

# Pupil premium strategy statement – Tanworth-in-Arden Church of England Primary School & Nursery

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	203 in school plus 29 in nursery
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2025
Statement authorised by	<i>Mrs Shelley Bamford</i>
Pupil premium lead	Mrs Shelley Bamford, Head teacher
Governor / Trustee lead	<i>Amy Feeney</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	14,550
Recovery premium funding allocation this academic year	2,000
Pupil premium (and recovery premium) funding carried forward from previous years	0
<b>Total budget for this academic year</b>	16,550

# Part A: Pupil premium strategy plan

## Statement of intent

Our objectives:

The main purpose of Pupil Premium funding at Tanworth is to ensure that all pupils, irrespective of the challenges they may face socially, emotionally, or academically, are experiencing the best standard of universal provision through quality first teaching. At Tanworth the focus of our Pupil Premium is to support disadvantaged pupils to make good progress and attainment across all subjects and achieve their goals. This also includes good progress for those who are already high attainers by having access to a wide range of academic and cultural opportunities provided by our broad and balanced curriculum.

Where we identify children, who do not fall into the category of disadvantaged, but we know to have vulnerabilities that impinge on their access to the curriculum and school offer, we will aim to support their needs through the Pupil Premium funding.

We aim to do this:

1. Ensuring every child receives quality first teaching, each and every lesson.

- Quality First Teaching for all pupils.
- Continuing Professional Development (CPD) for our staff.

2. Providing targeted and effective academic support for children who are not making the expected progress.

- Academic interventions which are carefully planned by teaching staff, to support eligible pupils as we close gaps in their learning; in particular through, small group and 1: 1 tuition.
- Catch-up/school-led tutoring allocated to support disadvantaged and children we deem to be vulnerable.
- Diagnostic assessments to clarify areas of need and prioritise individuals or groups of children.

3. Addressing non-academic barriers to attainment, such as: well-being and cultural capital.

- Social & emotional well-being support through Thrive and counselling services.
- Pastoral support and enrichment activities such as: breakfast club, residential visits, counselling, mentoring, music tuition, swimming lessons and Forest School.

## Challenges

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

Challenge number	Detail of challenge
1	We need to have a school agreed understanding of what Quality First Teaching looks like at Tanworth with adaptive teaching at its heart.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and as writers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils following the return to school after the pandemic and more recently with the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment and well-being/mental health.

## 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
Ensure all PP children have access to quality first teaching to enable them to make good progress by the end of KS2	Monitoring of teaching show that all children are experiencing quality first teaching. Teaching approaches ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 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>
All children have the opportunity to fully engage with our	Broaden the horizons and aspirations of all children by providing experiences that will build their confidence and

complete curriculum offer, which includes experience days, residentials, wraparound care, swimming	encourage them to look beyond their lived experience, helping to develop motivation and curiosity for learning.
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## 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: **£ 5192**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers on adaptive teaching. £450 training adaptive £1500 further CPD opportunities	There is strong evidence base that suggests that setting/streaming/and grouping by attainment has little or no impact on progress. Research also shows that disadvantaged children can suffer from lower teacher expectations and can create negative effects for disadvantaged pupils. EEF Setting and Streaming EEF Within class attainment grouping	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £1350 NFER	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2
Purchase of a school wide approach to phonics, reading and spelling to ensure continuity across classes focussing on reading, spelling skills and spelling curriculums with	EEF recommends spelling should be explicitly taught to support writing. Diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	2

ongoing assessments to easily monitor pupils £1200 Scode £452 Bug Club £240 Phonics Tracker		
Improve the quality of social and emotional (SEL) learning.  Engage with Thrive approach and member of staff to become a Thrive practitioner and engage with the training.  (no cost MAT cover)	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): <a href="https://www.eef.org.uk/eef-projects/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £ 6815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics/spelling sessions targeted at disadvantaged pupils who require further phonics/spelling support.  £340 Nessy	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.eef.org.uk/eef-projects/eef-phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Additional writing sessions targeted at disadvantaged pupils (1:3) who require further support in the basics of writing.	2
Additional TA time to allow 1:1 support sessions in class using;	Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils	1,2,3

<p>Precision Teaching, Toe by Toe, Fine Motor Skills, Barrier Games, Pre-Tutoring of Language, Daily Reading to an Adult, EAL language support</p> <p>£3500 intervention £2975 Counselling</p>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and continuing to have good behavior expectations across the school.</p> <p>Thrive approach</p> <p>£325 training</p> <p>£1000 implementation of Thrive</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
<p>Engagement in wider opportunities</p> <p>Swimming, music tuition, cultural capital opportunities, residential</p> <p>£1500</p>	<p>EEF social and emotional learning average impact of 4 months over a year.</p>	3
<p>Contingency fund for acute issues.</p> <p>£1500</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>	All

**Total budgeted cost: £16,332**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **22/23 Review**

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Key Stage 2 performance:

In 2023 50% of the disadvantaged children achieved the expected standard in reading at the end of Key Stage 2

100% achieved expected standard in maths with one child making 6.19 progress from Key Stage 1.

75% achieved expected standard in writing with one child making 5.63 progress from end of Key Stage 1.

50% reached the expected standard in all 3 subjects.

It is difficult to measure against national and regional level as we only had 4 disadvantaged children in Year 6.

In the other year groups 80% (4 children) of disadvantaged children are on track to be at least expected in R, W and M at the end of KS2.

In Key Stage 1 100% (1 child) achieved the expected standard in phonics.

Attendance among disadvantaged pupils was 95.9% against 96.3% for non-disadvantaged in 2022/23 and persistent absence was at 0% for pupil premium children. It is important that we continue to place high importance on regular attendance for our disadvantaged children with close monitoring and good parental engagement.

Observations have shown that our younger children have difficulty sustaining focus and concentration which is impacting on quality and quantity of work produced. Observations have also been made of children having difficulty playing well socially together and especially listening to others and resolving conflicts. This has also been coupled with children developing anxiety due to the cost of living crisis and being aware of financial difficulties within the home. The impact on disadvantaged pupils has been

particularly acute. It is important that we continue to support all children with a focus on developing good social skills and developing focus and concentration.

### **23/24 Review**

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Key Stage 2 performance:

In 2024 100% of the disadvantaged children achieved the expected standard in reading at the end of Key Stage 2

50% achieved expected standard in maths at the end of Key Stage 2.

100% achieved expected standard in writing at the end of Key Stage 2.

50% reached the expected standard in all 3 subjects.

It is difficult to measure against national and regional level as we only had 2 disadvantaged children in Year 6.

In years 3,4 and 5, there are 4 disadvantaged children of which 100% children are on track to be at least expected in Reading at the end of Key Stage 2, with 25% Greater Depth.

In Writing 50% are on track to be expected at the end of Key Stage 2.

In Maths 75% are on track to be expected or above, with 25% on track to be Greater Depth.

In Key Stage 1 there is only 1 disadvantaged child and that child was expected in Reading and Writing and Greater Depth in maths at the end of Year 2.

In Reception 50% (1 out of 2 children) achieved a GLD at the end of the year.

Attendance among disadvantaged pupils was 91.4% against 95.8% for non-disadvantaged in 2023/24. Close engagement with families, encouraging attendance and offering places at breakfast club are strategies used to support good attendance at school. We continue to work with Warwickshire Attendance to help improve attendance for all of our children.