

# Tibberton 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	Tibberton CE First School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alex Gromski, Executive Head
Pupil premium lead	Alex Gromski
Governor lead	Matthew Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3308
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£5338</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to achieve their very best irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to overcome barriers whether they are to learning, behaviour, self-confidence or social skills. This reflects our ethos of 'Achieve, Believe, Care.' and our Christian Vision to serve with Grace and do our very best for every member of our school community.

The approaches used have proven to be effective in improving the achievement and opportunities for disadvantaged pupils. These approaches include: High-quality teaching and targeted academic support, with focus upon areas that we have identified where disadvantaged pupils require the most support. This is proven to have a strong impact on closing the gap between disadvantaged and non-disadvantaged pupils in our setting, as well as benefitting all pupils. Our high expectations for all pupils ensure that the progress of our disadvantaged pupils is sustained, including those who are already high attainers, and at least comparable to the progress made by their non-disadvantaged peers. Wider strategies employed support the social and emotional wellbeing, involvement and resilience of our disadvantaged pupils, ensuring they are ready and able to learn and that their families feel supported and engaged with our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils where specific need has been identified. Our approach will be responsive to developing need, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils do their very best. To ensure they are effective we will: ensure all pupils are challenged in their academic work, no pupil should have a glass ceiling placed upon their learning, act rapidly to respond to developing/identified needs, adopt a whole school approach in which all staff set the highest expectations for all pupils.

## Challenges

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

Challenge number	Detail of challenge
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1	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils was 95.8% in 2020 and 96% in 2021. This is below overall whole school attendance, which was 96.8% in 2020 and 98.9% in 2021. Evidence on school absence is clear that falling below 95% attendance has a clear and negative impacting upon pupil progress, especially given time lost to COVID-19. Whilst our disadvantaged pupils have not dipped below this threshold, it remains vital to ensure our disadvantaged pupils attendance remains at least line with their non-disadvantaged peers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by COVID related lockdowns and closures to a greater extent than for other pupils. These findings are supported by national studies. For our school this has resulted in some pupils not reaching higher standards.
3	Our assessments (including wellbeing), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due social isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and can be seen in the impact on their confidence and self-esteem which in turn impact on their readiness to learn.
4	Assessments, observations, and discussions with pupils indicates that parental engagement with remote learning and with homework is, in general, lower with disadvantaged pupils than their peers.

### 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
To sustain good levels of attendance for all pupils, particularly for our disadvantaged pupils	Sustained high attendance from 2021-22 demonstrated by: <ul style="list-style-type: none"> <li>• Whole school attendance remaining above National attendance figures</li> <li>• Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils</li> <li>• Evidence of engagement with persistent absence families to support and encourage attendance, with all groups of pupils broadly in line in this area.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Increased participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Wellbeing reflected in academic progress made</li> </ul>

<p>To sustain the strong progress made by PP pupils, including the more able</p>	<p>Outcomes show that:</p> <ul style="list-style-type: none"> <li>• Progress measures for PP pupils at least in line with non-disadvantaged peers</li> <li>• Percentage of PP pupils attaining ARE and Higher standards in line with non-disadvantaged peers</li> </ul>
<p>To support targeted individual pupils with home learning</p>	<p>Outcomes show that disadvantaged pupils are successfully supported with home learning and that this is evident when triangulated with different sources of evidence, including pupil voice, targeted support feedback and formative assessments.</p>

## 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: £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our English Curriculum in line with DfE and EEF guidance. We will fund release time for staff to develop key areas (including mastery CPD, phonics CPD, Reading comprehension CPD) and cascade training.	<p>EEF Evidence shows that these key areas reflect a very high impact for low cost, based on extensive evidence.</p> <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: <a href="#">Maths_guidance_KS_1_and_2.pdf</a> (<a href="#">publishing.service.gov.uk</a>)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3

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

Budgeted cost: £3558

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific hours given to employ a 'floating' teaching assistant to provide targeted support to PP learners.	Higher than expected adult: pupil ratios in class, when deployed effectively, raises the standards for the most vulnerable children, particularly those with attachment issues and complex social and emotional needs. In addition, this provides the flexibility to target pupils appropriately whatever their specific needs. This may be individual support or within the classroom or playground.	2,3,4
Targeted phonics, reading and language interventions, including PP pupils, led by trained support	<p>Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional month's progress. Short regular sessions often have optimum impact.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from</p>	2,3,4

staff to support improved language skills and phonics	disadvantaged backgrounds. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
Social and emotional support sessions for identified individuals including PP pupils	Evidence is clear, pupils suffering from anxiety and emotional distress are unable to learn. Happy children learn.	2,3,4
School led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	2,3,4

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, involving release time for implementation of revised systems and attendance support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Funded/subsidised support with: <ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• After school clubs</li> </ul>	Learning outside the classroom is a vital part of children's learning and development, providing the children with the wider experiences they need to develop in this widest sense. It is a vital element of broad, balanced and inclusive curriculum and supports the development of a lifelong love of learning. Children who learn to play an instrument develop a sense of personal achievement and pride. Playing an instrument requires the brain to work at advanced	1, 2, 3, 4

<ul style="list-style-type: none"> <li>• School visits</li> <li>• Music tuition</li> <li>• Uniform expenses</li> <li>• School Milk</li> <li>• Hot dinners</li> </ul>	<p>speeds. Reading music is converted in the brain to the physical motion of playing the instrument. It has been shown that learning to play an instrument can help kids grow socially and academically. This has proven to have a positive impact on parental involvement with school and upon attendance.</p> <p>Involvement in these activities often allows PP pupils to gain wider experiences and participate in social situations they would otherwise be excluded from. By enabling PP pupils to be fully involved in school life with this extra financial support we have improved parental involvement over time, supported pupil key skills development impacting on achievement and developing social and personal skills.</p> <p>Covid-19 has had a huge impact on the outcomes of pupils, in particular those from PP households. Support is vital to ensure the attainment gap and wellbeing of these pupils does not widen and the gap closes with those from more advantaged backgrounds.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>all</p>

**Total budgeted cost: £ 5338**

## 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, national performance measures have not been published for 2020 to 2021. However, rigorous in house monitoring continued so we could support successful outcomes for all our pupil. This monitoring was assured by internal and external moderation and teacher judgements were supported by age standardised tests.

In 2020 to 2021 100% of our disadvantaged pupils attained age related expectations. Progress measures for our disadvantaged pupils were at least good, and accelerated in Reading and Writing. End of year attainment was therefore above that of non-disadvantaged pupils. Progress was inline that of non-disadvantaged pupils in Maths and above in Reading and Writing.

PP involvement in learning outside classroom has continued to develop the confidence and resilience of PP pupils. They were able to engage with a wider range of opportunities. PP pupils attending breakfast club were settled and ready to learn in class, with good levels of concentration. Pupils have the correct uniform and feel part of the school community. Parents feel supported and are engaged with 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
Doodle Maths and English	Doodle Learning
Times Table Rockstars	Maths Circle Ltd
Oxford Owl Digital Reading Scheme	Oxford University Press
SCARF Programme	Coran Life Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Subsidised support with additional costs 1-2-1 intervention work Wellbeing support
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress in phonics Increased wellbeing supporting engagement in learning and social development Involvement in wider school life

## Further information (optional)

Whilst the financial impact of the pupil premium census date change had a detrimental impact on school funding and budget planning, every disadvantaged child in our setting received the additional support needed to make the best possible progress. This is reflected in the excellent outcomes for our disadvantaged pupils.