

Pupil premium strategy statement – Tackley CE Primary School

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 the next three years and reviews the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	131 Combined (Tackley & Wootton)2022-2023 123 (Tackley) 2023-2024
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	Ongoing
Statement authorised by	Karen Ward Headteacher
Pupil premium lead	Karen Ward Headteacher
Governor / Trustee lead	Alex Machin

Funding overview

Detail	Amount
Pupil premium funding allocation for 2022/23 academic year	£20,607
Recovery premium funding allocation for 2022/23 academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,139
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total funding for academic year 2022/23 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,745

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 will consider the challenges faced by vulnerable pupils, such as those who have TAFs, a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through, in-house intervention and the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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 achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are both supported and challenged in the work that they are set*
- ensure pupils are supported with their emotional well-being as well as challenged in the work they are set.*
- act early to intervene at the point a 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*

We believe in being proactive as each year and each child is different. Therefore, resources are constantly monitored, evaluated and if necessary, changed, to ensure provision has the maximum impact.

Challenges

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

Challenge number	Detail of challenge
1	Our whole school attendance data for the last academic year 2022-2023, showed that persistent absenteeism was at 12%.this was 16 pupils. Out of the 16 pupils, 11 were in receipt of Pupil premium funding. This indicates that support is needed to enable these pupils to have good school attendance of 95%
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Reading comprehension amongst disadvantaged pupils significantly below national average our Pupil premium students are more likely to have a vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum
4	Well-being/emotional and self-confidence issues. Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher need to support both parents and pupils.
5	Writing is below the national average and in particular for our disadvantaged pupils. At the end of KS2 our pupils achieved 58% in their writing compared to a National average. Out of the disadvantaged boys (1 child) did not reach Expected in their writing.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage for all pupils who are persistently absence being below 5% and the figure among disadvantaged pupils being no lower than their peers
Improve Phonic attainment for disadvantaged pupils at the Year 1 Phonics Screening Check	80% of children pass the phonics screening check and the gap is narrowed between the two groups.
Reading levels, enjoyment and fluency increases	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met

	the expected standard. 80% of children on track for ARE
To achieve and sustain improved Sustained high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils	Demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly amongst disadvantaged children.
To improve writing levels KS2 writing outcomes	In 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Within year assessment shows that 80% of pupils remain on track

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)

Actual cost 2022/23: £4,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training on phonetic knowledge	Half day training for all staff to ensure strategic knowledge of phonics for all staff	2,3,5
Writing Consultant to develop teachers confidence in teaching a bespoke writing curriculum	Quality first teaching occurs to enable pupils to have the best teaching possible.	2,5
Purchase staff of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. RWI– INSET 1 day training included.	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 Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Phonics.	2 4 5
School Subscriptions to provide targeted interventions	Use of targeted subscriptions to online resources to support the teaching of specific catch up content.	2,3,4,5

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

Actual cost 2022/23: £11,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention groups across the school to raise standards in reading, writing and maths.</i>	All TAs target groups of PP children to close the gap with targeted interventions which are closely monitored and assessed using QLA from assessments. 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	1,2,3,4,5
<i>Volunteer reading support</i>	Arch Readers x 3 working with disadvantaged pupils on a weekly basis to raise standards in reading and confidence.	1,2,3

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

Actual cost 2022/23: £7,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapy Support</i>	One to one therapy for two pupils to have play therapy to enable them to overcome the barriers to their learning and encourage attendance at school.	1, 2, 3, 4, 5
<i>Trip Subsidy</i>	Support for families to ensure their pupils have subsidised trips to enable them to participate in residential trips	1, 4
<i>Resources</i>	Purchase of equipment to support play therapy and Lego therapy sessions to enable pupil well being to be a focus	1, 2, 3, 4, 5
Whole staff training of Zones of Regulation Training to support children in identifying, regulating and responding to their own emotions	Both targeted interventions and universal approaches can have positive overall effects.	1, 2, 3, 4, 5

Total cost 2022/23: £ 22,853

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Outcomes 2023

KS2 Outcomes Tackley 12 Pupils	EXP +	EXS+ National Figures 2022	GD (110+)
Reading	83%	75%	50%
Writing (TA)	58%	69%	25%
Maths	33.3%	71%	25%
RWM Combined	33.3%	59%	25%
KS2 Outcomes Wootton 5 Pupils	EXP +		GD (110+)
Reading	80%	75%	20%
Writing	40%	69%	20%
Maths	80%	71%	20%
RWM Combined	40%	59%	20%

For children in receipt of Pupil Premium 2023, 50% achieved the expected standard in reading, writing, science and GPS. 0% achieved the expected standard in writing.

GLD

GLD Tackley 14 pupils	71%
GLD Wootton 5 pupils	80%
GLD Combined	74%

Children in receipt of pupil premium funding did not achieve GLD in writing, but all other areas.

Year 1 Phonics Screening

Phonics Tackley 10 pupils	Y1	Y2 Cumulative
	50%	85%
Phonics Wootton 5 pupils	80%	67%
Phonics Combined	60%	83%
Phonics National 2022	75%	87%

50% of children in receipt of pupil premium, achieved the expected level in the phonics screening test.

Key Stage 1

KS1 Outcomes Tackley 20 pupils	EXP +	GD	EXS+ National Figures 2022
Reading	70%	25%	67%
Writing	70%	10%	58%
<u>Maths</u>	65%	10%	68%
Combined	65%	5%	
KS1 Outcomes Wootton 3 pupils	EXP +	GD	
Reading	0	0	67%
Writing	0	0	58%
<u>Maths</u>	0	0	68%

In Key Stage One 75% of children in receipt of Pupil Premium achieved the expected level in RWM

2022/2023 ATTENDANCE

Tackley

% Attendance			% Persistent Absence			% Severely Absent		
All	<u>Disadv</u>	SEND	All	<u>Disadv</u>	SEND	All	<u>Disadv</u>	SEND
93.21%	85.34%	89.67%	11%	8.5%	3%	6.6%	5.6%	4%

One SEND child has been subject to a reintegration since January 2023

Three of our severely absent children are subject to TAF plans

Wootton: 25 pupils

% Attendance			% Persistent Absence			% Severely Absent		
All	<u>Disadv</u>	SEND	All	<u>Disadv</u>	SEND	All	<u>Disadv</u>	SEND
92.88%	68.62%	90.38%	28%	4%	16%	4%	4%	4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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