

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Tugby Church of England Primary School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	7.8% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23, 2023-24, 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	Annually
Statement authorised by	Mark Cole
Pupil premium lead	Gavin Skye
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,540
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7,540

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is government funding which is allocated to support children from low income families who are currently known to be eligible for free school meals.

The aim of the Pupil Premium is to level the attainment of disadvantaged pupils with that of non-disadvantaged children.

What are your ultimate objectives for your disadvantaged pupils?

Our commitment is for every child in our school to reach their full potential. All children will be offered a broad and balanced curriculum tailored to meet their individual needs. At Tugby, the majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths and therefore funding will also be allocated to enable children to participate actively in wider and extracurricular activities.

Eligibility and funding Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

What are the key principles of your strategy plan?

Teacher development, enhancing quality of teaching, developing teacher subject knowledge, Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

Teacher Development:

- Enhancing the quality of teaching.
- Developing teacher subject knowledge.
- Curriculum planning and resources.

This will be achieved through school and centralised teacher CPD and instructional coaching.

Targeted academic support:

- Structured small group intervention
- Tutoring
- Explicit teaching of meta-cognition skills

Wider strategies

- Educational Welfare Officer to support attendance
- Social and emotional support
- Extra-curricular opportunities

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum.
2	Gaps in learning from high levels of mobility; the impact of COVID and also historically.
3	Variability in the effectiveness of teaching over time.
4	Historical underachievement in phonics.
5	High levels of persistent absence and low school attendance.

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
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas.	GLD outcomes for disadvantaged children with meet that of their non-disadvantaged peers nationally.
Consistently strong teaching and learning practice, where evidence-led strategies are employed with lesson delivery.	Teachers have strong pedagogical knowledge. Teachers make well-informed pedagogical choices. Pupils remember more over time.
Strong reading outcomes for pupils in the lower school.	Pupils achieve in line with non-disadvantaged pupils nationally in the PSC and in the Reading ELG.
Raise disadvantaged attainment in all key metrics at each statutory assessment point.	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Disadvantaged pupils' rates of attendance increase.	Disadvantaged pupils attend at the same levels as their non-disadvantaged peers.
Promoting resilience and well-being to ensure children have the meta-cognitive skills to learn effectively.	Pupils have the meta-cognitive strategies to help them make greater sense of how they acquire knowledge and regulate their behaviour to optimise learning.

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.

Budgeted cost £3,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows	1,2,3,4

<p>teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK - Sutton Trust</p>	
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work - EEF</p> <p>What is Instructional Coaching - Ambition Institute</p>	<p>1,2, 3,4</p>
<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,6</p>
<p>Development of high quality curriculum resources that are ambitious and academically</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p>	<p>1,3,4.5.6</p>

rigorous, including teacher resources that support development of teacher subject knowledge	The Great Teaching Toolkit: Evidence Review - Evidence Based Education	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1,2,3
Introduce daily vocabulary teaching sessions for all children Y1 to Y6 Explicit teaching of Tier 2 and 3 vocabulary to support development of language and reading skills	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	1,2,3,
Catch up Literacy and Numeracy interventions for pupils in Y3 and Y4	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3
Mastering Number EYFS and KS1	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	2,3

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

Budgeted cost: £1524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activity	Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2,4
Education Welfare Officer	To support the attendance of children in school.	5
Services to support SEMH.	To support SEMH needs- this will support	5,6

Total budgeted cost: £ 7540

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.

Due to COVID-19, school-level data from national curriculum assessments has not been published.

As the numbers of PP pupils are very low, statistical analysis of internal data is not reliable or informative.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

All children in receipt of PP receive tutoring and family support.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
White Rose Maths	White Rose Maths
Shine Interventions	Pira and Puma