

# 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 2024 – 135 (Reception – Y4)
Proportion (%) of pupil premium eligible pupils	19% (From Sept 2024)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	3 Years 2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Chandler - Principal
Pupil premium lead	Rachel Chandler
Governor	Denise Thorley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year- 2024	£37340
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	£37340

# 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:

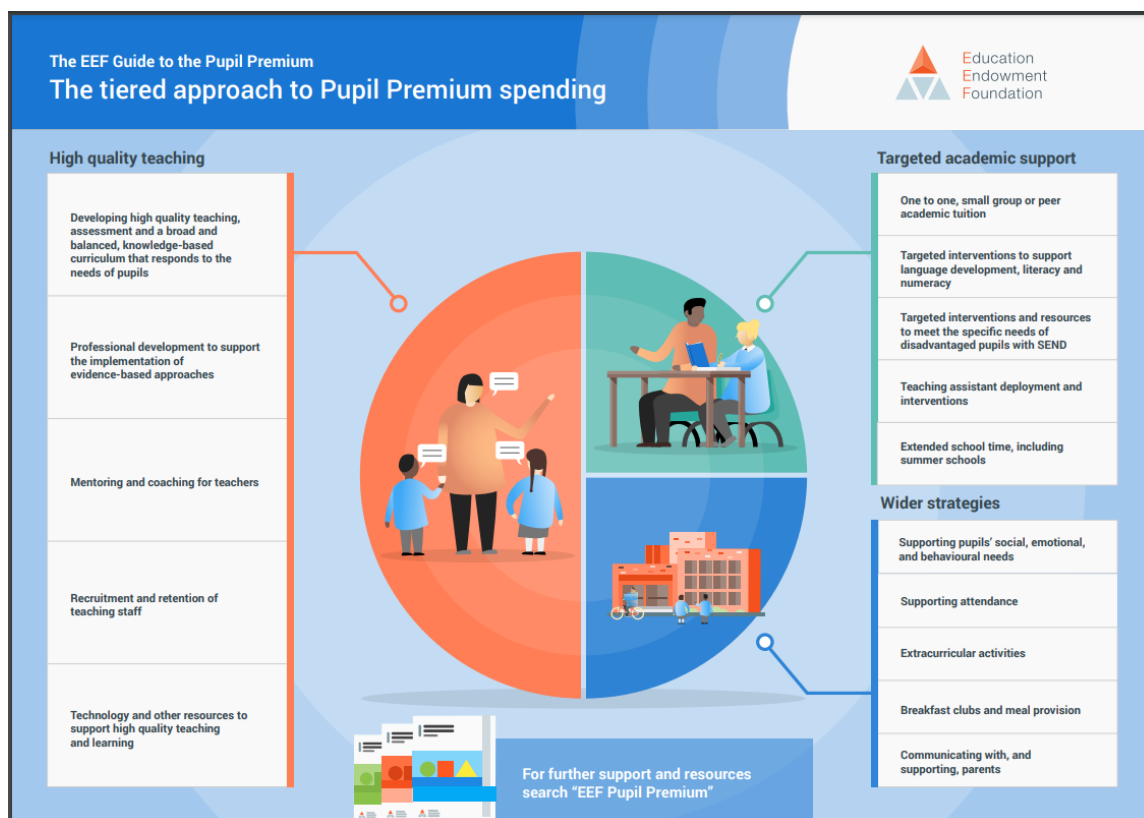
- Feel valued and become all they can be whilst embracing Christian values in our daily lives.
- Develop lively and enquiring minds.
- Communicate effectively, both orally and in writing.
- Develop a love of reading – experiencing a range of texts that the children have read for themselves and that have 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 individually. 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.

We will ensure that:

- A high profile is given to Pupil Premium Pupils.

- All staff are accountable for the attainment and progress of children in receipt of the pupil premium grant.
- The Governing Body and Senior Leadership Team challenge and champion children in receipt of the pupil premium grant.



## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Progress of PP Children: Ensuring teaching and learning is good or better for every child through quality first teaching in every class.</p> <p>Closing the attainment gap between disadvantaged pupils and their peers improving attainment in reading, writing and maths at both the expected and the higher standard for disadvantaged children.</p> <p>To target 1:1 academic support for identified PP pupils including interventions for Core subject catch up Small group interventions &amp; pre teaching: Targeted additional English and Maths teaching for pupils who are below age-related expectations using both Teachers and TA's.</p>

2	Parents are supportive, however, families are not always aware of the importance of home support that they can provide, to support their child's learning at home and outside of school.
3	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.
4	Attendance - Addressing non-academic barriers to attainment If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying that skill in the workplace. Attendance data over the last year indicates that attendance among disadvantaged pupils remained slightly below 92.2%.  Disadvantaged pupil's attendance 2023-2024 was 92.2%. This was lower than non-disadvantaged pupils 95.1%

## Intended outcomes

This explains the outcomes we are aiming for **by the end of the 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>(When analysing reading data, success criteria will take into account other factors such as PP pupils who are also on the SEND register).</p>	<p>Quality teaching means that class teachers use precision teaching to narrow the gap in core subject areas. School will have priority areas for reading and writing and have intensive CPD to develop these areas.</p> <p>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>Internal data reports and tracking from prior attainment show children are making at least expected progress from baseline - accelerated, targeted where appropriate.</p> <p>Writing opportunities will clearly show visible learning across English lessons and cross-curricular work. (Identified and evidenced in pupils books) Whole school writing targets for 2024- 2025 will show an aspirational target of more than 78% of disadvantaged pupils meeting the expected standard compared to 70% of Non-pupil premium for writing.</p>
Sustaining progress through quality first teaching	Continuous professional development for all staff using evidence-based approaches Children eligible for Pupil Premium, identified as expected or working towards KS1 results, make better progress across KS2, to exit Y4 to middle school, achieving expected or better.

Parents will have more of an understanding of how they can support their child's learning at home.	Parents of pupils in receipt of PP will be asked to attend parent workshops.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing in 2025 will be demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence an impact on attainment. Sustained high attendance from 2025 will be demonstrated by: <ul style="list-style-type: none"> <li>• The gap between the attendance percentages for PP and non-PP pupils decreases.</li> </ul>
Staff training is aligned to Academy Development Plan priorities.	Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning

## 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
<p>Mastery Learning</p> <p>All teaching staff to have training in understanding the importance of mastery teaching and metacognition.</p> <p>Staff will undertake CPD – Speaking and Listening, teaching vocabulary skills to accelerate learning.</p> <p>Staff will undertake CPD to support understanding the importance of a consistent approach to teaching Grammar. Ensuring progression and the teaching of precise vocabulary.</p>	<p>EEF – <a href="#">Mastery Learning Impacts</a></p> <p>EEF - <a href="#">Metacognition and Self - Regulation Interventions</a></p> <p>EEF: <a href="#">Impact of Oral Language Interventions</a></p> <p>EEF: <a href="#">Impact of teaching Phonics</a></p>	1

CPD for staff to ensure fidelity to the phonics scheme 'Read Write Inc.' and CDP in the use of assessments and understanding data analysis.		
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 teaching assistants to supplement high quality teaching.	EEF - <a href="#">Teaching Assistant Intervention</a>	1
Ensuring that feedback and Assessment for Learning, redirects and refocuses the learner's action to achieve a goal.	EEF: <a href="#">Impact of Feedback</a> Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	
Purchase of standardised diagnostic assessments Y1 – Y4.	Testing (EEF) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1

### 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 – <a href="#">Homework</a> EEF – <a href="#">Digital Technology to Improve Learning</a>	1,2.
Additional teaching for small group interventions (based on internal data gathered throughout the year)	Small Group Tuition (EEF) Evidence shows that small group tuition is effective.	1
Parents' workshops and meetings. Throughout the year parents will be invited to take part in workshops and meetings, teachers will be showing parents	EEF - <a href="#">Impact of Parental Engagement</a>	2

the different teaching and learning styles that take part in the classroom.		
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## 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.	EEE- <a href="#">Impact of Social &amp; Emotional Learning</a> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF – <a href="#">Behaviour Interventions Impact</a>	3
Improved Attendance - Use of Little Heroes , VIP education. Careful tracking and analysis of absences.		

**Total budgeted cost: £24635.**

# Part B: Review of outcomes in the previous academic year September 23 – July 2024

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the September 23 to July 2024 academic year.

- All children make at least good progress –  
13% of PP children did not make expected progress in reading in 2022- 2023. (18% of non-pupil premium did not make expected progress). This lowered to 7% of PP children not making expected progress in reading 23 -24. (11% of non-pupil premium did not make expected progress) in 2023- 2024.
  
- 27% of PP children made expected progress in writing in 22-23. (21% of non-pupil premium did not make expected progress). This lowered to 15% of PP children not making expected progress in writing 23 -24. (10% of non-pupil premium did not make expected progress) in 2023- 2024
  
- 13% of PP children did not make expected progress in maths in 2022-2023. (13% of non-pupil premium did not make expected progress). This lowered to 8% of PP children did not make expected progress in maths 23 -24. (15% of non-pupil premium did not make expected progress) in 2023- 2024

Our end of year data showed a slight improvement in our teacher assessments for reading, writing and maths amongst our disadvantaged pupils. More children in receipt of funding have achieved the expected progress or more than expected progress during 2023- 2024, than the previous year. The improvement is due to quality first teaching, precise tracking of all subjects and a desire to never narrow our curriculum.

- **KS1 Results July 2024:**

	% of children who achieved the Expected or above Level at KS1 SATs		
	R	W	M
<b>Y2 – KS1 results</b>	74%	60%	78%
<b>Non-PP children (25 Pupils)</b>	73%	55%	73%
<b>Pupil Premium (5 pupils)</b>	80%	80%	100%



- **Whole School Results July 2024:**

Expected or above July 2024	Reading	Writing	Maths
<b>All pupils</b>	73%	62%	78%
<b>Non-PP</b>	72%	61%	77%
<b>Pupil Premium Pupils</b>	78%	67%	85%
<b>PP (without SEND)</b>	83%	74%	91%

- **Phonics results July 2024:**

Children who achieved 32 marks or more in check	Year 1
<b>All pupils (25)</b>	72%
<b>Non-PP (18)</b>	72%
<b>Pupil Premium Pupils (7)</b>	71%

- Parent Workshops took place for parents to come and work with their children in school and observe the learning taking place.
- We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Pupils agree that the school encourages them to look after their physical and mental health.

## 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
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Insight
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