impact on improving attendance for those children whose attendance is low.</p> <p>Importance of attendance workshops by SAS crew promote the importance of attendance with the children across the school.</p> <p>All attendance will be 96%, which is in line with National expectations.</p>

Total Amount: £126,470

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths</p> <ul style="list-style-type: none"> • CPD – Planned in line with monitoring and evaluation to focus on areas identified from monitoring and data analysis. This will be led by Kate Burton and the maths lead. • Question level analysis – All teachers to use this to address individual or group misconceptions on a teacher level. • Pupil progress – teachers will be supported to track disadvantages learning journey from the previous Key stage and this will link to progress. • Monitoring and evaluation – Maths books and lessons to be monitored fortnightly. Pupil voice to feedback to staff around knowledge, pitch and enjoyment. – share information and what the children have said. Feedback to staff – ask children what they can remember. • Raise children’s enjoyment and confidence in maths. • Severn teaching alliance support for Maths lead and English lead. To support the equity offer and adaptive teaching methods for PPG. • Team teaching approach to be used to improve the teaching of maths where needed. 	<p>Raising standards in mathematics in Key Stage 2 Education Endowment Foundation EEF</p> <p>Raising standards in mathematics in Key Stage one and EYFS Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Disadvantaged pupils will be identified for maths interventions and 1:1 tuition twice a week.</p> <p>Interventions will be monitored to ensure the right children are included</p>	<p>1,2,3,5 and 6</p>

<p>Writing</p> <ul style="list-style-type: none"> • CPD – Planned in line with monitoring and evaluation to focus on areas identified from monitoring and data analysis. This will be led by Chris Ogden and the English lead. • Question level analysis – All teachers to use this to address individual or group misconceptions on a teacher level. • Pupil progress – teachers will be supported to track disadvantages learning journey from the previous Key stage and this will link to progress. • Monitoring and evaluation – writing books and lessons to be monitored. • Pupil voice to feedback to staff around knowledge, pitch and enjoyment. – share information and what the children have said. • Raise children’s enjoyment and confidence in writing. • Severn teaching alliance support for Maths lead and English lead. To support the equity offer and adaptive teaching methods for PPG. • Team teaching approach to be used to improve the teaching of writing where needed. • SLE support to review and improve the writing curriculum. 		1,2,3,5 and 6
<p>Reading</p> <ul style="list-style-type: none"> • CPD – Planned in line with monitoring and evaluation to focus on areas identified from monitoring and data analysis. This will be led by Chris Ogden and the English lead. • Question level analysis – All teachers to use this to address individual or group misconceptions on a teacher level. • Pupil progress – teachers will be supported to track disadvantages learning 		1,2,3,5 and 6

<p>journey from the previous Key stage and this will link to progress.</p> <ul style="list-style-type: none"> • Monitoring and evaluation – reading lessons to be monitored. • Pupil voice to feedback to staff around knowledge, pitch and enjoyment. – share information and what the children have said. • Raise children’s enjoyment and confidence in reading. • Severn teaching alliance support for Maths lead and English lead. To support the equity offer and adaptive teaching methods for PPG. • Team teaching approach to be used to improve the teaching of reading where needed. 		
<ul style="list-style-type: none"> • Quality first teaching • Whole class assessment for learning • Adaptive teaching and learning monitoring by NW • Universal offer CPD by NW. • Universal offer monitoring • Equity offer • Assessment for learning and retrieval activities to support long term memory. • Effective use of support staff and additional adults in the classroom. 	<p>educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 3, 5 and 6</p>
<ul style="list-style-type: none"> • Rosenshine’s principles CPD review for all staff. • Long-term memory strategies CPD for all staff. • Middle leaders to identify substantive and disciplinary knowledge for their subjects. • Teachers to plan lessons using substantive and disciplinary knowledge. • Coaching for staff from senior leaders • Kagan strategies to be revisited and implemented across the curriculum. 	<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 (teachertoolkit.co.uk)</p>	<p>1,2,3,5 and 6</p>

<ul style="list-style-type: none"> • Word Aware monitoring • All staff use Word Aware teaching sequence to improve children's vocabulary. • Speech and Language training to be identified for Early Years, KS1 and KS2 to support speaking and listening- use of Talk Boost assessments and interventions across the school. • Teachers are confident in identifying children with speech and language difficulties. • SENCO refers children with possible speech and language difficulties for outside support. • Speech and language resources provided for TAs and Learning mentor to support children with expressive and receptive language difficulties 	<p>There 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 • Speech and Language toolkit. 	<p>1,2,3,5 and 6</p>
<ul style="list-style-type: none"> • TA to cover after school club for homework club (additional pay for 2 hours a week). • Monitoring of reading at home records. Daily 1:1 reading for those children not reading at home. 		<p>1,2,3,5 and 6</p>

Targeted academic support

Budgeted cost: £53, 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Year 5 and 6 targeted for 1:1 tuition with a focus on Maths (targeted for ARE and GDS as appropriate). 	<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>1,2,3,5 and 6</p> <p>Allocated £10,000 termly</p>
<ul style="list-style-type: none"> Target year 1 children to receive 1:1 RWInc tuition. Experienced TA to give 1:1 tuition. Experienced TA support for interventions. 	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3 and 6</p> <p>£3,000</p>
<ul style="list-style-type: none"> Targeted support for all PPG children across the school for reading, Writing and Maths. 		<p>1, 2,3, 5, 6</p> <p>£40,620</p>

Wider strategies

Budgeted cost: £13,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> All PPG to have access to before and after school clubs. 	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <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>	<p>4, 5 and 7 £4,800</p>
<ul style="list-style-type: none"> 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 re the importance of attendance. 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 well-being 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>3, 4, 5 and 7 £2,000</p>

<ul style="list-style-type: none"> • Homework - assembly 'The importance of homework. • Teachers to monitor those children that are not able to complete homework at home and provide alternative provision if appropriate. • Option for online or hard copy. • Competition to promote the importance and add value to homework. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	8, 7 £2.400
<ul style="list-style-type: none"> • Importance of attendance - delivered by SAS crew. • Attendance action plans for those children with low attendance. • Most improved attendance award for Persistent absence. • Early bird awards for children with persistent absence • 100 club - raffle ticket for everyone who manages 100% attendance each week. Reward - McDonalds voucher 		9 £680
<ul style="list-style-type: none"> • Educational visits and Arthog • Resources, clothing etc. • Arthog outreach 		5, 4, 7 £3.700

Total budgeted cost: £147,200

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 2023-2024 academic year.

Formal assessments from the academic year 2023-2024 indicate that the performance of disadvantaged pupils was in Phonics was 100% this is above the national average. The National average is 79%. This is 21% above National average for the disadvantaged groups.

Internal Data does demonstrate that in most year groups the gap is closing for the disadvantaged children in reading and maths. In EYFS PPG groups are achieving in line with their peers. End of key stage 1 data shows that the gap is closing and PPG children are mainly achieving inline with their peers and in Ks2 children are achieving in line with non-PPG in reading and maths. School will continue to support pupils with additional learning needs to make accelerated progress, especially in writing.

PPG attendance for 2023-2024 was 93.33% compared to the overall attendance which was 94.45%. This will continue to be monitored through our regular attendance monitoring process and with termly monitoring visits from the Local Authority. This year so far attendance for all groups is 94.45% and for PPG is 93.5%. The National for all groups was 93.1%.

School evaluation demonstrates that we need to continue to focus on embedding quality first teaching approaches to ensure disadvantage children achieve ARE or ARE+ in reading, writing and maths, with a focus on key stage 2. Also, we need to continue to invest in staff to support children with applying the self-regulation strategies within the classroom.

Externally provided programmes

Programme	Provider
Spag.com resources and online platform	SPAG.com
White Rose Premium	White Rose
Times table rockstars	TTRockstars
Number sense	Number Sense
Read Write Inc Phonics videos	Read, Write Inc phonics – Oxford University Press
Widgets	Widget.com

Spelling Frame	Spelling frame.co.uk
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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. 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.