

Pupil Premium Strategy Statement – (2021-2024)

Tynsel Parkes CE Primary Academy



This statement details our school's use of pupil 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 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	December 2023 - 140 (Reception – Y4)
Proportion (%) of pupil premium eligible pupils	10.3% (From Sept 2023)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 Years 2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Rachel Chandler - Principal
Pupil premium lead	Rachel Chandler
Governor / Trustee lead	Liam Cairns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year- 2023	£24,635.00
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	£24,645.00

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 for 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 have 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 achievements.
- 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. 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 are offered through whole class, small group support or on an individual basis. These approaches focus on teaching the pupils the knowledge and skills of the National Curriculum with the intent of embedding learning and understanding as well as accelerating the progress of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils rely on low tier vocabulary in both speaking and writing. They do not have a wide vocabulary resulting in barriers to comprehension and understanding the world around them.</p> <p>Missed opportunities to build speaking fluency and vocabulary in both the wider curriculum and at home have resulted in low language acquisition and confidence. Vocabulary and oracy are not yet assessed consistently across all subjects and training needs to be completed, the new vocabulary progression document needs to be embedded throughout the school.</p>
2	<p>Parents are supportive, however, there is a lack of understanding about pupil expectations and families are not always 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.</p>
3	<p>A small minority of PP pupils have wellbeing and emotional concerns that make them vulnerable, additional emotional support to aid their performance and happiness in school is timetabled.</p>
4	<p>The financial crisis has limited the life experiences for some, children have not had the opportunity to visit museums, theatres, zoos, experience family holidays etc.</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>Narrow the gap in attainment for PP pupils against non-PP children, in reading, maths and writing.</p>	<p>Quality teaching means that class teachers can use precision teaching to narrow the gap in core subject areas. Successful interventions will take place. Results will show the progress of children in receipt of PP will be like those not in receipt of PP.</p>
<p>Parents will have more of an understanding of how they can support their child's learning at home.</p>	<p>Parents of pupils in receipt of PP will be asked to attend parent workshops. Pupil premium children will be completing</p>

	homework 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 where possible and children can experience 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 prioritised for clubs.
Interventions for wellbeing to support any children with mental health concerns. Nurture support at lunchtime will be introduced for group support. Play therapy sessions for individual children will be timetabled to support individual targeted children.	Pupils feel safe and well-supported knowing 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 **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £12500

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 teaching activities. Staff will undertake CDP – Speaking and Listening, teaching vocabulary skills to accelerate learning,	EEF – Mastery Learning Impacts EEF - Metacognition and Self - Regulation Interventions EEF: Impact of Oral Language Interventions	1
Tracking children through the online data tracking programme will ensure that interventions are planned appropriately to support learning and understanding, through the strategic deployment of	EEF - Teaching Assistant Intervention	1

teaching assistants to supplement high quality teaching.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online reading and maths activities to support interventions and homework. Teachers will ensure that all PP children have access to online resources to support online learning. The school will subscribe to different online learning activities throughout the year.	EEF – Homework EEF – Digital Technology to Improve Learning	1,2.
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.	EEF - Impact of Parental Engagement	2

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support at lunchtimes. 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. The school will be working with children on the MyHappyMinds online programme and Parents will have access to the App.	EEE- Impact of Social & Emotional Learning EEF – Behaviour Interventions Impact	3
Enrichment activities funded for PP children where possible e.g., Y4 Standon Bowers support.	EEF - Impact Of Physical Education EEF- Impact of Arts Participation	4

Total budgeted cost: £24635.

Part B: Review of outcomes in the previous academic year September 22 – July 2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the September 22 to July 2023 academic year.

- All children make at least good progress –
13% of PP children did not make expected progress in reading. (18% of non-pupil premium did not make expected progress)
27% of PP children made expected progress in writing. (21% of non-pupil premium did not make expected progress)
13% of PP children did not make expected progress in maths. (13% of non-pupil premium did not make expected progress)

- KS1 Results:**

	% of children who achieved the Expected or above Level at KS1 SATs		
	R	W	M
Y2 - KS1 results	76%	66%	86%
Non-PP children (25 Pupils)	72%	60%	84%
Pupil Premium (4 pupils)	100%	100%	100%

- Whole School Results July 2023:**

Expected or above July 2023	Reading	Writing	Maths
All pupils	65%	61%	76%
Non-PP	66%	59%	80%
Pupil Premium Pupils	60%	80%	80%
PP (without SEND)- no SEND that year	60%	80%	80%

- **Phonics results July 2023:**

Children who achieved 32 marks or more in check	Year 1
All pupils (29)	79%
Non-PP	21%
Pupil Premium Pupils	20%

- Any trips that took place the children in receipt of Pupil Premium had their trips paid.
- Parent Workshops were in place for parents to come and work with their children in school and observe the learning taking place.

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
Purple Mash	2Simple
Insight Tracking – Teacher Assessment Tracking Programme	Insight