

Pupil premium strategy statement – (2021-2022)

Tynsel Parkes CE Primary Academy



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	Tynsel Parkes CE Primary Academy
Number of pupils in school	139 (Reception – Y4)
Proportion (%) of pupil premium eligible pupils	10.1% (From Sept 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachel Chandler
Pupil premium lead	Rachel Chandler
Governor / Trustee lead	Tracy Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,597
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,597

Part A: Pupil premium strategy plan

Statement of intent

- Phonics screening results to be at least in line with the national standard, results between pupil premium and non-pupil premium children are similar.
- Children make appropriate progress based on their starting points, the PP children progress is in line with the non-pupil premium.
- Children in receipt of pupil premium will be confident readers and ready to transition to their next year groups by the end of the Summer Term. All children have a love of reading and appreciate the range of authors. Children are encouraged to read a range of books, both from the school book banded reading books and the school library, children in receipt of pupil premium are engaged with reading at home and school.
- Develop an enriched curriculum, planning high-impact, memorable learning experiences, that families of children in receipt of pupil premium funding are unable to provide for their children due to the expense.
- Children's mental health is supported as we support children during the COVID pandemic. Pupils feel well supported and know who to go to for support.

Challenges

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

Challenge number	Detail of challenge
1	Although most parents are supportive there is a lack of understanding about pupil expectations and families are not aware of the importance of home support that they can provide. Therefore, some children do not read at home or complete homework activities to support their school learning.
2	A small minority of PP pupils have wellbeing concerns that make them vulnerable, needing additional emotional support to aid their performance and happiness in school.
3	COVID lockdowns have limited the life experiences many pupil premium children, some children have not been on visits to museums, theatres, zoos, holidays etc.
4	Parental involvement is low and support with children's learning at home is low.

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
Early reading skills and phonics is consistent through the use of high quality teaching and small group work.	Phonics screening results to be at least in line with the national standard. There will be no gaps in results between pupil premium and non-pupil premium children.
Narrow the gap in attainment for PP pupils against non PP children, reading, maths and writing..	Quality first teaching means that class teachers can use precision teaching to narrow the gap in core subject areas. Results will show the progress of children in receipt of PP will be similar to those not receipt of PP.
Parents will take a more active role in their child's learning.	Parents of pupils in receipt of PP will be targeted to attend parent workshops. Pupil premium children will be completing homework set and reading regularly at home.
Extracurricular events will be attended by PP children and enrichment events will be accessible for all.	Trips and events have been paid for PP children and they have experienced new skills outside of the classroom. PP children will have taken part in enrichment activities and children will be excited about the world around them. PP children targeted for clubs.
Interventions for wellbeing to support any children with mental health. Nurture support at lunchtimes will be introduced for group support. Play therapy sessions for individual children will be timetabled to support individual targeted children.	Pupils feel well supported and know who to go to for support. Children feel safe and happy.

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Learning/ Metacognition All teaching staff to have training in understanding the importance of mastery teaching and metacognition. Monitoring will then take place in the classroom to ensure all children including children in receipt of PP have high expectations and are being challenged with high quality first teaching activities.	EEF – Moderate impact for a low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF - Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
Phonics training for all staff. All staff to undertake synthetic phonics training during the academic year. Staff to then implement the new teaching style in classrooms and use it for targeted intervention sessions to support children. Monitoring will take place throughout the year to ensure the constancy of teaching and children's progress.	EEF- High impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years interventions to support with the teaching of phonics and early reading. Small group support, in a working area to support with reading.	EEF – High Impact (phonics) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Online reading and maths activities to support with interventions and	EEF – Homework	1,4

homework. Teachers will ensure that all PP have access to online resources to support with online learning if children need to isolate due to COVID or to support with homework. The school will subscribe to different online learning activities throughout the year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF – Digital Technology https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf	
Parents' workshops and meetings. Throughout the year parents will be invited to take part in workshops and meetings, teachers will be showing parents the different teaching and learning styles that take part in the classroom. Parents will then have more knowledge in order to support children at home and become more engaged with their children's learning.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

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

Budgeted cost: £ 7597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support at lunchtimes introduced. Play therapy sessions for individual children. The academy will employ a play therapist to support the mental health and wellbeing of pupils. There will be individual play therapy sessions, nurture support for classes and groups, and wellbeing champions for the school.	EEF – Social and emotional learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Enrichment activities funded for PP children, any enrichment activities that take place for the children throughout the academic year.	EEF- Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Arts participation – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

Total budgeted cost: £20,597.

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.

- All children make at least good progress –
9% of PP children did not make expected progress in reading. (11% of non-pupil premium did not make expected progress)
100% of PP children made expected progress in writing. (17% of non-pupil premium did not make expected progress)
9% of PP children did not make expected progress in maths. (12% of non-pupil premium did not make expected progress)
- Phonics results –
33% of PP passed the phonics check taken in Y2 (50% of the PP children who did not pass were new to the school in mid-September 2020), 88% of non-Pupil premium children passed the phonics check.
- Due to COVID, clubs and trips were unable to take place (in line with school risk assessments). More interventions were put in place after the Spring lockdown to address the gaps in learning, staff had training on interventions and planning for interventions.
- Homework books and worksheets were provided to pupils during the lockdown in Spring 2021.

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
NELI	Nuffield Foundation
Lexia online reading programme	Lexia