

# Pupil Premium Strategy Statement

## 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 ( <b>3 year plans are recommended</b> )	3 Years 2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachel Chandler - Principal
Pupil premium lead	Rachel Chandler
Governor / Trustee lead	John Davey

### 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
<b>Total budget for this academic year</b> 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

At Tynsel Parkes CE Primary Academy we support children 'to be all they can be', we aim to provide high quality learning that challenges and inspires, whilst embracing Christian Values in our daily lives. Our curriculum is designed not only to fulfil statutory requirements but to enthuse **all** children with a love of learning. This will be achieved through a mixture of; exploration, discovery, creativity and a variety of learning opportunities that broaden children's knowledge and understanding. Children will develop enquiring minds and a love of learning encapsulating the school motto 'Loving and Learning together'.

We allocate the pupil premium grant towards providing an enriching and engaging curriculum to the children of Tynsel Parkes CE Primary Academy. The curriculum will support our children to:

- Feel valued and become all they can be whilst embracing Christian values in our daily lives.
- Develop lively and enquiring minds.
- Communicate effectively, both orally and in writing.
- Develop a love of reading – experiencing a range of texts that the children have read for themselves and that has been read to them.
- Learn the essential skills of life.
- Explore and understand the world that we live in.
- Develop an appreciation of the interdependence of individuals, groups and nations.
- Express themselves creatively and enjoy the creativity of others.
- Develop an appreciation of a wide range of human achievement.
- Develop personal, moral and spiritual values, including respect for others.
- Be prepared for the opportunities and responsibilities of life in an ever-changing world.
- Develop enquiring minds and become curious learners, having the opportunities to become risk takers with their learning. Using their thinking skills to be creative and problem solve independently.
- Develop a wide range of interests and appreciate the need for a healthy lifestyle.
- Set personal standards of achievement and value excellence.

Interventions and support can offered through whole class, small group support or on an individual basis. These approaches focus on teaching children the knowledge and skills of the National Curriculum with the intent of embedding learning and understanding as well as accelerating the progress of our children.

## Challenges

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

Challenge number	Detail of challenge
1	Children rely on low tier vocabulary in both speaking and writing. They do not have a wide vocabulary resulting in barriers to comprehension and

	<p>understanding the world around them; as a result, many disadvantaged pupils attain below age related expectations in oracy and literacy skills.</p> <p>Missed opportunities to build speaking fluency and vocabulary: during school closure; in the wider curriculum and at home have resulted in low language acquisition and confidence. Vocabulary and oracy is not yet assessed consistently across subjects and training needs to be completed, the new vocabulary progression document needs to be embedded throughout the school.</p>
2	<p>Children have missed out in vital early reading teaching experiences and phonics teaching. Children have not been able to experience phonics teaching and reading experiences due to school closures.</p> <p>Phonics attainment is below that of previous years and reading results for KS1 is lower than previous years also.</p>
3	<p>Due to COVID restrictions the academy has not been able to provide parents with the usual rich opportunities to attend workshops. Workshops that would usually provide rich opportunities for teaching staff to share with parents, strategies to support their children with home reading and home learning.</p>
4	<p>Absence from school and an inability to participate in social clubs and events has meant that children have not had opportunity to build social and emotional skills. Teachers have noticed that children have become more anxious and less resilient throughout the school day. Additional emotional and nurture support is required to aid with academic performance and happiness in school.</p>
5	<p>COVID lockdowns have limited the life experiences many children due to restrictions and closures of attractions. Some children have not been on visits to museums, theatres, zoos, holidays etc. This is now impacting on their ability to understand the world around them.</p>

## 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
<p>Children are able to speak and communicate with confidence using themed language appropriate to the topic and building on conversation of others as they move through the academy.</p>	<p>Children are able to speak in clear sentences to communicate their needs and understanding – measured using the EYFS Goals.</p> <p>Children can communicate with their peers and teachers using theme related vocabulary taught to them in both speech and writing.</p> <p>Children can communicate using a variety of tools (writing, ICT, speech) and are able to use increasingly ambitious subject specific vocabulary with accuracy. KS1 pupils will attain improved outcomes in speaking and listening objectives and will see writing attainment increase. Progress in writing will be better than expected for disadvantaged pupils.</p>

<p>Early reading skills and phonics results are improved through consistent teaching of phonics throughout the academy.</p>	<p>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 for reading. All phonics teaching, whether whole class, small group or one to one work, will be consistent and use the Read Write Inc. lesson structure.</p>
<p>Parents will have the opportunity to take part in workshops and become more active in their child's learning with a greater understanding of how to support their children at home.</p>	<p>Parents of pupils in receipt of PP will be targeted to attend parent workshops. All children will be completing home reading and homework activities on a regular basis. Teaching staff will be able to support parents with strategies to support home learning.</p>
<p>Children feel well supported and know who to go to for support. Children feel safe and happy. Emotional resilience and self-confidence-including attitudes to learning will increase.</p>	<p>Interventions for wellbeing to support any children with their mental health will be allocated. Nurture support at lunchtimes will be introduced for group support. Play therapy sessions for individual children will be timetabled to support individual targeted children. Children will become more resilient learners and are able to speak about ways to approach tasks and recall information in a confident manner.</p>
<p>Extracurricular events will be attended by more PP children and enrichment events will be accessible for all.</p>	<p>Trips and events to be paid for PP children, allowing all children to experience new skills outside of the classroom. PP children will be excited about the world around them. PP children targeted for clubs.</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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mastery Learning/ Metacognition</p> <p>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.</p>	<p>EEF - Metacognition and self-regulation</p> <p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.” This evidence has an evidence strength of 4. <a href="#">Click here to read more.</a></p> <p>EEF – Mastery Teaching. <a href="#">Click here to read more</a></p>	<p>2,5</p>
<p>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.</p>	<p>EEF- Teaching Phonics (impact + 5 months)</p> <p><a href="#">Click here to read more</a></p>	<p>1,2</p>
<p>Accurate data management systems to allow targeted and accurate teaching and learning across the curriculum.</p>	<p>Accurate data tracking allows for individualised planning and interventions. The evidence for which is supported by the EEF and can be found by following these links. <a href="#">Individualised instruction</a> <a href="#">Teaching Assistant interventions.</a></p>	<p>1,2</p>

## 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) <a href="#">Click here to read more</a> EEF – Small Group Tuition. <a href="#">Click here to read more</a>	1, 2
Additional coaching and curriculum improvement. This will be as part of identified CPD needs as these develop.	In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes. To read more about the effectiveness of in-service training <a href="#">click here</a>	1,2,5
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 <a href="#">Read more about parental engagement here</a>	2,4

## 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 children. There will be: individual play	The EEF report summarises that “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.” It also states that: “Interventions which focus on improving	5

<p>therapy sessions, nurture support for classes and groups, and wellbeing champions for the school.</p>	<p>social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)" <a href="#">click here to read more.</a></p> <p>Some of the interventions might be related to behaviour support. <a href="#">Click here to read more</a></p>	
<p>Enrichment activities funded for all children with additional subsidies for those eligible for funding.</p>	<p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found <a href="#">here</a>. Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report <a href="#">here</a>. Forestry Commission Scotland report. <a href="#">Here.</a></p>	<p>1,4,5</p>

**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