

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.

- Statement date: September 2021 (currently being ratified by Strategies governor)
- Review date: June 2022
- Statement responsibility: Head of School & Strategies Governor

School overview

Detail	Data
School name	Tickhill Estfeld Primary School
Pupils in school	213
Proportion of disadvantaged pupils	11 pupils – 5.2%
Pupil premium allocation this academic year	2021-22 financial year £8340 (6 pupil premium and 2 services)
Academic year or years covered by statement	2021 -2024
Publish date	December 1 st 2021
Review date	September 2022
Statement authorised by	Diane Risley (Executive Head)
Pupil premium lead	Amanda Painter (Head of School)
Governor lead	Will Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8340
Recovery premium funding allocation this academic year	£2000
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	£10340

Part A: Pupil premium strategy plan

Statement of intent

At Tickhill Estfeld Primary School, we know that high quality teaching and leadership are vital in raising attainment. All pupils learn best when they are in class with their teacher and are accessing “quality-first teaching”. We also know that schools that are most effective in improving outcomes for disadvantaged pupils use research-based evidence about what makes a real difference to pupils’ outcomes when planning specific interventions. We are aware of current research and good practice, and take this into account when planning our curriculum. We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools’ attention on raising the attainment of low performing pupils, more-able disadvantaged pupils are also at risk of underachievement too.

At Tickhill Estfeld our expectation is that all pupils, including those eligible for Pupil Premium funding, make good progress over time and achieve high outcomes, that they develop skills and personal qualities that allow them to access their learning and access a wide range of social and cultural opportunities.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points 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 consider the individual challenges faced by our vulnerable pupils, such as those who are Young Carers; pupils who are adopted; pupils who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Through a three-tiered approach, quality-first teaching is at the heart of our strategy, 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 also dovetails with wider school plans for education recovery, notably in its targeted support through the Catch-Up Premium for pupils whose education has been worst affected by the Coronavirus Pandemic, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and thrive.

To ensure they are effective we will:

- prioritise our pupils’ emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- assess accurately and make sure the targets set are achievable and are challenging.
- rigorously monitor pupil progress to ensure provision is effective and interventions are appropriate for overall progress.
- Involve parents in their child's learning and progress so we can work in partnership to build positive relationships and ultimately accelerate learning and well-being for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Maths attainment for children in receipt of PP funding.
2	Reading attainment for children in receipt of PP funding.
3	Progress and attainment of pupils in receipt of PP funding.
4	Depth across the curriculum.
5	Wider opportunities and life experiences.

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
Outcomes in Reading throughout school are in line with similar schools nationally.	Attainment and progress of children in Reading will be in line with similar schools nationally.
Outcomes in Writing throughout school are in line with similar schools nationally.	Attainment and progress of children in Writing will be in line with similar schools nationally.
Outcomes in Maths throughout school are in line with similar schools nationally.	Attainment and progress of children in Maths will be in line with similar schools nationally.
School to provide additional support from the recovery premium to identify and address gaps in learning caused by lockdown experience.	Children who were unable to engage in remote learning are able to close the gap between themselves and peers who engaged fully in remote learning.

All pupils access the full National Curriculum and wider opportunities provided as the school's curriculum offer.	Pupils are able to participate in all curriculum subjects and the wider opportunities that Estfeld's curriculum offers. Pupils will have access to the outdoor learning area at Estfeld.
---	---

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Internal CPD 	High quality teaching and learning has the greatest impact on the attainment and progress of children. (EEF)	1 2 3
<ul style="list-style-type: none"> Specific CPD around the development, intent, implementation and impact of the curriculum. 	Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/	4
<ul style="list-style-type: none"> CPD/time monitoring own subject areas across school 	Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/	1 2 3
<ul style="list-style-type: none"> Time for teachers to reflect on the impact and develop the 	Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/	3 4 5

progres- sion of skills docu- ments.		
<ul style="list-style-type: none"> Continue to embed VIPERS and Pawsome Pals comprehension strategies. 	<p>Teaching reading comprehension strategies has moderate impact for very low cost + 5 months gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	2
<ul style="list-style-type: none"> Purchase, implement and embed new phonics scheme (Floppy's Phonics). 	<p>Early Literacy approaches has high impact for very low cost +4 months gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	2
<ul style="list-style-type: none"> NFER assessments. Moderation 	<p>Effective feedback has high impact for very low cost with 8 month + gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	1 2
<ul style="list-style-type: none"> Sharing good practise – SPP project, visiting (Remotely / TEAMS) other schools. 	<p>Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	3

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Floppy's Phonics 	<p>Early Literacy approaches has high impact for very low cost +4 months gains (EEF)</p>	2

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	
<ul style="list-style-type: none"> Assessment resources NFER 	<p>Effective feedback has high impact for very low cost with 8 month + gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	1 2 3
<ul style="list-style-type: none"> Pre and Post teach 	<p>Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/metacognition-and-self-regulation/</p>	1 2 3 4
<ul style="list-style-type: none"> Additional 1:1 reading sessions Nessy Word Shark Reading comprehension intervention 	<p>Reading comprehension strategies-EEF moderate impact for very low cost based on extensive evidence + 5 months gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	2
<ul style="list-style-type: none"> Success in Arithmetic Number Shark 	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	1
<ul style="list-style-type: none"> Re-organisation of TA time to meet needs of pupils 	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	3
<ul style="list-style-type: none"> 1:1 targeted support for pupils in need 	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	3
<ul style="list-style-type: none"> Tutoring 	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	3
<ul style="list-style-type: none"> TA time to work with children in receipt of PP funding 	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p>	3
<ul style="list-style-type: none"> Nuffield early language intervention. 	<p>Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence.</p>	2

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/	
--	---	--

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

Budgeted cost: £840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to outdoor learning through development of outdoor learning area	EEF state a moderate impact for outdoor learning with gains of 3 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	5
Swimming lessons and resources		5
Music tuition		5
Learning mentor to support pupils with SEMH		5

Total budgeted cost: £10,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged pupil progress scores for last academic year (internal data)

Measure	Score
Reading	71% Exp 29% WT
Writing	71% Exp 29% WT
Maths	71% Exp 29% WT

Aim	Outcome
Early identification of children in receipt of PP in FS and KS1	<p>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</p> <ul style="list-style-type: none"> • NFER assessments, analysed to support next steps in learning, areas of key strength and gaps in learning. • Full National Curriculum was offered throughout partial school closure (as much as possible whilst teaching remotely) and on pupils return to school. • Parents given information about pupil premium at new starter's meeting in Summer term. Two successfully applied for PP. • No pupils in receipt of PP undertook phonics screening in Autumn Term of Year 2.
Good or better rates of progress and attainment for all pupils including PP pupils.	
Outcomes in Reading throughout school are in line with similar schools nationally.	
Outcomes in Writing throughout school are in line with similar schools nationally.	
Outcomes in Maths throughout school are in line with similar schools nationally.	
School to provide additional support from the Catch-up Premium to identify and address gaps in learning caused by lockdown experience.	
All pupils access the full National Curriculum and wider opportunities provided as the school's curriculum offer.	
School provides all pupils with the opportunity to access and experience enrichment activities and cultural experiences as part of the school curriculum and in extra-curricular activities. Families are sign-posted to events and activities that take place outside school.	

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
TT Rockstars	play.ttrockstars.com
White Rose Maths	
Charanga	
Literacy Shed	Ed Shed