

Pupil premium strategy statement – Tewkesbury C of E Primary

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	247
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tim Rylatt
Pupil premium lead	Tim Rylatt
Governor / Trustee lead	John Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,920.00
Covid-19 Recovery Premium funding allocation this academic year	£0
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	£97,920.00

Part A: Pupil premium strategy plan

Statement of intent

At Tewkesbury C of E Primary School, we recognised through statutory data, our in-house assessments and monitoring, that those children in receipt of pupil premium funding, have generally achieved lower than their peers in the last twelve months. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

In addition to this, we will consider the challenges faced by vulnerable pupils, such as some of the children not having the same capital culture or experiences compared to their peers and seek to provide more opportunities for these children. Pupils are offered a wide range of sporting, music and drama. Our pupils will also develop their Oracy skills, which will transform their learning and life chances through talk, so that all our children can use their voice for success in school and in life.

Quality First Teaching (QFT) and smaller class sizes is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support but also the areas that will allow them to access more of the curriculum in later years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (Education Endowment Foundation 2021). In addition, carefully planned intervention and catch up groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through booster sessions for pupils whose education has been worst affected, including non-disadvantaged pupils. This will be achieved through 1:1 and small group intervention sessions.

Through careful monitoring, we will also respond to low level and persistent absences by ensuring that all pupils have access to consistent and regular schooling. We 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 excel. Our approach and plans are also outlined in the School Development Plan.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through staff appraisal, pupil progress meetings and regular monitoring of data.

Challenges

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

Challenge number	Detail of challenge
1	Good level of development was significantly lower for the disadvantaged children, compared to their non-disadvantaged peers. 86% of non-disadvantaged children achieved a GLD 67% of disadvantaged children achieved a GLD (with Word reading, writing and number being the lowest areas).
2	The Y1 phonics outcomes was lower for the disadvantaged children, compared to their non-disadvantaged peers. Met Y1 phonics = 81% for non-disadvantaged children Met Y1 phonics = 54% for disadvantaged children
3	The Y6 Reading outcomes was lower for the disadvantaged children, compared to their non-disadvantaged peers. EXS + = 94% for non-disadvantaged children EXS + = 77% for disadvantaged children
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been around 3% lower than for non-disadvantaged pupils. Not disadvantaged = 95% Disadvantaged = 91.9%
5	Our monitoring of extracurricular club engagement has shown us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and develop their cultural capital and at the same time, be motivated to succeed academically. Uptake of clubs for disadvantaged pupils = 33% (September 2024) Uptake of clubs for disadvantaged pupils = 51% (September 2024)

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 good progress from their starting points so that the gap is closed between the disadvantaged and non-disadvantaged making a good level of development, reaching GLD.	Disadvantaged data for GLD in EYFS will show comparably to that of non-disadvantaged pupils and individual gaps in performance will have been narrowed.
Disadvantaged pupils make good progress in Phonics from their starting points so that the gap is closed between the disadvantaged and non-disadvantaged pupils.	Disadvantaged data for Y1 Phonics will show comparably to that of non-disadvantaged pupils and individual gaps in performance will have been narrowed.
Disadvantaged pupils make good progress in Reading by the end of Year 6 from their starting points so that the gap is closed between the disadvantaged and non-disadvantaged pupils.	Disadvantaged data for Y6 Reading will show comparably to that of non-disadvantaged pupils and individual gaps in performance will have been narrowed.
Attendance for disadvantaged children increases so that the gap is closed between the disadvantaged and non-disadvantaged pupils.	Monitoring of attendance by Head teacher brings about an increase in disadvantaged pupils' attendance and a decrease in persistent absence.
Opportunities and Cultural capital for our disadvantaged pupils is increased	Monitoring shows that uptake of disadvantaged pupils has increased within extracurricular clubs and wider school activities.

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: £ 45,000, £5,000, £10,000, £5,000

Total: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class size and keeping children within their designated year groups.	10 benefits small class sizes school review smaller class size matters Class size matters	1, 2, 3

CPD Mangotsfield Hub Maths Glow Hub Teach Computing TDP Subject leaders network meetings Behaviour specialist (inset)	EEF - effective professional development national college - a more effective teaching environment. DfE - benefits of professional development	1, 2, 3
Effective deployment of staff, Teaching Assistants to support key children and year groups.	EEF - making the best use of Teaching assistants TES - what makes effective TAs TES - what makes effective TAs	1, 2, 3
Developing Oracy and Vocabulary approaches within the classroom.	Oracy in parliament - what needs to change and why Voice21 EEF - oral language interventions	1, 2, 3

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

Budgeted cost: £10,000, £4,000, £4,000

Total: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke 1:1 and small group interventions (phonics and Reading) C-19 recovery grant (KS2)	EEF small group tuition	3
Bespoke 1:1 phonics intervention (KS1)	EEF - making the best use of Teaching assistants Unlocking letters and sounds targeted intervention	2,

Bespoke 1:1 phonic intervention and 1:1 and small group maths intervention (EYFS)	EEF - making the best use of Teaching assistants EYFS best practice of teaching assistants	1,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,920, £5000 – trips and experiences, £3,500, £3500

Total: £14,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the SLT team each with additional time and a wider responsibility. 1: Behaviour, attitudes and PD. 2. Quality of Education 3. EYFS and Preschool Leads	DfE Guidance for school leaders EEF - menu of approaches to support PP children	1, 2, 3, 4, 5
Reading will continue to be a key priority for 2024-2025 to embed the work from the School Development plan 2023-2024. Accelerated Reader to be reviewed and further embedded across Key Stage 2	AR reader linked to academic success	3
Employment OPAL play leads to support the children with the outdoor learning opportunities	OPAL play research and evidence	5
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences: • Trips • Residential • Music lessons • Extracurricular clubs	EEF - learning about culture	5
- Deputy Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%	EEF - attendance interventions	4

Total budgeted cost: £ £97,920.00

Part B: Review of the previous academic year

Review of outcomes for disadvantaged pupils 2023/24

1)

67% of disadvantaged pupils achieved a GLD (6 pupils)

62% of non-disadvantaged pupils achieved a GLD (29 pupils)

2)

81% of non-disadvantaged pupils achieved a GLD (31 pupils)

54% of disadvantaged pupils achieved a GLD (13 pupils)

2 disadvantage pupils who didn't pass the phonics screening check, joined the school during the Spring term. Therefore, our homegrown outcomes for disadvantaged pupils were 64%.

4)

Attendance of for non-disadvantaged children = 95% (199 pupils)

Attendance for disadvantaged children = 92% (62 pupils)

24 non-disadvantaged pupils persistently absent (<90 attendance)

14 disadvantaged pupils persistently absent (<90% attendance)

5)

Please also see the linked sheet showing cultural capital opportunities given during the last academic year.