

Tealby Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Aspire | Believe | Achieve

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

Detail	Data
School name	Tealby Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils 2023/24	17.8%
Proportion (%) of pupil premium eligible pupils 2022/23	17.7%
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	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Date it was Revised	November 2023
Statement authorised by	Zoe Humberstone HT
Pupil premium lead	Zoe Humberstone
Governor / Trustee lead	Elisabeth Tooby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,810
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	£22, 810

Part A: Pupil premium strategy plan

Statement of intent

At Tealby, our approach to tackling disadvantage is underpinned by a whole school ethos of attainment for all, in line with our motto: Aspire, Believe, Achieve. We believe that all disadvantaged pupils are capable of overcoming their personal barriers to succeed and we place a strong emphasis on ensuring our disadvantaged pupils receive high quality teaching and increased opportunities for reinforcement of learning at home.

We recognise that there is a significant overlap between vulnerable groups in our school. A high proportion of our children who attract pupil premium funding also have SEND. We are committed to ensuring that there is a strong understanding of individual barriers to learning and how these present in school. Personalised Learning Plans and EHCPs are used to ensure barriers are overcome so that disadvantaged pupils can benefit from a wide range of enrichment activities, emotional well-being support and interventions that enable them to succeed in their learning across all subjects.

Through strong partnerships with parents and collaboration with a range of other agencies, the school offers a caring and supportive learning environment in which pupils make excellent progress. We place great importance on the partnership between school and home as we believe that it is vital to have an open, honest and mutually supportive relationship with parents and carers to achieve what is best for our pupils.

Our strategy, which links with our School Development Priorities and Equality Objectives, is underpinned by clear, responsive leadership and a commitment to all adults understanding their role in addressing disadvantage. Leaders regularly review the effectiveness of the strategy, relying on robust diagnostic assessment rather than assumptions to fully understand and plan for the impact of disadvantage, whilst remaining flexible in approach and responsive to changing needs.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and language comprehension (including receptive)
2	Low levels of reading ability, comprehension, including early reading skill development

3	Self-regulation - including sensory and emotional regulation
4	Social communication and interaction difficulties which can result in fewer social opportunities outside of school.
5	Increased levels of anxiety, negative self-confidence and self-esteem, leading to poor attendance and school avoidance.
6	Additional SEND needs: 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
Improved vocabulary among disadvantaged pupils	Curriculum planning, lesson observations and book scrutiny demonstrate: - Engagement with high-quality texts - Effective use of retrieval and retention techniques by teachers - Pupil application of ambitious vocabulary - Improved reasoning in maths
Pupil attitudes to reading improve	- Qualitative data from pupil voice, pupil and parent surveys and teacher observations indicates improved attitudes to reading among disadvantaged pupils - Curriculum planning demonstrates use of high-quality texts and application of comprehension skills - Improved reading fluency and increased reading stamina amongst disadvantaged pupils - Monitoring by subject leaders continues to demonstrate fidelity to the school's phonics scheme
The social, emotional and mental health of all pupils is prioritised, particularly our disadvantaged pupils	Sustained high levels of pupil wellbeing demonstrated by: - Qualitative data from pupil voice, pupil and parent surveys and teacher observations - A reduction in requests for internal and external support for social, emotional and behaviour difficulties - The number of disadvantaged pupils participating in enrichment activities is at least in line with their non-disadvantaged peers - Increased attendance in school
Increased parental engagement in children's learning that leads to improved pupil outcomes.	Sustained positive parental engagement, demonstrated by: - Targeted disadvantaged pupils' parents attending events, including parents' evenings and workshops; with participation/engagement levels in line with non-disadvantaged peers - Records of disadvantaged pupils reading at home and engaging with homework is in line with their non-disadvantaged peers.

Through the effective use of intervention and quality first teaching, teachers address and narrow educational gaps where present	- End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and pupils without SEN are closing the attainment gap with National outcomes.
Disadvantaged pupils with SEN are supported effectively and barriers identified.	- Disadvantaged pupils with SEND make expected progress in reading, writing and maths in line with their identified baseline.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- Attendance of disadvantaged pupils matches or exceeds national averages for their non-disadvantaged peers (96+%). - Decrease in persistent absence amongst disadvantaged pupils

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: £17,500

Activity	Evidence that supports this approach		Challenge number(s) addressed
<i>HLTA delivers ELSA interventions</i> <i>Speech and language therapist supports HLTA to plan and deliver speech interventions</i> <i>FRIENDS/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 and 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.		1, 2, 3, 4, 5, 6,
<i>Additional teacher appointed to allow the school to have small class sizes– they are supported by TA provision</i>	EEF Class Size 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 recognise that smaller classes will increase the targeted support each child will receive. Furthermore, smaller groups of pupils will benefit the focused teaching and learning of children across the whole school.		1,2,3,4, 5, 6
	PP Percentage across school	Year 3: 14%	
	EYFS: 9%	Year 4: 21%	
	Year 1: 13%	Year 5: 10%	
	Year 2: 18%	Year 6: 19%	
<i>Teaching Assistants to access high quality CPD provision – training and class cover costs.</i>	EEF-guidance-reports/teaching-assistants/TA Recommendations – Targeted Academic Support To provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.		1, 2, 3, 4,5, 6,

	During lesson preparation time/TA Briefings ensure TAs have the essential 'need to knows': • Concepts, facts, information being taught • Skills to be learned, applied, practised or extended • Intended learning outcomes • Expected/required feedback. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs intervene appropriately when pupils demonstrate they are unable to proceed.	
<i>Continue to develop high quality teaching</i>	EEF teaching-learning _greatteaching.toolkit - to develop high quality teaching and assessment which responds to the needs of pupils, particularly in supporting higher attaining children to make accelerated progress.	1, 2, 4, 5, 6,

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

Budgeted cost: £ 3,510 (there are additional costings for this that are not covered by the Pupil Premium funding)

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 higher attaining disadvantaged pupils through responsive teaching.</i>	EEF Teaching Assistants 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.	1,2,3,4,6,

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

Budgeted cost: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice set out in the DfE's Improving School Attendance advice	DfE Improving School Attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Data shows pupils with highest attendance make the most progress at Tealby, due to increased opportunities for overlearning and access to a personalised curriculum. A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	
Adult to work as Family Liaison and support parents in finding relevant support etc.	EEF Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - 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	4, 5, 6

	homework; - the involvement of parents in their children's learning activities; - and more intensive programmes for families in crisis.	
Improve the quality of social and emotional (SEL) learning within the classroom through 1:1 support	EEF Social and Emotional Learning 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): Analysis of our pupils' needs through Boxall profiles/Behaviour Ladders/Leuven Scales and Pastoral Records indicate that our disadvantaged pupils have greater social, emotional and behavioural difficulties.	1, 2, 3, 4, 5, 7
Actively encourage PP/SEND pupil involvement in enrichment clubs.	An extended offer beyond classroom learning, through school experiences, visits and enrichment clubs can increase arts participation, physical activity and cultural capital to improve pupil outcomes: EEF Extending school time EEF Arts participation EEF Physical activity Parental feedback suggests that supporting the cost of trips using the Pupil Premium Grant has been positively received. Our data shows that participating in wider school experiences allows disadvantaged pupils to gain the personal and social skills and confidence in themselves and what they can achieve.	4, 5

Total budgeted cost: £ 22, 810

Services Pupil Premium Statement	
Our aim is to ensure that no children are disadvantaged at school in any way. Our focus with service children is to ensure no child is disadvantaged due to the service of their parent. We use our SPP to contribute towards the following: -Monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress. -Intervention strategies and support are put into place to support their learning -The provision of a trained Teaching assistant to provide pastoral support and guidance for families and individuals to build social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment. - Extra-curricular activities and Residential activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults. This has included,	

going to the theatre and 'wild in the woods'.

Forest school activities to provide a different experience: the children have really enjoyed being able to learn outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it.

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.

We are participating in an innovative school improvement project to build on and strengthen the county's collective support of our children of Armed Forces Families (Service children). The Armed Forces Education Trust (<https://armedforceseducation.org/>) which is making this project possible meaning there is no requirement of costs for participating schools other than staff release time.

Staff will benefit from a raised awareness of the unique challenges and needs of military families (due to the cascading of evidence-based training) and strengthen the identities of this vulnerable group.

The additional events and extra-curricular activities have enabled children to feel special and that they are receiving things that other non-service children might take for granted. In many cases, children's personalities have blossomed, and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary provide advice. This enables them to achieve and progress without any disadvantage due to parental service.

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Effectiveness of Targets
To develop early language, strengthen phonic knowledge and early reading skills.	- Disadvantaged pupils achieving GLD is in line with national and local averages - Monitoring by subject lead demonstrates fidelity to the school's phonics scheme. - KS1 phonics screening results for disadvantaged pupils are in line with or above local and national averages	-ELG was above the local average and national average for disadvantaged pupils. 2023 Tealby:73% Lincolnshire: 67.9% National Headlines:  - There is a clear programme in place to monitor and quality assure the teaching of phonics across the school. - All pupils eligible for PP in Year 1 passed the phonics screening this year. No PP pupils needed to retake the phonics screening in Y2. - Our phonics peer review, monitoring by the phonics and reading lead, demonstrates fidelity to the phonics scheme, Little Wandle. This is impacting positively on learning across the school.
Improved vocabulary among disadvantaged pupils	Curriculum planning, lesson observations and book scrutiny demonstrate: - Engagement with high-quality texts - Effective use of retrieval and retention techniques by teachers - Pupil application of ambitious vocabulary - Improved reasoning in maths	- High quality texts are used in all classrooms and can be evidenced by planning, observation and talking to pupils. - Retrieval practice is built in to the core subjects and the development of this has been developed in non-core subject areas. Children are given more opportunities to 'remember' more through quizzing and lesson structures, this will continue to be strengthened over time. - Core Tier 3 vocabulary is built in to the curriculum carefully to build upon prior learning and challenge our pupils. PP Pupils were observed through LCC monitoring using Talk for Writing with confidence and that children's internalisation of language structures comes through in their writing.  - Governors looked at work in a variety of PP eligible children's books from YR -Y6: Governors noted that there were no distinguishing marks or labels on the books to identify PP learners, this is knowledge held by staff only. Children's work showed application of ambitious vocabulary connected to project work. Children's work was presented with care and attention. The portfolio of independent work from a child in class 1 was valuable in that it demonstrated children's enthusiasm for self-initiated

		independent work. Children's work is knowledge and vocabulary rich.
Pupil attitudes to reading improve	- Qualitative data from pupil voice, pupil and parent surveys and teacher observations indicates improved attitudes to reading among disadvantaged pupils - Curriculum planning demonstrates use of high-quality texts and application of comprehension skills - Improved reading fluency and increased reading stamina amongst disadvantaged pupils - Monitoring by subject leaders demonstrates fidelity to the school's phonics scheme	Year 6/Year 2 Reading Data for disadvantaged pupils demonstrated good attitudes to learning in their approach to the assessments. The use of the school Reading gems has empowered teachers to teach explicit skills through class texts and conversations with pupils demonstrate their growing understanding of this. - There has been a positive shift in attitudes to reading across the school. For example, 2 families of PP eligible children on the SEND register have reported changes in their family routines around reading. One child is particularly proud of the number of books they have read this year - would not have read anything previously. Teacher observations indicate improved attitudes to reading for the majority of pupils. - High quality texts are used across the curriculum - Engagement levels have improved with all children remaining in the classroom during lessons. - PP children presented readings in the Easter Assembly, some by memorising their text. This was a significant achievement.
The social, emotional and mental health of all pupils is prioritised, particularly our disadvantaged pupils	Sustained high levels of pupil wellbeing demonstrated by: - Qualitative data from pupil voice, pupil and parent surveys and teacher observations - A reduction in requests for internal and external support for social, emotional and behaviour difficulties - The number of disadvantaged pupils participating in enrichment activities is at least in line with their non-disadvantaged peers	Pupils in Year 3-6 are empowered to articulate their feelings/emotions and have a growing sense of understanding of what these emotions are. Evidenced by - Well-being champion meetings/actions and engagement with other pupils across the school. - All disadvantaged pupils took part in Ambassador elections and engaged with the democratic process. Teaching and Non-teaching staff demonstrate a clear regard for pupil's emotional development and are able to utilise skills to support children through their training. There has been a reduction in the need to outsource external support and SLs are called upon less frequently. - Majority of children eligible for PP have improved attendance, indicating their SEMH needs are being met. - Requests for internal support for social, emotional and behaviour difficulties decreased in the spring term of 2023. In 2022/2023, 76% of pupils eligible for PP have received targeted support to meet their SEMH needs. - PSHE lessons continue throughout the school. Certain PP learners have had negative reactions to some areas of the KS2 PSHE curriculum attributable to external factors. Next Steps: Consider how to increase support for pupils and families ahead of teaching sensitive content - HAF is offered to all children eligible for PP. At present there is a 22% take up – barriers include unfamiliar settings/adults and additional support due to SEN. - All children eligible for PP were supported to attend residential trips this year. Many children are eligible for PP access lunchtime and after school sports clubs. Those who do not, attend other enrichment activities for example girls' football tournament events.
Increased parental engagement in children's learning that leads to improved pupil outcomes.	Sustained positive parental engagement, demonstrated by: - Percentage of disadvantaged pupils' parents attending events, including parents' evenings and workshops, is in line with non-disadvantaged	All disadvantaged pupils' parents attended PE in Spring and Autumn Term. All parents attend assemblies and celebrations, but a high number still do not attend the workshops etc that are available. Engagement with Homework has seen an improvement across

	peers - The percentage of disadvantaged pupils reading at home and engaging with homework is at least as high as their non-disadvantaged peers.	disadvantaged pupils and this is something many are proud to share with HT on the gate in the morning. - All PP families attended parents' evenings via a phone call/zoom rather than face to face, it's unknown whether this was coincidence as a significant number of families did choose this option, not just PP. The flexibility of options in this regard is felt to be a strength and will continue. - It has been more challenging to encourage parents to attend workshops and other events. SEND review meetings have allowed many supportive conversations to take place and parent voice feeds into the PLP process. Class teachers invite families in for conversations – this has a positive impact although the time cost is high. - PP eligible children are supported to complete homework where necessary, this may be before or after school or during morning task (2 children currently)
Through the effective use of intervention and quality first teaching, teachers address and narrow educational gaps where present	- End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes.	Year 2: Y2 pupil achieved – EXS RWM Y6 pupils: Pupil A: was GDS in Reading/Writing & EXS in Maths – with good progress from KS1. Pupil B: 84 scaled score in KS1 to 89 Scaled Score in maths. 86 scaled score KS1 and 98 scaled score KS2 in reading Pupil C: 85 scaled score in KS1 to 98 Scaled score KS2 in maths 87 scaled score in KS1 to 100 Scaled score KS2 in reading
Disadvantaged pupils with SEND are supported effectively and barriers identified.	- Disadvantaged pupils with SEND make expected progress in reading, writing and maths in line with their identified baseline.	This is evidenced in progress data shared with GB. The high majority of our pupils with SEN make good and better progress over time from their unique starting points. PLPs are detailed and informative supporting pupils to make good progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- Attendance of disadvantaged pupils matches or exceeds national averages for their non-disadvantaged peers (96+%).  Gains have been made with families, but mobility and mid-year admissions with families has impacted data and it is not reliable. This is a significant improvement and one that is reflected in the data above being in line with non PPs. The above illustrates a snapshot in time at the end of the Autumn term 2023.	- Decrease in persistent absence amongst disadvantaged pupils

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.