

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	261
Proportion (%) of pupil premium eligible pupils	20.3% (53/261)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Tim Blakey/ Jane Farren
Pupil premium lead	Charlotte Black
Governor / Trustee lead	John Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,155.00
CIC Pupil Premium Income (b/fwd)	£10,802.00
Recovery Premium funding allocation this academic year	£2,030.00
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	£96,987.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*

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.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

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.

- *What are the key principles of your strategy plan?*

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 by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	

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 maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; 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 removed 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.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	- Mastery Maths, Talk for writing, Whole class reading and the REAL CURRICULUM challenge earning 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). - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
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+%). - Monitoring of attendance by Head teacher 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 and CPD

Budgeted cost: £ 2000, £1,700, £6,000, £20,000, £2,000 £6,500, £2,000= £40,200. (£45,600)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant headteacher to work with Head teacher– 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 catchup – 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. Another teaching assistance is employed to support Year 2 and 6, to ensure all children have achieved learning objectives	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1.

from the morning session. EYFS/ KS1 TA will have an overview of PP children.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,191, £ 7,000, £ 7,600 = £16,100 (£ 26, 200 with extra maths resources.)

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 (School led tutoring this year) 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. Play therapists teacher to support (CIC) Pupil Premium children during sessions.		3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,000, £250, £1,500, £750, £= £8,500 (£21.300- bubble time and nurture time/ restorative discussions).

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 along side 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	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully. Education Endowment Trust Toolkit	3

learning experiences. This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children.		
- Head teacher 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

Pupil premium strategy outcomes from 2021-2022.

Outcome 1

Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; 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.

Action chosen/ approach

- To deploy one teaching assistant across Keystage 2. Teaching assistant will work with existing teachers to work independently with groups for initially Reading.
- Another teacher is employed to support Year 6, to ensure all children have achieved learning objectives from the morning session.
- Enhance resources available for reading comprehension . (Including texts from other cultures and times) and provide CPD on teaching for reading for staff and training on new phonics scheme.
- Assistant headteacher to work with Head teacher– communicating and developing subject leaders to improve/enhance the teaching and learning within every subject.
- 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.

IMPACT

Information from INSIGHT based on achievement

	No of pp children	Reading	Writing	Maths	All
Reception	6	100%	100%	100%	100%

Year 1 (pp)	11	36%	18%	55%	27%
Year 1					
Year 2 pp	8	45%	27%	73%	27%
Year 2		56%	41%	63%	37%
Year 3 pp	5	63%	63%	75%	63%
Year 3		58%	61%	73%	52%
Year 4 pp	5	80%	40%	80%	40%
Year 4		50%	32%	64%	29%
Year 5 pp	12	92%	58%	75%	50%
Year 5		84%	70%	86%	65%
Year 6 pp	11	55%	36%	64%	36%

Progress

Whole school	No data	More than a year progress	Made expected progress	Not sufficient progress	Maintained or above a year progress
Pupil premium children					
Reading	6 children 9%	25 children 39.7%	18 children 28.6%	14 children 22.2%	68%
Grammar and Punctuation	6 children 9%	32 children 50.8%	19 children 30.2%	6 children 9%	81%
Maths	6 children 9%	30 children 47.6%	13 children 20.6%	14 children 22.2%	68.3%

End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.

- We can see from above that only 68%-81% of children made sufficient progress. Expectations from government are higher than this and we need to continue to strive for this.
- Children making accelerated progress ranges from 39% to 51% which is above the expectations set.
- When we look at interventions completed by Mrs Susan Tonkin, where we looked at children who had not yet met a standardised score of 100 within Ks2, 8 children did not make sufficient progress to obtain a standardised score of 100. Although only 4 children did not make accelerated progress from this intervention. Some of these children we worked with increased their standardised scores from 79 to 100 or 86 to 105, which demonstrates the intervention was successful for a number of pupils.
- When we compare attainment levels to the rest of the school, In certain year groups pupil premium children have similar percentages or surpass whole school percentages in terms of achievement and reaching expectation.

OUTCOME 2

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

Action chosen/ approach

- Provide targeted, structured interventions to children across the whole school using catch-up funding and Pupil premium funding. Interventions to be monitored and evaluated by Assistant headteachers.
- Interventions are to be carried out by play therapists, therabuild and Teaching Assistants within the school. Pupils are targeted after the end of Autumn assessments, CPOM entries, SDQ questionnaires and team around the child meetings.
- Release time for SEN leader and Assistant SENCO/ pastoral care to support families with high-need SEN and Pupil Premium children.
- All vulnerable PP children are to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.

IMPACT

- **The school has gained £10,000 in funding to support play therapists and equipment for home through Buttle UK, Barnwood trust, EEi funding, TALC and CiC funding.**
- **Ten children accessed either a play therapist or Aly from therabuild in the year 2021-2022.**
- **Seven families were supported by a family worker this year through Early Help Services.**
- **Children's Mental Health, this Year 40 children were screened and contributed to a nurture group task this year.**
- **42% of children developed better understanding of their emotions, 35% demonstrated better conduct, 30% displayed better control of hyperactivity tendencies and 38% of the children demonstrated better peer socialisation where interventions contributed to this change.**

Outcome 3

Pupils have limited experiences beyond their home life and immediate community.

Action chosen/ approach

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 for each year group to plan enriching experiences and activities, after school club funding for pupil premium children.

Impact

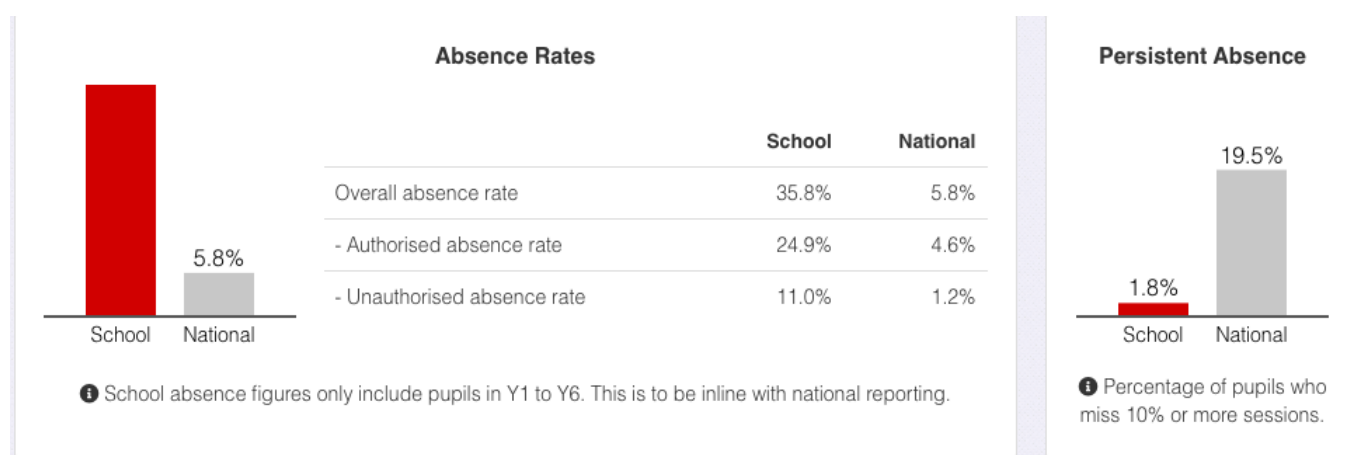
Outcome 4

Low attendance and persistent absenteeism of PP/disadvantaged children.

Action chosen/ approach

- Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils

Impact



1. Across the school we do not have persistent absenteeism, however we have had a number of children who have had COVID, scarlet fever and chicken pox, which again has caused children to have several days off school.
2. Holidays and religious ceremonies were on the increase due to cancellations and limited travel opportunities during the COVID lockdowns.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.