

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	Tewkesbury C of E Primary School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	23% (62/264)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Tim Blakey
Pupil premium lead	Charlotte Black
Governor / Trustee lead	John Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,490
CIC Pupil Premium Income	£1,200
Recovery Premium funding allocation this academic year	£8,410
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	£93,100

Part A: Pupil premium strategy plan

Statement of intent

At Tewkesbury C of E Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Tewkesbury C of E Primary, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made in core subjects by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. This appeared further compounded by the national lockdown – as found in national data.
2	Some pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Some pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of some PP/disadvantaged children. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5% lower than pre-Covid years. This year so far we have noted that 25% of disadvantaged pupils have been 'persistently absent' and figures show this attendance is 3% lower

	than their peers who are persistently absent within the school during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
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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
Disadvantaged pupils make at least the expected level of progress from the previous key assessment point (Reading, Writing and Maths); those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.	End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are overcome or alleviated.	Family support worker/SENCO and Head teacher identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture sessions with staff, positive play and Lego sessions and in extreme cases play therapy from outside agencies. Vulnerable disadvantaged children are also allocated a PP mentor, who will meet with them regularly and provide support/alleviate barriers. Demonstrated by: a reduction in relevant CPOMS logs, a reduction in the number of children accessing and reports/observations from school staff and external professionals.
Pupils have a breadth of experiences that enable them to contextualize their learning.	Mastery Maths, Talk for Writing, Whole class reading and the REAL

School will deliver an engaging, broad and varied curriculum. That develops the children's cultural capital leading to a wider knowledge base to draw upon whilst completing work at C of E and beyond.	CURRICULUM challenge learning providing pupils with exciting, varied and at times book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. (Year group-REAL curriculum budgets). The school will offer a wider range of social, cultural, enrichment and sporting experiences within (and outside) the school day to ensure more children are exposed to these.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). We wish to initially raise attendance levels to pre-Covid percentages in 2022. Monitoring of attendance by Headteacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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 (CPD, subject leaders' time, staffing)

Budgeted cost: £45,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant headteacher to work with Headteacher—communicating and developing subject leaders to improve/enhance the teaching and learning within every subject.	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1
Allocation of funds towards Continuing Professional Development (CPD) for co-ordinators enabling them to attend cluster networks and local training events. Impact of each CPD event to be recorded and monitored.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch up – see www.gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully .	1
To deploy one teaching assistant across Key Stage 2. Teaching assistant will work with existing teachers to work independently with groups, initially focused on Reading.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1

Another teacher is employed to support Year 6, to ensure all children have achieved learning objectives from the morning session.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by Assistant head teachers. Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school. Teachers to provide one-to-one after school tuition to targeted pupils after end of Autumn assessments.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding successfully.	1
Funding to cover Lego lady and play therapist teacher and provide training and resources for nurture.	EEF: improving social and emotional learning in primary schools https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf	3

Play therapist teacher to support (CIC) Pupil Premium children during sessions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEN leader and Assistant SENCO/ pastoral care to support families with high need SEN and Pupil Premium children. Pastoral care/SENCO and Head teacher identify and support families and children and work to alleviate barriers to learning. Working alongside Families First and children centres. Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions. All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	2

All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through WOW funding (top up REAL curriculum funding for extra experiences) for each year group to plan enriching experiences and activities, after school club funding for pupil premium children.	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	3
Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil premium-how-schools-are-spending-the-funding-successfully .	4

Total budgeted cost: £93,100

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. Data taken October 2021.

Pupil premium strategy outcomes from 2020-2021

Outcome 1

The attainment of children eligible for pupil premium in Reading improves by the end of Key Stage 2, children eligible for pupil premium are able to read for understanding for sustained periods of time.

Action chosen/ approach

Enhance resources available for reading comprehension and provide CPD on teaching for reading for staff. (Including texts from other cultures and times.)

Ensure access to high quality reading materials for all children, and increase access to challenging texts through the use of class readers.

Adapt teaching strategies and embed opportunities for children to read for extended periods of time through class readers, within whole class reading lessons and at other opportunities.

Develop and embed strategies modelled to develop children's understanding of what they have read by looking at vocabulary and phrases and introducing new working walls.

Re-introduction of revamped pupil progress meetings.

IMPACT

School has gone into lockdown in March. SATs were not undertaken by pupils.

Initial observations demonstrated a positive impact in the classroom and enthusiasm for reading. With teachers creating designated areas and displaying books. Some classes trialled a recommendation system. Children are requesting specific books as they wish to read a series, teachers in Key Stage 2 are more familiar with a wider range of texts and introduced private reading collections.

All classes are now more familiar with the whole class teaching methods and can be seen in practice. It is too soon to measure the impact of working walls and cold comprehension 60 second reads that have been introduced as we would like to see them in practice for longer periods.

Reading catch ups are planned for staff meetings in the autumn term 2021 to reinforce strategies and reminders as attainment is still low 61% of the whole school meeting expectation or more in comparison to 51% of pupil premium children (in house data).

Outcome 2.

The attainment of children eligible for pupil premium in Maths improves by the end of Key Stage 2.

Action chosen/ approach

Develop teachers' understanding of the importance of concrete, pictorial and abstract (CPA) concepts when teaching maths. Moving away from Maths No Problem scheme to White Rose and utilising tutorials pre-made.

Ensure the consistent use of models and images throughout the school to help create a secure understanding of number sense for learners. Improve the use of Assessment to accurately match task to learner and intervene in a timely and effective way to maximise progress. This includes ensuring the effective use of prior assessment and data and continuing to develop flexible groupings.

Provide the Maths Lead with the time and resources to train, coach and provide clarity of expectations, including in maths opportunities across subjects. Engage fully with the Teaching for Mastery programme and the professional development opportunities it provides.

Re -introduction of revamped pupil progress meetings.

IMPACT

School went into 'Lockdown' in March. SATs were not undertaken by pupils, so we can only use in house data to track.

Throughout lockdown, White Rose videos were sent home to continue the mastery approach to Maths. Productivity was demonstrated with a high proportion of maths tasks being returned. Doodle Maths updates have meant that the programme is no longer effectively being used within school and new programmes were investigated to replace.

A thorough review of resources was completed and emails sent out to year groups in terms of maths resources needed. Many year groups responded that they were sufficiently resourced.

EAL, service children and CIC children have kept up with the whole school attainment data in the year 2020-2021. However, FSM and Ever Six are 10% behind the whole school data for attainment in maths.

Although we understand the difficulties of tracking progress this year, data collected demonstrates 62% whole school progress in maths, whereas only 50% of pupil premium made expected and above progress in maths so some work still needs to be completed to enable them the support to catch back up from catch up funding.

Outcome 3

Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.

Action chosen/ approach

All staff trained and confident to address social and emotional difficulties, to build confidence and skills up in the classrooms to ensure nurture discussions can continue during a bubble system. Building relationships and introducing well-being/ social and emotional interventions across the school.

Pupil Premium Champion to build up a clear picture and understanding of each child's specific needs and potential barriers to higher attainment and faster progress.

Continue next year with the pastoral role being amended accordingly. Staff to monitor impact by carrying out Parent voice with families she has supported.

IMPACT

Videos made and information shared weekly to develop teaching assistant knowledge of Social and emotional programmes, techniques and strategies. More social and emotional interventions were in place in the year 2020-2021. Evidence of comic strip conversations and zones of regulation support displays.

Funding accessed and external professionals employed to work with children with severe emotional needs who validated severity of needs. Black books evidence noted.

Social and emotional difficulties are still a need, following Covid lockdown March 2021, the school noted a rise in behaviours of refusals, absences and social needs. Separation anxieties were also highlighted in children who were not on monitoring lists previously. The school continues with its project with Pivotal and restorative circles.

Outcome 4

Pupils have a breadth of experiences that enable them to contextualize their learning. PP children have the opportunities to take part in activities similar to their peers.

Action chosen/ approach

Some money was spent on resourcing the REAL curriculum, each class was given a specific amount to spend on resources to make the curriculum more engaging.

Experiences and trips. Although a shortage this year due to government guidelines. This was still an area that was supported.

IMPACT

Children were continued to be provided with lots of exciting experiences in and out of school which was provided by WOW funding and increased focus on resourcing the REAL Curriculum planning. The money spent was well received by class teachers who had the freedom to ensure children could experience activities related to their age range and topics. Staff were able to purchase books, creative resources and cooking materials and utensils. The school has now created an Amazon account which allowed more freedom for staff to order from different organisations.

The school has renewed subscriptions to libraries and museums for artefacts and resources this year. Again, giving opportunities to handle and view equipment not normally available.

Four different year groups have had the opportunity to join in with sessions from Gloucestershire Music sessions from ukulele, guitar to brass. Some children were allowed to take equipment home to practise during the 10-12 week courses.

Due to Covid restrictions it was difficult to target children with appropriate enrichment activities. Due to this, swimming sessions, residential and school clubs (both paid and voluntary run) were not able to run.

Outcome 5

Low attendance and persistent absenteeism rates are at least in line with national statistics.

Action chosen/ approach

The headteacher to take a more active role in tracking of absences. Phone calls and letters sent to families who we know have historic attendance concerns below 90% and family support workers complete home visits for these children.

Office staff will promptly call families who have an absent child without reason.

A red flag list used to highlight children being monitored, this list will be utilised by the SENCO and pastoral care team along with the head teacher to support monitoring.

IMPACT

Children highlighted from the year 2019-2020, have either left the school or attendance has improved. Therefore, tracking has been more thorough than previous years. The school is still not in line with national statistics due to Covid self-isolation periods, hospitalisation of specific children and children being temporarily housed away from school. This is still something to monitor as holiday forms are still being received and expectations for authorisations.

The school has had staff discussions about late children and ensuring statistics are true and measured effectively.

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
Whole class instrument tuition	Gloucestershire Music Service
Play therapy	Button Tree Play
Thera Build	Bricks to Learn
Catch up national tutoring programme	Randstad
Times Tables Rockstars	Maths Circle Ltd