

Pupil premium strategy statement – Tugby CE Primary School 2024-2025

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.

School overview

Detail	Data
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2023.24 / 2024.25/2025.2026
Date this statement was published	1 st October 2024
Date on which it will be reviewed	5 th July '25
Statement authorised by	Neil Bardsley
Pupil premium lead	Neil Bardsley
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£NA
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ N/A
Total budget for this academic year <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>	£ 932

Part A: Pupil premium strategy plan

Statement of intent

At Tugby CE Primary we are committed to ensuring that all our pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. Furthermore, we recognise that disadvantaged pupils can face a wide range of barriers which may impact their learning. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils in order that they make good progress across all subject areas and develop emotional resilience and a sense of positive wellbeing. Moreover, enrichment opportunities are provided so that they develop as rounded individuals who are able to move through the various stages of education.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after', have a social worker and who are service children. This statement shows how Pupil Premium, which is additional to main school funding, will be used to address any current inequalities between children eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that funding supports their needs.

Our aim is that the attainment of Pupil Premium children is level with non-Pupil Premium attainment.

The funding is used in three areas:

1. Improving the quality of teaching e.g. professional development.
2. Targeted academic support e.g. individual/paired/small group tuition.
3. Wider strategies e.g. extra- curricular activities.

Key Principles

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring.

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led

teaching approaches there will be an improved quality of teaching. Instructional coaching will further contribute to teacher development. We will also concentrate our spending on developing teacher subject knowledge. Combined these will have a high impact on pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non-disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children's attainment and progress, as well as their emotional and social well-being in order to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out of such important aspects of education, that learning is enriched and their self-confidence grows.

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, historically
3	PP children have higher issues of SEMH and well-being

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.

No.	Intended outcome	Success criteria
1	Consistently strong teaching and learning practice, where evidenced strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
2	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.

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) Tier 1

Budgeted cost: £ 548

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>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.</p> <p>Following EEF guidance on the delivery of effective CPD allows 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>2,3</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>2,3</p>

	Putting Evidence to Work – EEF What is Instructional Coaching – Ambition Institute	
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<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>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Tier 2

Budgeted cost: £ 572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver Shine interventions	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	ALL
ELSA interventions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Tier 3

Budgeted cost: £ 360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=writing	1, 3
Uniform /PE	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search_h&search_term=uniform	3
School trips inc. Residential	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,3
Milk	We have identified a need to set a small amount of funding aside to support children's nutrition and health.	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.		

Total budgeted cost: £ 1480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For 2023-2024

The school assess children using standardised assessments in Reading (KS1/KS2 SAT's, PIRA), Maths (KS1/KS2 SAT'S, White Rose & PUMA assessments) Grammar (KS1/KS2 SAT's, GAPS) and Phonics (Yr1/2 phonics assessment).

All our PP children have made progress. Those that are not working at the expected standard for their year group have made small step progress and are closing the gap. All children who have additional special educational needs or have been identified as being an initial concern have been identified. All pupils who are not at the expected level are being supported through a range of interventions, specific programmes and the recovery premium programme.

All disadvantaged pupils have accessed extra-curricular activities including wrap around care and school trips.. This has enabled our pupils to develop in confidence as well as socially and emotionally.

Being a small school, with small cohorts, percentages can change dramatically. .

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
Nessy	Nessy Learning Ltd
TT Rockstars /	Maths Circle
Toe by Toe	Harry Cowling
Shine – PIRA, PUMA, GAPS	Hodder Education