

TLCPS 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	Tanfield Lea Community Primary School
Number of pupils in school	2021-22: 313 2022-23: 342 (inc PS)
Proportion (%) of pupil premium eligible pupils	2021-22: 27% 2022-23: 29% (inc PS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 (interim) July 2023 (interim) July 2024 (final)
Statement authorised by	K. Hemmings
Pupil premium lead	M. Temple
Governor / Trustee lead	Carole Dillon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22: £98,550.00 2022-23: £127,551.00
Recovery premium funding allocation this academic year	2021-22: £11,020.00 2022-23: £5,510.00
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	2021-22: £109,570.00 2022-23: £133,061.00

Part A: Pupil premium strategy plan

Statement of intent

TLCPS's strategy plan is to prepare disadvantaged children for life during and after primary school, in terms of academic and social achievement. Additional support is used to develop resilience and remove barriers to achievement. With this support, attainment gaps between disadvantaged and non-disadvantaged children can be diminished. Research shows that disadvantaged pupils have been worst affected by the COVID-19 pandemic and its school closures; furthermore, with more children being eligible for Pupil Premium it is vital that spending is focussed on the key barriers to achievement identified in our community:

- Regulating emotions
- Attendance
- Accelerating progress in Reading, Writing and Maths from their starting points.

Our Pupil Premium strategy works to improve attendance with children who are ready for their lessons. These children are then given additional support to enable them to have accelerated progress in Reading, Writing and Maths so that their attainment is at least inline with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of DA children
2	Children regulating their emotions so they can learn
3	Progress for children in reading and writing
4	Progress for children in maths

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
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DA children have improved attendance in order that they can learn.	Improved DA attendance over 3 years and a narrowed attendance gap between DA and non-DA
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	School Attendance 2020-21	2021-22	FFT National Comparison 2021-22
Overall attendance (all pupils)	96.36%	94.15%	92.8%
Attendance – Pupil Premium (PP)	93.10%	91.81%	90.5% (FSM6)
Attendance – Not PP	97.09%	95.04%	93.7% (NotFSM6)
Persistent Absentees			
Persistent Absentees – PP	17 of 77 22%	24 of 95 26%	n/a
Persistent Absentees – Not PP	14 of 237 5.9%	23 of 207 11%	n/a
Children Looked After	93.08%	94.24%	n/a

DA children are ready to learn	Improved DA measures over 3 years in behaviour, usually a combination of attendance data and PT data.
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Progress for DA children in reading and writing	Accelerated progress over 3 years evidenced through iTrack data, external KS2 data and books.
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Reading	START OF YEAR - OCT		END OF YR - MAY	
	% ARE (Non DA)	%ARE (DA)	% ARE (Non DA)	%ARE (DA)
Rec	49%	23% -26%	76%	33% -43%
Y1	79%	47% -32%	79%	54% -35%
Y2	74%	28% -46%	76%	33% -43%
Y3	72%	44% -28%	69%	40% -29%
Y4	61%	28% -33%	73%	47% -36%
Y5	73%	70% -3%	77%	77% 0%
Y6	68%	55% -13%	87%	67% -20%
Y6 SATS			87%	67% -20%
National Y6 outcomes			80%	62%

Writing	START OF YEAR - OCT		END OF YR - MAY		NMM ARE (NonDA vs DA)
	% ARE (Non DA)	%ARE (DA)	% ARE (Non DA)	%ARE (DA)	
Rec	49%	23% -26%	76%	33% -43%	-
Y1	79%	47% -22%	69%	47% -18%	Jan: 95 vs 79 = -18%
Y2	76%	21% -55%	74%	25% -49%	Feb: 83 vs 46 = -37%
Y3	66%	33% -33%	75%	40% -35%	Oct: 94 vs 57 = -38%
Y4	64%	11% -53%	71%	41% -30%	Jan: 92 vs 56 = -36%
Y5	62%	50% -12%	71%	54% -17%	Nov: 100 vs 89 = +11%
Y6	62%	56% -6%	77%	56% -21%	Feb: 100 vs 90 = -10%
National Y6 outcomes			76%	55%	

2022 Update: Data is always affected by children who move in and out of the school and these children are often DA.

Reading: A fairly positive picture. 4/7 cohorts narrowed the gap. Overall our Y6 DA outperformed national DA by 5%. Progress through the school goes from approx.50% getting ARE to approx. 70%.

Writing: A mixed picture. 3/7 cohorts narrowed the gap. Overall our Y6 DA outperformed national DA by 1%. Progress through the school is cohort dependent but ranges from 40-60%. If we look also at the NMM gap, there is no huge discrepancy other than the levels are much higher on NMM than teacher assessment. In Reading and Writing for Y6, the school's DA % was higher than the DA nationally.

For 2022/23, the school should focus on: DA Reading interventions especially in Y3, Y4 Use Governor (IC) to support this.

: DA Writing focus in Y3, 4 and Y6. We will also use reading buddies and pupil progress meetings to track progress of DA children.

Progress for children in maths

Accelerated progress over 3 years evidenced through iTrack data and external KS2. Children can readily recall Learn Its and Times Tables

Maths	START OF YEAR – OCT 2021		END OF YR – MAY 2022	
	% ARE (Non DA)	%ARE (DA)	% ARE (Non DA)	%ARE (DA)
Rec	49%	23% -26%	76%	33% -43%
Y1	95%	47% -48%	84%	54% -30%
Y2	83%	50% -33%	75%	67% 8%
Y3	78%	56% -22%	81%	50% -31%
Y4	69%	28% -41%	81%	41% -40%
Y5	70%	70% 0%	80%	62% -18%
Y6	84%	55% -29%	90%	66% -24%
National Y6 outcomes			78%	56%

2022 Update:

A fairly positive picture. 4/7 cohorts narrowed the gap. Overall our Y6 DA outperformed national DA by 10%, which is significant. Progress through the school goes from approx.50% getting ARE to approx. 70%.

For 2022-23: The focus should be extra Maths support for DA in Y4, 5 and 6. This will be focussed on times tables and the use of the Academic Mentor.

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: 2021-22 £ 43,000

2022-23 £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD related to Curriculum	EEF states 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' School CPD is explicitly focussed on developing the curriculum offer.	3,4
Developing vocabulary	Oral language interventions have very high impact for very low cost based on extensive evidence (EEF).	3
Changes made to the teaching of spelling	Internal evidence suggests spelling is an issue. Feedback is 'Very high impact for very low cost based on extensive evidence (EEF).	3
Purchase of a validated – SSP programme.	Phonics is 'Very high impact for very low cost based on very extensive evidence (EEF)	3
Focus on feedback – especially for known spelling rules.	Feedback is 'Very high impact for very low cost based on extensive evidence (EEF).	4
Additional Catch Up lessons – 2021 only.	This has moderate impact for moderate cost based on limited evidence (EEF).	3, 4
Targetted DA interventions by TAs	This has moderate impact for moderate cost based on moderate evidence (EEF).	3,4

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

Budgeted cost: 2021-22 £ 63,500

2022-23 £76,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention for DA children in EY (5 minutes extra per group) JD	Phonics is 'Very high impact for very low cost based on very extensive evidence (EEF). These children will receive additional time from their teacher for Phonics, supporting their basic reading skills. 2022 Update: There are significant SEN amongst DA cohort. At the beginning of year, 3/13 DA children were working at the appropriate level of child development -5/13 at end of year. One of the children who was initially off track and would have achieved GLD has left the school.	3
Maths intervention for DA children in EY (5 minutes extra per group) JD	Effective numeracy approaches in EY have a very high impact for low cost based on extensive evidence (EEF). These children will receive additional time from their teacher for Maths, supporting their basic skills. 2022 Update: There are significant SEN amongst DA cohort. At the beginning of year, 3/13 DA children were working at the appropriate level of child development -5/13 at end of year. One of the children who was initially off track and would have achieved GLD has left the school.	4
Times Tables Rockstars	School have identified the link between children with confident times tables and number bonds knowledge to higher levels of attainment.	4
Numbots	School have identified the link between children with number bonds knowledge to higher levels of attainment.	4
<i>Lightning Squad tutoring with FFT.</i>	Reading comprehension strategies are: 'Very high impact for very low cost based on extensive evidence' (EEF)	3
<i>Phonics interventions using new SfA systematic phonics.</i>	Phonics is 'Very high impact for very low cost based on very extensive evidence (EEF)	3
<i>Nessy</i>	Nessy covers reading and phonics/spelling skills. Phonics is 'Very high impact for very low cost based on	3

	very extensive evidence. Reading comprehension strategies are: 'Very high impact for very low cost based on extensive evidence' (EEF)	
<i>Peer tutoring – reading buddies</i>	Peer tutoring is High impact for very low cost based on extensive evidence (EEF)	3

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

Budgeted cost: 2021-22 £17,000

2022-23 £20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance meetings with parents</i>	Parental engagement has moderate impact for very low cost based on extensive evidence (EEF). JD to provide additional data to SLT about Pre-School attendance.	1
<i>Attendance rewards for targetted children.</i>	The EEF website states that they are currently undertaking a review of this. School evidence suggests that targeting DA persistent absentees leads to improvement in attendance (see 2020-21 report)	2
<i>Subsidised school trips and music tuition</i>	EEF states that 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'	2

Total budgeted cost: 2021-22 £123,500

2022-23 £148,405

(From previous report) 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.

Our previous pupil premium strategy is published on the school website.

The effects of COVID were significant on our disadvantaged pupils.

Previous reports showed a narrowing gap on attendance (down from 4% in 2017-18 to 2.7% in the 2019-20 year until COVID), but this has since returned to 4%.

Academically our interventions related to Pupil Premium were disrupted last year and as a result, internal data showed that generally in younger year groups, the attainment gap either grew or remained steady.

2021-22: The school have already taken several interventions in the 2021-22 academic year to close this gap including the use of the National Tutoring Programme and an extended school day.

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
Accelerated Reader	Accelerated Reader
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Success for All Phonics	FFT
Lightning Squad with the NTP	FFT
Bug Club	Pearson
Mathletics	3P Learning
Nessy	Nessy