



Tudor Grange Primary Academy Hockley Heath

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

Our approach is to use the funding to support the child to break down barriers to their academic achievement. As a starting point, this would be through high quality teaching which focuses on the area/s in which our disadvantaged pupils require the most support. This will benefit both our disadvantaged and non-disadvantaged pupils.

We will focus on removing the barriers to educational achievement, using a blend of approaches and strategies to support pupils, including academic and non-academic, in order to:

- identify and address specific attainment gaps in reading, writing and maths through targeted intervention
- provide social and emotional support to enable pupils to be ready to learn
- supporting payment for activities such as educational visits, clubs or child care and residential

School overview	
Detail	Data
School name	TGPAHH
Number of pupils in school (Reception – year 6)	211
Proportion (%) of pupil premium eligible pupils	9% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021

Date on which it will be reviewed	November 2023 November 2024
Statement authorised by	Louise Porter Principal
Pupil premium lead	Michelle Bradshaw
Governor / Trustee lead	Jo Ladbrook Chair of governors

Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£25,665
Recovery premium funding allocation this academic year	£2,827
Pupil premium (and recovery 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	£28,492

Challenges	
Challenge number	Detail of challenge
1	Attainment: Facilitate accurately targeted support for interventions in core knowledge and skills.
2	Pastoral support: Low levels of resilience and confidence and high anxiety levels can be a barrier to pupils being ready to learn.
3	Cultural capital: Some disadvantaged pupils do not always have the same cultural capital opportunities as other pupils.
4	Attendance: For a small number of disadvantaged pupils, consistent attendance above 95% and punctuality is a concern.
5	SEND: A small number of disadvantaged pupils also have SEND needs.

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
Ensure that all PP pupils who are not designated as SEND for learning, achieve at least the national expectation in reading, writing and maths by the end of KS2.	Statutory end of year data. Summative termly assessments. Pupil progress meetings. Targeted intervention groups.
Ensure that all PP pupils make at least expected progress in English and Maths.	Statutory end of year data. Summative termly assessments. Pupil progress meetings. Targeted intervention groups.
Sustain attendance of PP pupils and improve where attendance is a concern.	Be at least in line with national average of 95%.
To ensure PP pupils have priority access to SEMH support, as required, to enable them to be engaged with their learning. Identify ACES in PP pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations (show they have the skills to keep themselves healthy) • Once Thrive is introduced, use termly assessments to inform the level of need and support required from the Thrive practitioner
To ensure that all PP pupils have priority access to and engagement with cultural and enrichment activities.	<ul style="list-style-type: none"> • Pupil voice feedback • Monitor participation in enrichment 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: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged pupils who also have SEND have their needs correctly identified and supported. This will be done through CPD to ensure quality first teaching (meta cognition, scaffolding, modelling, explicit instruction, etc) and making learning passports specific and relevant to pupil needs.</p>	<p>Evidence-based strategies shown to be most successful with SEND pupils within quality first teaching: https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	1, 2, 5
<p>Embed dialogic activities across the school curriculum through our metacognition strategies and questioning in the classroom.</p> <p>Pupils are supported to articulate key ideas, consolidate understanding and extend vocabulary. This is also supported through reading groups and interventions.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF also recognises the impact of teaching metacognitive and self-regulatory strategies.</p>	1, 2, 4, 5
<p>Embed the Little Wandle phonics scheme order to secure stronger phonics teaching for all pupils through daily taught sessions.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5, 6
<p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will embed and access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number in Reception, Year 1 and Year 2).</p>	<p>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 2, 5
<p>Class teachers to prioritise PP pupils through Quality First</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-</p>	1, 2, 5

Teaching by paying close attention to pupil participation and using specific feedback to support accelerated progress.	reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1668765714 Feedback is proven to be very high impact for very low cost, particularly for primary aged pupils.	
Train staff in the Talk Boost program in order to improve pupils' oracy (vocabulary and confidence). Prioritise PP pupils for this program. <i>Recovery Premium funding.</i>	Talk Boost is an intervention programme which is found on an established evidence base that recognises that: <ul style="list-style-type: none"> • Language acquisition in the early years is a strong indicator of later academic achievement • Social inequalities impact negatively upon a child's opportunities for language learning 	1, 2, 6
Support our pupils to reach their potential through development of their academic resilience and wellbeing. Thrive practitioner training.	The Protective Behaviours framework is for personal safety aimed at building confidence and empowering pupils to go about their daily life. Thrive – an approach to support pupils become more emotionally resilient and better placed to engage with their life and learning. It is a whole school approach to wellbeing which is proven to improve attendance, behaviour and attainment.	1, 2, 4, 5, 6

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

Budgeted cost: **£11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support attainment of core skills and vocabulary and oracy development.	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	1, 2, 5

	<p>Improving Mathematics in Key Stages 2 and 3 Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving literacy in KS1 and 2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The development of oral language, vocabulary, and reading all support the writing process, as highlighted in the EEF documents below 'Improving Literacy in KS1 and 2'. This is a feature of the Rising Stars / Get Writing resources. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Specific activities and resources to meet the needs of disadvantaged pupils with SEND e.g. 1:1/small group provision of focused interventions.</p> <p>Intervention impact scores monitored by SENDCo and SLT to monitor best value and most effective impact.</p>	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>School led tutor interventions to improve reading skills (fluency and</p>	<p>See evidence above.</p>	<p>1, 2</p>

comprehension) and maths skills (calculation).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: **£4492**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding for extracurricular activities and trips for disadvantaged pupils to ensure they have access to the same social experiences as their peers.	Evidence indicates that improving pupils' emotional literacy supports their mental health, well-being and effective learning. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Work with individual families to improve attendance where appropriate.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EFF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendanceinterventions-rapid-evidence-assessment	4

Total budgeted cost: £28,492

Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2022-23

Phonics

33% (1 out of 3) of disadvantaged year 1 pupils passed the phonics check. 1 disadvantaged pupil achieved a score of 31.

No year 2 pupils who took the PSC were disadvantaged.

KS1 data (3 pupils)

67% (2 out of 3) of disadvantaged KS1 pupils met the expected standard in reading, writing and maths.

KS2 data (4 pupils)

In KS2, 75% (3 out of 4) pupils met the expected standard or higher in reading, writing, maths and GPS (and achieved the combined standard).

Externally provided programmes

Programme	Provider
Primary Teaching Mastery	Origin Maths Hub
Little Wandle	Wandle Learning Trust
The Write Stuff	Jane Considine