

## 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	Tydd St Mary Church of England School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2021 September 2022 September 2023 September 2024
Date on which it will be reviewed	July 2022 July 2023 July 2024 July 2025
Statement authorised by	Sonya Ely Executive Headteacher
Pupil premium lead	Lucie Burton
Governor lead	Sandra Hornsby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£13,070
<b>Total budget for this academic year</b>	<b>£50,070</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We take every child as an individual, and are well aware of their individual needs. We create a bespoke action plan for every child eligible for pupil premium. We are passionate about success for all and strongly believe that a child's socio-economic background should not be a barrier to future life success. In fact these children deserve the very best teaching that can be provided so that any gaps on entry are swiftly narrowed.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our approach 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. 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
- support Children's mental and emotional wellbeing in order for them to have full access to the national curriculum

## Challenges

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

Challenge number	Detail of challenge
1	High % of pupils with moderate learning difficulties/ significant needs and the number of pupils with an EHCP
2	Narrowing the attainment gap across all subjects

3	The engagement of pupils with the wider curriculum, including attendance
4	SEMH difficulties
5	Language and communication

## 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
Evidenced progress for those children with SEN (including those with an EHCP)	SEN pupils to achieve at least in line with national averages. Progress can be seen in small steps – specific targets informed by pre key stage assessments allowing individualised progress with case studies to evidence this
Improved attainment	Disadvantaged pupils to achieve above national averages
Improve attendance of all groups	To ensure that attendance of all groups is above 96%
Improved social and emotional wellbeing of all pupils	Effective early help support through ELSA, 1:1 mentor sessions, breakfast club provision and Sensory Circuits
Improve early language and oracy skills	Language screen shows an improvement in early language acquisitions Those with SALT are supported by well trained adults

## 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: **£7,072**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.- Sandwell and NFER	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2
Additional SENDCo and STAPS hours to meet high need and liaise with external agencies to ensure targeted support is given specific to need	Seeking external support for specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions	1
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. <b>Purchase of additional materials</b> <b>Purchase of new materials for KS2</b> <b>Purchase KS2 intervention materials</b> EYFS leader release time to ensure QFT with phonics	EF Toolkit Phonic teaching +5	5
We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	2

	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Staff training for ELSA leading to 1 day allocated support Sept 2022.  Release of staff to continue supervisions for ELSA – regular meetings for sharing of advice and case support  Staff release for Mental Health Provision meetings	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3 and 4
Staff training ELKLAN, Nessie and NELI to address speech and language issues in EYFS and KS1	EEF toolkit language intervention +6 NELI – evidence-based intervention	5
PINS training – including mental health	EEF toolkit social and emotional +4	4

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

Budgeted cost: **£16,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions 1:2:1 and small group NELI	EEF toolkit language intervention +6 NELI – evidence-based intervention	5
Training, resources and introduction of Interventions- First Class @ number 1:1 Numbers count 3x weekly intervention in KS1 and KS2	EEF toolkit small group tuition +4 Maths counts EEF evidence based interventions +2	2
After school booster and breakfast booster provided by teacher	EEF toolkit - After school intervention +3 EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1 and 2

Afternoon Phonics intervention – Phonics and reading	EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1 and 2
Homework Club – small group support with homework which includes some extra intervention	EEF toolkit small group tuition +4	1 and 2

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

Budgeted cost: **£15,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and BOSS Relational Bronze Award  Completed	Both targeted interventions and universal approaches can have positive overall effects:	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.  New initiatives introduced – short term – weekly rewards	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
ELSA support worker training currently sourced for Sept 2022 start  Weekly timetabled sessions – involving parent support group for maximum impact for the children.	EEF toolkit behaviour interventions +4  EEF toolkit social and emotional +4	3 and 4
Sensory Circuits introduced and resourced (training accessed through WTT)	Participation in a short sensory motor circuit is an effective way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the	4

	development of the child's sensory processing skills.	
Breakfast club provision	Research evidences children who are hungry must have this basic need met in order for them to have full access to the national curriculum	3 and 4
<p><b>Walking Bus</b></p> <p>Not currently set up and survey results suggest this is something parents do not wish to take part in. Will survey again later in the year.</p> <p>Currently still no interest for the walking bus but we continue to survey the needs on a yearly basis.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Mental Health Foundation promote positive walk to school as it improves wellbeing, healthy exercise, reduces anxiety and develops social skills. Healthy minds state 'exercise makes your brain feel good.'</p>	
Access to high quality reading material in the home via Letterbox Booktrust to promote reading for pleasure.	Some children do not have access to books, in particular age appropriate texts. Book packages provide children with their own library	2, 3 and 4
To take part in the PINS project – involving and supporting parents.	Research suggests that communication and good relationships with parents result in improved attendance, behaviour and well-being of children.	3,4 and 5

**Total budgeted cost: £38,672**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

As a school we carefully track the attainment and progress of all children, we analyse the progress of children entitled to the pupil premium and governors hold leaders to account for this.

It is clear that the pandemic has had a greater impact on disadvantaged children, this is shown on our in school data where although progress is seen it is not always the same as for other group, and attendance.

In September 2020, we assessed all children using a baseline, we have successfully narrowed the gaps between attainment on entry to end of year. This was due to the intervention and recovery curriculum that we put in place.

The NELI intervention showed good impact with improved language screen scores.

#### 2021-2022

First Class @ Number intervention – Using the Sandwell assessments children made accelerated progress in number by the end of the units of work

Neli Assessments – shows progress of all children when exit data was analysed

Some COVID absence/isolation at the beginning of the year had an impact and booster groups were used to help fill these gaps along with 1-1 tutoring.

93% of Yr1 children achieved the phonic screen (75% of PP children)

KS1 data – 33% of children achieve ARE in all areas. This is 3 children – 2 children have severe additional needs and full time EHCP (one of these has now left TSM).

KS2 data – There were no Yr6 PP children in the last academic year.

Little Wandle phonics scheme is purchased and fully operational. Staff have been trained (including new staff involved within the school).

New staff member appointed 1 day a week for attendance monitoring and ELSA work.

End of academic year; 30% of PP children were below 90% attendance. This involves 4 families – 2 families are currently under a pick up scheme. 2 families have an EHA. One child has improved attendance in current academic year but will be monitored.



2022-23

First Class @ Number intervention – Using the Sandwell assessments children made accelerated progress in number by the end of the units of work

Attendance has been highlighted throughout the year. We have a staff member who makes regular contact with parents with children who have low attendance. We are using rewards systems but next year we are using a shorter-term strategy with weekly awards to try and boost attendance.

100% of PP children in year 1 achieved the phonic screen.

2 PP children took the phonic screen check in yr 2 – (50% achieved the standard)

KS1 data – 40% of children (5) achieve ARE in all areas. The children who did not meet ARE – 1xchild arrived at the school during SATs week, 1xchild is a persistent absentee and school processes are in place

KS2 data – (4pp children) % achieving ARE – 100% reading, 100% writing, 75%maths, 75% gaps

Staff member appointed 1 day a week for attendance monitoring and ELSA work and show impact with the work she has completed.

End of academic year; 38% of PP children were below 90% attendance.

One child had improved attendance at the end of the academic year but will be closely monitored.

6 children were just below 90% - 2 of these were children who are new to the school so % is of one short term, but all will be carefully monitored in the next academic year.

Some absence of these children is due to medical appointments and assessments.

2023 -24

First Class @ Number intervention – Using the Sandwell assessments children made accelerated progress in number by the end of the units of work. The work completed by the numbers count teacher 3 times a week has also shown accelerated progress for the children involved.

Attendance has been highlighted throughout the year. We have a staff member who makes regular contact with parents with children who have low attendance. The weekly awards were well received by the children. We are continuing to try new initiatives and this year we are collecting eggs in our bird nests.

100% of PP children in year 1 achieved the phonic screen.(4ch)

KS1 data – 2 PP children – 50% of children achieve ARE in all areas. The one child who did not meet ARE in Writing and GAPS is on the SEN register and support is in place.

KS2 data – (3pp children) % achieving ARE – 66% reading, 66% writing, 66%maths, 66% gaps - This represents one child who was disapplied for the tests and was a persistent absentee (all work completed to support this)

Staff member is continued to be appointed 1 day a week for attendance monitoring and ELSA work and show impact with the work she has completed.

End of academic year; 8% of PP children were below 90% attendance (2ch).

One child has now left the school and was a persistent absentee which the attendance procedures were in place (attendance panel / fines issued) One child has mental health issues and suffered trauma – support in place