

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Tany's Dell Primary School & Nursery
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dean Beaumont Headteacher
Pupil premium lead	Fern Middleton Deputy Headteacher
Governor / Trustee lead	Jenny Wakelin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 200,790
Recovery premium funding allocation this academic year	£ 19,720
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	£ 220,510

Part A: Pupil premium strategy plan

Statement of intent

Here at Tany's Dell, we passionately believe that it is our role to ensure that each and every one of our pupils leaves our school reaching their full potential, ready to move on to the next stage of their learning and prepared to be informed, responsible, productive, confident and resilient citizens of the future. Our intention is to use our Pupil Premium funding effectively, to make certain that our provision reflects the need to overcome the socio-economic, emotional and academic barriers we have identified and also includes opportunities to increase cultural capital, leading in turn to improved life chances. We recognise that all children have the potential to be disadvantaged in some way at some point in their lives and so access to support offered by the Pupil Premium Strategy Plan is needs based and not dependant on an official entitlement to Pupil Premium spending. Termly pupil progress meetings are held, where the current assessments and needs of every child are discussed and specific, targeted interventions are considered/planned for those children identified as in need.

We see reading as a key skill for life and a valuable opportunity to develop cultural capital, increase children's ability to understand and comprehend and extend their vocabulary. We place great importance upon every child learning to read.

We intend to raise attainment in writing by consistently promoting good speaking and listening skills using standard English; helping children use this to extend their vocabulary, improve their grammatical accuracy and develop the range of sentence types and structures that they use in their writing across the curriculum.

We endeavour to ensure that the emotional health and well-being of the whole school community is identified, analysed, supported and maintained in order to have a positive impact upon attendance, readiness to learn and pupil progress. Also, to pro-actively support and ensure the impact of quality first teaching.

Our current strategy still reflects the impact of Covid-19 upon our disadvantaged pupils and the steps that we are able to take as a school to support our children and their families. We strongly believe that a child who feels safe and secure at home, as well as school, is one who will flourish and reach their potential. It is our intention that we make full use of the National Tutoring Programme, Recovery and Pupil Premium funding streams to ensure that we can give our disadvantaged children the very best support we can offer.

Challenges

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

Challenge number	Detail of challenge
1	We recognise that a significant proportion of our children enter school with very poor speech and language skills and/or very limited vocabulary. Many of our children have had poor communication and life experiences within their home environment.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading and basic maths skills than their peers.
3	We also recognise that many of our children are living in situations that have an emotional impact, which in turn affects their ability to focus. This includes constantly changing adult relationships, adult mental health issues, drug and alcohol abuse and domestic violence. The lockdowns and the impact of Covid-19 on adult mental health has exacerbated this issue even further.
4	A proportion of our parents struggle to maintain organised routines, which can directly impact upon school attendance, morning hunger and readiness to learn. Many of them have experienced similar disorganisation in their own childhoods.
5	40 of our children and their families are currently living in densely populated, office converted, temporary accommodation. These, and the families of numerous other children, regularly seek support from us for things like food and clothing. Many of our parents are in need of financial support for educational visits and other opportunities to develop cultural capital that we offer.
6	Aspirations among many of our parents is low and many of them have experienced their own negative school experiences. Adult post 16 education statistics are extremely low within our catchment area. Remote lockdown learning highlighted significant differences between those parents who were able to support their children and those who lacked the skills to be able to do so, which has had a massive impact on our progress in narrowing gaps. A large majority of our children enter our school below or well below national expectations.

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
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Improved oral language skills and vocabulary, leading to improved reading and writing attainment.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment from baseline assessments at the end of each KS, leading to future improved outcomes.	<p>July '25 achievement data demonstrates that the number of children achieving the expected standards is in line with or above national and there is no significant gap between the achievement of disadvantaged pupils and their peers.</p> <p>Pupil Progress Meeting Data is being used effectively to identify pupils in need of additional intervention to make accelerated progress in order to achieve this expectation.</p> <p>Families are appropriately supported to ensure that effective home learning is possible for all children.</p>
All children are supported emotionally and physically to ensure that they are ready to learn and reach their full potential.	<p>Pupil surveys demonstrate that children are happy and feel safe in school.</p> <p>Families are appropriately supported to help vulnerable children feel happy and safe at home.</p> <p>No child is too hungry to learn.</p>
Good levels of attendance for all pupils achieved and maintained, particularly those at risk of poor attendance due to issues within the home.	<p>Attendance is being maintained at or above national expectations for all pupils.</p> <p>There is no significant gap between the attendance of disadvantaged pupils and their peers.</p>
Raised aspirations and self-esteem for all pupils, particularly those who are vulnerable.	The curriculum provides opportunities for children to reflect upon their abilities, recognise their potential and have strategies to achieve this.

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: £9460

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of additional Little Wandle resources (DfE validated systematic synthetic phonics programme) to secure stronger phonics teaching for all pupils. We will purchase resources and training for all teachers and learning support staff.	Phonics approaches have a strong evidence base indicating a positive impact on word reading, particularly disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	2
Engaging with the Matrix Maths Hub as part of the sustaining for mastery group, in order to continue to enhance our maths teaching and curriculum planning in line with DfE, EEF and NCETM guidance. We will fund teacher and support staff release time, in order to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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 quality first teaching: Education Endowment Foundation EEF	1,2
Expert group drama sessions with a specific focus on raising self-esteem, developing positive relationships, self-awareness and self-regulation.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers). Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 6

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

Budgeted cost: £ 147,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with small group tuition via the National Tutoring Programme, in partnership with	Small group tuition, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils, or those falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 6

Protocol, to provide 3:1 tuition for pupils in Years 1,4+5.	<i>50% of total cost funded from here / 50% funded by the National Tutoring Programme funding.</i>	
Additional phonics sessions, targeted at pupils who require further phonics support, making effective use of Little Wandle catch up programme.	Phonic approaches have a strong evidence base, indicating a positive impact upon pupils, particularly from disadvantaged backgrounds: Phonics EEF (educationendowmentfoundation.org.uk)	2
Additional reading sessions for those children not adequately supported at home, in order to improve reading ability, leading to reading for pleasure..	<i>‘ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don’t, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. ‘</i> Pearson Education Website – Help your child with reading page. reading_for_pleasure.pdf (publishing.service.gov.uk)	2, 6
1:1 ‘on the spot’ and ‘re-teach’ tuition for targeted pupils in Y6.	Individual tuition, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils, or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk) https://completemaths.com/blog/item/mark-mccourt	2, 6
Teacher led after school small group tuition to address gaps in reading, writing and maths.	Small group tuition, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils, or those falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 6
Additional support for children with specific barriers to learning, including poor speech, language and vocabulary development through disadvantage and children vulnerable through hearing impairment.	Oral language interventions can have a positive impact on pupils language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 6

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

Budgeted cost: £ 40,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a full time Family Support Worker to work with children and their families on issues such as:</p> <ul style="list-style-type: none"> • parenting skills • attendance issues • housing issues • adult relationships, including domestic abuse • mental health support • safeguarding • young carers 	<p>Evidence shows that supporting parental engagement, including more intensive support for families who are struggling or in crisis, has a positive impact on pupil's progress and well-being.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5, 6
<p>Provide the opportunity for all children to start the day with a good breakfast, ensuring that no child is too hungry to learn. Engage with National School's Breakfast Programme.</p>	<p>There is substantial evidence supporting the idea that children will not engage with learning and make progress when they are hungry. This includes staggering statistics about the levels of food poverty currently in this country and particularly in our catchment area.</p> <p>Why we are needed Magic Breakfast</p>	4, 5
<p>Engage in a contract with LGfL for mobile routers to enable our poorest families internet access to support home learning via long term loans of DfE funded laptops.</p>	<p>https://post.parliament.uk/covid-19-and-the-digital-divide/</p>	5
<p>Provide financial support for educational visits and extra-curricular activities.</p>	<p>The importance of developing children's cultural capital and the links that this has to social mobility are well documented. For example:</p> <p><i>'According to many (including OFSTED), high cultural capital is important because of the social inequalities in our country. Because our habitus is in part determined by our upbringing, some students will, because of their home life, develop high cultural capital that universities and employers value and will therefore be at an</i></p>	5

	<p><i>advantage over those who have a lower cultural capital. By planning for cultural capital within the curriculum schools can help those students who may otherwise not have a high cultural capital and, in doing so, help reduce social inequalities.'</i> Chris Quigley</p> <p>We recognise that opportunities to take part in extra-curricular activities and educational visits are valuable opportunities to support the development of children's cultural capital.</p>	
<p>Embedding principles of good practice set out in Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>This will involve:</p> <ul style="list-style-type: none"> • Family Support Worker's attendance officer role, working closely with families • Rewards to encourage positive attitudes to school attendance. • Employing an additional part time attendance officer to support with improving attendance of persistent absentees 	<p>The DfE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Contingency fund for acute issues.</p>	<p>In our experience, there are often unplanned for issues that arise as the year progresses, so we have decided to set a small amount aside for these.</p>	All

Total budgeted cost: £220,510

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 2022 to 2023 academic year.

Our Pupil Premium Strategy is one that is continuously evolving and building on from our previous successes, as recognised by David Laws in 2015, when we received the National Pupil Premium Award (one of only seven schools in Essex). Previous to Covid-19, pupil outcomes demonstrated that our Pupil Premium Strategy was having a significant impact upon academic outcomes for our disadvantaged pupils.

The aftermath of the pandemic has continued to have an impact upon our children and their families. The increased financial pressures that already struggling families are now finding themselves contending with, together with the increase in cases of domestic abuse that we have identified and the deterioration in mental health that has affected our local community are key factors. However, our Pupil Premium Strategy has continued to have a significant impact upon our children, as demonstrated by our 2023 SATs results.

Our 2023 assessment data shows:

End of KS2 – Pupil Premium was used effectively to ensure that disadvantaged pupils performed as well as their non-disadvantaged peers in reading and maths, with only a slight gap between the two groupings in writing (8%). The combined results for the two groupings demonstrate that the Pupil Premium group of children performed in line with the year group as a whole. There were also no significant gaps between the achievement at greater depth for our disadvantaged pupils in all areas except for maths.

End of KS1 - There was a significant difference between disadvantaged pupils and their non-disadvantaged peers at the end of last academic year (2021/22). We have used our Pupil Premium Funding effectively, to promote children's well-being and implement targeted interventions and tuition. Consequently our 2023 results identify that our disadvantaged children have performed in line with or above their peers. Our strategy for this year will continue to build upon this and focus closely on those children in need of most support.

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
Star Reader	Renaissance Learning
Flash Academy	Flash Academy
Purple Mash	2 Simple
TT Rockstars and Numbots	Maths Circle

