

Tealby Primary School 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	Tealby Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils 2021/22	15.3%
Proportion (%) of pupil premium eligible pupils 2020/21	12.1%
Proportion (%) of pupil premium eligible pupils 2019/20	5.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Zoe Humberstone HT
Pupil premium lead	Zoe Humberstone
Governor / Trustee lead	Rebecca Blackwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,070
Recovery premium funding allocation this academic year	£ 1,305 or £2000???
Pupil premium funding carried forward from previous years	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	£14,375 or £15,070

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Tealby, of whom all have SEND, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home.

We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their SEND needs, identified on their Personal Learning Plans or EHCPs.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.

We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Tealby School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths
2	Outcomes, attitudes and progress of the pupils are significantly affected by their SEND and home life.
3	Limited life experiences and opportunities to join in enrichment opportunities due to their SEND.
4	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.

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
Quality First Teaching by all teachers	Teachers understand what QFT looks like and how they can plan effective learning opportunities for their children.
PP attendance increases.	Ensure attendance of disadvantaged pupils is above 96% Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
Improved attitudes to learning	Pupil Voice shows a positive attitude towards learning – pupil is engaging with the school's award policy.
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and mathematics scaled scores for PP pupils
Pupils access a wide range of interventions to meet their SEND needs, including speech and language and BOSS, Play Therapy.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
An intensive home school communication link is provided to support pupils and/or parents, identified by school as vulnerable or in need. We will work with outside agencies to support children and liaise effectively with parents to provide them with strategies to use at home.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behavioural and SEMH incidents are reduced in school due to behaviour support in the home.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

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: £ 2100 + 2100 + 6335 = £10,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
• <i>HLTA delivers ELSA interventions 1/2 day 2x a week to pupils identified as in need.</i> • <i>Speech and language therapist supports HLTA to plan and deliver speech interventions</i> • <i>Play Therapy</i>	• EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. • EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Specialists lead CPD sessions and clinics with individual pupils and staff. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	2, 4
<i>Additional teacher appointed to work within Year 4 cohort to allow Year 4/5/6 cohort to be taught as two small classes for Reading, writing and maths.</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 4 cohort and have identified that 2 small classes under 18 children would allow teachers to increase the amount of attention each child will receive.	1,2,3
<i>All Teachers to access CPD (NPQs) Leading Teaching and Learning (Supply costs of release for staff member to be confirmed)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.	1,2, 3

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

Budgeted cost: £ 2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA hours to support pupils and provide high quality interventions to support SEND and responsive teaching</i>	EEF +4 The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, -Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1,2,4

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

Budgeted cost: £ £2,222 or £2,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
• <i>Designated adult phones families at 9am if pupil not in school and offers support.</i> • <i>Designated adults will pick up child from home if required.</i> <i>Designated adult works closely with attendance officer (HT), pupils below 96% are identified and protocols followed.</i>	Attendance data Data shows pupils with highest attendance make the most progress at Tealby, due to increased opportunities for overlearning and access to a personalised curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	1,4
<i>Adult to work as Family Liaison and support parents in finding relevant support etc.</i>	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:	1, 4

	• approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	
<i>1:1 support for children to access well-being support and support them to access learning in the classroom.</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	3,4
• <i>Cultural capital experiences promoted in the curriculum.</i> • <i>Essential experiences built into Dimensions curriculum</i> • <i>Minibus to transport pupils.</i> • <i>Reduction in cost of trips for PP</i> • <i>Residential trip cost is greatly reduced for PP</i> • <i>Sports events promoted to PP are encouraged to attend</i> • <i>Outdoor learning encouraged</i> • <i>Support provided to participate at Clubs, Gardening, Shinrin Yoku etc</i>	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.	1, 2, 3, 4

Total budgeted cost: £ 13,070

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.

Did we enable pupils to access intervention support programmes when necessary?

Interventions were planned alongside our PLPs for pupils as part of our responsive teaching and Assess – plan – do – review and they were used effectively in the first part of the year. However, this was directly affected by the Covid-19 pandemic. Gaps in pupil learning were supported as much as was possible and this mitigated any further widening of the disadvantaged gap.

Did we ensure that pupils were given full opportunities to participate in all learning and school activities that will lead to self-confidence and self-motivation?

During the National Lockdowns all of our pupils were supported with resources (food, technology and stationery) and were given regular home visits to support the families. Additionally, they all took part in the daily online learning sessions with their classes and completed the online learning activities also. This was well above the national average and most definitely contributed to the ppm pupils progress being in line with their peers. Furthermore, 74% of our ppm pupils attended school during the lockdowns.

Have we improved the level of attainment and progress for PPM?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was broadly in line with the previous year in key areas of the curriculum, with small number of pupils (3) not achieving combined targets.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as White Rose, BBC Bitesize, Purple Mash, TTRockstars and Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years at 96.2%, it was still higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence lower also.

However, these gaps are larger than in previous years, which is why attendance is one of our focuses of our current plan to ensure that all pupils access a full curriculum.

Did we increase access to the curriculum?

Yes, one of the biggest changes to the curriculum was how interventions were carried out. Historically, pupils were taken out of sessions to work in a small group or as a 1:1 and as a result missed vital learning. Teachers and TAs were trained to understand how to teach taking the needs of the whole class into account and how PLP/EHCP targets can be incorporated into teaching and learning sequences. Additionally, teachers are beginning to use responsive teaching and well-timed pre-teach sessions to support pupils learning. This ensures that all children are now accessing all learning sequences and quality teaching by the class teacher.

Did all pupils access enrichment and extra-curricular activities?

All of our pupils were supported to take part in all areas of enrichment across the school and any trips that occurred were supported by the PPG grant as appropriate. This was somewhat limited to key year groups due to the impact of the pandemic. Pupil and parental feedback to this was extremely positive and pupils were able to gain the personal and social skills and confidence in themselves and what they can achieve – narrowing the cultural capital gap.

Did we increase challenge and expectation for what pupils could achieve?

Although teachers continued to use the age related expectations to plan learning opportunities, it was clear that the impact of 2019/20 and 2020/21 in terms of curriculum content was a contributing factor in much lower starting points than we would normally have seen. This meant that with pupil starting points being much lower than normal, teachers had much more content to teach to 'close this gap'. Pupil wellbeing was clearly affected by the pandemic and the uncertainty it brought, resulting in greater SEMH needs, which meant that a large proportion of pupils wellbeing took priority to enable them to fully access the curriculum. This is why it is a priority for next year's strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Reflecting upon our internal data from July 2021, it shows that pupils did make good progress, but it is difficult to demonstrate that we increased our challenge and expectation.

Did we ensure that the Learning Environment was rich stimulus for learning?

We made changes to our school for all pupils, by improving the library area and creating a new group space for pupils/staff to work in. This has helped to facilitate nurture groups and group activities and encouraged the pupils to enjoy and respect their new spaces. Pupils were also able to use the spaces as 'calm areas' as needed.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.