



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	Tupton Primary & Nursery Academy
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	44%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katherine Richards Headteacher
Pupil premium lead	Katherine Richards
Governor / Trustee lead	Becky Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95000
Recovery premium funding allocation this academic year	£14645
Pupil 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	£109,645



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of background or the challenges they face, make good progress and achieve highly, for all of the children at Tupton to be prepared for the next stage of their education and to become well rounded citizens. The focus of our pupil premium strategy is to ensure that all children achieve these aims.

We will consider the challenges faced by vulnerable children. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The school's focus is on all children receiving quality first teaching across the curriculum, supplemented by tailored pastoral and academic interventions. The 'golden thread' that runs through our curriculum is communication, with oral language interventions a proven way to close the disadvantage attainment gap.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the National Tutoring Programme and in school interventions for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will ensure:

- No limits are put on what is expected of disadvantaged children and their potential
- All staff take responsibility for the outcomes of all children including the disadvantaged
- Support and interventions are carefully tailored to meet specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments (Renfrew Analysis) show that children's vocabulary falls below the expectations for their age from EYFS to Y6. Many children enter EYFS



	with limited or no verbal skills. Disadvantaged children have a wider vocab gap than non-disadvantaged.
2	Low aspirations can result in poor attitudes towards learning, on home support for learning and motivation to succeed
3	Many children enter school well below national averages in most areas of the EYFS curriculum
4	Difficulties in managing emotions and feelings. This impacts on behaviour and relationships
5	Narrow experiences of disadvantaged children impacts on learning across the curriculum, especially on speech and language and developing a wide vocabulary
6	Assessments and observations suggest that disadvantaged children have less exposure to books and greater difficulties with phonics and consequently are less likely to become fluent, confident readers.
7	Challenging home environments can mean that some children do not come to school 'ready to learn'. These children were also impacted more greatly by partial school closures.
8	Internal assessments show that maths attainment among disadvantaged children is significantly below that of non-disadvantaged children.

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 oral and language skills	Assessments and other monitoring show that the vocab gap is closing for disadvantaged pupils. Children with poor language skills are identified quickly when joining EYFS and appropriate interventions are put in place.
Improved phonics and reading attainment among disadvantaged pupils	Outcomes for disadvantaged children in Y1 & Y2 are in line with non-disadvantaged. KS2 reading outcomes show that disadvantaged children perform as well as non-disadvantaged and in line with national figures for non-disadvantaged.
Improved maths outcomes for children Y2 upwards	KS2 maths outcomes show that disadvantaged children perform as well as non-disadvantaged and in line with national figures for non-disadvantaged.



Improved retention of knowledge for all children	Children are able to retain knowledge and apply previous learning in different situations and contexts
To sustain the pastoral and SEMH support for all children & families, particularly the disadvantaged.	<p>Sustain high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys • Increase in participation in enrichment activities particularly among disadvantaged children • High levels of engagement with support services offered by school (P4YP) from parents.

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: £23,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Making the Difference for Disadvantaged Children training</i>	Evidence based training from the Derby Research School. Investigates proven methods of improving outcomes for disadvantaged children	1-8
<i>Enhancement of the teaching of maths through the purchasing of White Rose resources and planning support</i> <i>Fund release time and CPD for subject leader.</i> <i>Fund release time and CPD for teaching staff.</i>	<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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	8



<p><i>Teaching methods and interventions to extend vocabulary and bridge the word gap.</i></p> <p><i>Fund CPD and release time and purchase any necessary resources.</i></p> <p><i>Alex Quigley Closing the Vocab Gap</i></p> <p><i>FFT Literacy Developing Children's Word Power</i></p> <p><i>Training to be disseminated to wider teaching staff</i></p> <p><i>Whole school approach to be developed and implemented</i></p> <p><i>Renfrew Analysis carried out EYFS- Y3.</i></p> <p><i>NELI Project</i></p> <p><i>P4C – continue to include in the timetable</i></p> <p><i>Opportunities for discussion- Picture News</i></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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Participate in Year 1 of the Voice 21 programme (school has committed to participating over three years from Jan 22 – Dec 24)</p>	<p>In order to improve oracy across the school, there has to be a whole school approach that is embedded in the curriculum and teaching.</p> <p>https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p>	1-8
<p>Word Aware</p>	<p>Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage but it will extend the word learning of all students</p>	
<p>Training for all staff to ensure consistent reading comprehension strategies are taught across the school.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	6



Maintain the coaching model for staff CPD in teaching phonics. Fund release time for phonics lead. Fund release time for coaching and training sessions for TAs	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,6
Sharing of successful strategies for raising the achievement of disadvantaged children among staff.	Sharing good practice amongst staff is crucial to identify the strategies that have been implemented and successful in our setting.	All

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

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions for disadvantaged children</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,6
<i>Additional HLTA hours to deliver interventions and pre-teaching to identified children.</i>	Carefully deployed TA/HLTAs can have a positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6, 8
<i>Engaging with the National Tutoring Programme to provide 1:1 tuition for children whose education has</i>	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact	1, 8, 5



<i>been most impacted by the pandemic</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
<i>Establish school – led tutoring for children whose education has been most impacted by the pandemic inc. additional teaching hours in Y5 & 6</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 8, 5
<i>Employ an academic mentor</i>	<p>Has small positive impact on academic outcomes. Programmes which have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 8, 5

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

Budgeted cost: £ 37,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase SEMH support for those children who have struggled with the impact on social & emotional development</i>	Based on our experiences we have found that pastoral support has strengthened the relationship between school and home, leading to improved attendance and outcomes. Pastoral interventions can target behavioural needs and decrease exclusion rates. Offering counselling and other support can improve children's mental health and wellbeing.	7
<i>Whole staff training on Emotion Coaching with strategy to be incorporated into the new behaviour policy</i>	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4
<i>Funding available to ensure that</i>	Offering funded/ subsidised places for extra-curricular activities has ensured the participation of	5



<i>disadvantaged children can participate fully in any extra-curricular activities, particularly the residential visits in Y4,5 & 6</i>	disadvantaged children in a wider range of activities, thus broadening their experiences.	
<i>Contingency fund for acute issues</i>	We have identified a need to set aside a small amount of funding to respond to quickly to needs that have not yet been identified	All

Total budgeted cost: £ 109645



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.

In the 2021 Phonics Screening Check 100% of disadvantaged pupils met the expected standard, compared to 80% of non-disadvantaged pupils.

Our internal assessments during 2020/21 showed that the outcomes for disadvantaged pupils were slightly lower in maths and reading than non-disadvantaged pupils at the end of Y6. Across KS2 the achievement gap varies but is widest in maths and reading. This gap has narrowed from the 2019/20 outcomes, which points to our strategies having an impact but not yet being fully realised.

The school lockdown due to Covid-19 has impacted on learning in all areas. School maintained a broad and balanced curriculum offer to all learners through remote learning. Those children identified as the most vulnerable were offered a school place, with most parents accepting them. The school also made good use of the DfE funded laptops to ensure that all children had access to a computer and internet. Parents were also able to request paper copies of the work set, reducing the need for printing at home and the school also set up a 'stationery shop' where parents could take pens, pencils, rulers, glue, exercise books etc at no cost, ensuring that all children had the tools to access learning. There were high levels of engagement from all children.

SEMH remains a priority for the school, with children and their families requiring a wide range of pastoral support and interventions. The impact of this can be seen in the positive home-school relationships, with parents viewing school as an avenue as support. This has also led to improvements in attendance for disadvantaged children over the last three years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider



TUPTON PRIMARY
& NURSERY ACADEMY™

--	--



Further information (optional)

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