



Tattershall Primary School

Pupil Premium Statement 2023-24

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	29.5% (41 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-23 2023-24 2024-25
Date this statement was published	December 2022 Updated November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lyndsey Wood
Pupil premium Lead	Lyndsey Wood
Governor Lead	Sarah Rodgers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56745 + £2530 LAC/PLAC = £59275
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£2088 LAC/PLAC
Total budget for this academic year	£64263

Part A: Pupil premium strategy plan

Statement of intent

At Tattershall Primary School, we have high aspirations for all our pupils and want every child to achieve their potential, regardless of their background or the challenges they face. With this in mind, we consider carefully how to use our Pupil Premium funding to maximise its impact.

We will consider the challenges faced by vulnerable pupils, and tailor our approach to meet the needs of the children in our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a particular focus on developing early literacy and reading skills as the fundamentals for access to the whole curriculum. Included is the strategic use of high impact interventions to accelerate the progress of pupils as needed. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Tattershall Primary School we aim to:

- Provide a rich range of experiences for all pupils, to enthuse and engage the children, develop their understanding of the world, and extend vocabulary and language skills.
- Ensure ALL pupils leave our school able to read fluently and with good comprehension, and a love of reading.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, through quality first teaching and an understanding of each pupil's individual strengths and barriers to learning, implementing effective strategies to overcome these.
- Teach pupils to view challenge in a positive way, and therefore we encourage resilience, perseverance, and a positive mindset.
- Provide a rich variety of contexts allowing pupils the opportunity to develop their listening and communication skills.

In order to achieve this,

- We place a strong focus on developing and establishing high quality first teaching.
- Pupil Premium children are considered first for all interventions.
- Pupil Premium children are prioritised when attending enrichment events.
- Each Pupil Premium child has an Action Plan which identifies their strengths, barriers, achievements, additional support given, and future targets.
- Pupil Premium children are prioritised for extra-curricular and after school clubs.

- School trips are funded for Pupil Premium children.
- Our curriculum is carefully considered to ensure all children receive a rich variety of experiences before they leave our school.
- Staff are mindful to ensure increased interactions for Pupil Premium children, for example targeting support during teacher directed activities, or a greater number of communications during child-initiated activities.
- All staff work hard to build positive relationships with all parents, and especially those who are disadvantaged, and are clear and specific about how parents can best support their children’s learning at home.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health difficulties
2	Speech, language and communication difficulties
3	Attendance and punctuality
4	Reading, writing and maths – low attainment
5	Lack of rich life experiences on entry to school

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
Social, emotional and mental health – To improve pupil wellbeing so that they have improved mental health and are able to learn well.	Feedback and observations indicate that all children, including disadvantaged are happy and ready to learn when they come to school. Reduced numbers of children, including disadvantaged are receiving Casy Counselling and referrals for Healthy Minds support
Speech, language, vocabulary and communication – To improve pupils’ language and speech development so that they are able to communicate effectively and access the full curriculum.	Assessments and observations indicate significantly improved oral language among all, including disadvantaged children. Evidence of engagement in lessons, book scrutiny and ongoing formative assessment. Outcomes from interventions will show improvements in pupils’ speech and language development.
To improve the attendance and punctuality of disadvantaged pupils	Attendance of PP eligible pupils will be 96%+

	<p>The gap in attendance between PP and non-PP pupils is closed.</p> <p>Lateness is eliminated as a barrier to learning for pupils; pupils arrive on time and so can access the full curriculum.</p>
Close gaps in Reading, writing and maths	<p>Achieve at least 90% of Year 1 children passing the Phonics check.</p> <p>Achieve outcomes in-line with, or above, national average by the end of KS2.</p> <p>Progress shows the achievement gap is closing.</p> <p>Analysis of intervention data shows the impact on pupil achievement.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the non-core curriculum so that it is ambitious and clearly outlines the progression of skills and knowledge for all pupils to achieve.	Ofsted Guidance – Ofsted School Inspection Handbook	2, 4, 5
To ensure staff are skilled at adapting the curriculum to carefully match learning to their needs so that progress is maximised.	Ofsted Guidance – Ofsted School Inspection Handbook	2, 4, 5
Provide Clicker Training and purchase resource	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 4

Ensure complete inclusion by disadvantaged children in enrichment activities	Enriching the curriculum by enabling all children to participate in off site school visits linked to planned learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5
CPD for staff regarding the development of language and communication skills, particularly in EYFS	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2
Teachers will analyse data and identify disadvantaged pupils with the potential to achieve expected attainment.	EEF toolkit shows high impact for very low cost based on very extensive evidence.	2
Strategies and interventions will be implemented to ensure these pupils achieve expected.	EEF Attainment gap report 2018 shows quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds	2, 4
Increase opportunities for parental engagement so that collaborative efforts have a positive impact in outcomes for pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4

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

Budgeted cost: £51,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to run a successful Phonics Intervention (Little Wandle), reading interventions (Reciprocal Reading), language interventions (NELI) and Maths interventions (based	EEF Phonics toolkit shows high impact for very low cost based on very extensive evidence.	4

on Maths No Problem curriculum).		
Teacher to provide targeted support for English / Maths to Y6 disadvantage children to address gaps still present from the pandemic	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4
Attendance Champion to work closely with identified families to provide early intervention and support to ensure good levels of attendance and punctuality.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	3
Nurture approach embedded for individuals and delivered by TA with guidance from trained teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Easy Counselling for those children experiencing emotional difficulties	Weekly provision for at least 3 children to work with our counsellor https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm	1
Support and interventions for well-being, social and emotional success, counselling	EEF toolkit shows +4 months impact for low cost.	1, 3

Wider curriculum access – enriching the curriculum with visits and workshops	OFSTED inspection framework 2022 emphasises the importance of personal development and extending the curriculum beyond academic achievement.	5
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Total budgeted cost: £ 64263

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

URN/ Estab. Setting Name	Eligible	GLD 1,2	Avg. No. Exp. ELGs ²	ACHIEVED EXPECTED					Specific Goals	All Goals			
				COM	PSE	PHY	Prime Goals	LIT			MAT	UTW	EXP
- Local Authority	1,529	54.2%	12.7	70.6%	73.7%	78.4%	64.4%	56.6%	66.2%	71.3%	79.3%	54.4%	53.0%
2215 Tattershall Primary School	5	20.0%	7.8	40.0%	40.0%	40.0%	40.0%	20.0%	20.0%	40.0%	40.0%	20.0%	20.0%

No children entered on track for GLD but one child achieved it, two children achieving ARE in Prime Areas and one child in Specific Areas. Progress was accelerated for some children and this impact needs to continue into Year 1 and beyond so the gap continues to close.

Phonics

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	Local Authority	2,084	4.1%	14.5%	8.0%	9.6%	32.8%	31.0%	29.5	0.0%	0.3%	3.8%	32.1%	63.8%
2215	Tattershall Primary School	6	0.0%	16.7%	0.0%	16.7%	16.7%	50.0%	31.8	0.0%	0.0%	0.0%	33.3%	66.7%

66.7% of disadvantaged pupils in Year 1 achieved the expected standard in their phonics screening. This is above the LA average. This impact needs to widen so that this proportion increases.

KS1

Indicator	School FSM Eligible	Compared to	Gap
Reading >= EXS	75.0 % (Cohort: 4)	77.3 % School All Pupils (Cohort: 22)	2.3% pts
		41.9 % LA All Pupils (Cohort: 117)	33.1% pts
		52.2 % LA FSM Eligible (Cohort: 2,236)	22.8% pts
Writing >= EXS	25.0 % (Cohort: 4)	59.1 % School All Pupils (Cohort: 22)	34.1% pts
		30.8 % LA All Pupils (Cohort: 117)	5.8% pts
		42.0 % LA FSM Eligible (Cohort: 2,236)	17.0% pts
Maths >= EXS	75.0 % (Cohort: 4)	81.8 % School All Pupils (Cohort: 22)	6.8% pts
		45.3 % LA All Pupils (Cohort: 117)	29.7% pts
		54.7 % LA FSM Eligible (Cohort: 2,236)	20.3% pts

On the whole, disadvantaged pupils have achieved better than the LA average in reading and Maths. Writing continues to be an area of concern and developments to our curriculum will address this.

KS2

Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	≥Exp	High		
-	LA	2,712	38.8%	2.2%	101.6	42.7%	56.1%	15.5%	55.1%	5.6%	100.4	43.3%	55.5%	10.2%	101.0	43.4%	55.5%	14.9%
2215	Tattershall Primary School	9	22.2%	0.0%	99.9	55.6%	44.4%	0.0%	33.3%	0.0%	97.7	55.6%	44.4%	11.1%	100.0	33.3%	55.6%	22.2%

Internal progress analysis shows most children made good or better progress in the last academic year, but progress was not accelerated enough to close the attainment gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Letters and Sounds	Little Wandle
NFER Assessments	NFER
The Write Stuff	Jane Considine Education

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Funding received at Tattershall Primary School: £16 640

The Service Pupil Premium is provided by the Government mainly for pastoral support and we use the funding towards an additional Midday Supervisor and also towards our Lunchtime Club staff to run daily sessions where children who are nominated by their teachers can benefit from pastoral support at a time when a parent is deployed or if they feel they need additional support during the lunch hour or would benefit from having time in a small nurture group during the middle part of the school day. Not every child who is chosen will go to the club as some children much prefer to go outside and play during their lunch break where we also provide staff to support the children whilst they are playing and not involved in teacher directed learning activities.

We also put some of the funding towards Casy Counselling which is used to support some of our Service Children through play therapy. Staff will consult with parents if they think this service will be of benefit for their child's wellbeing and children usually undertake 7 or 8 weeks of sessions with our counsellor to help them with strategies to support them with any difficulties they need to overcome and to build resilience. Parents may also approach the school if they think their child will benefit from this support. It is very popular and we usually have a waiting list.

Some of the Service Pupil Premium funding pays towards a High Level Teaching Assistant so that a teacher can be released from their class at times when they need to work with

Service children or their families to provide pastoral and wellbeing support such as starting the Early Help process to access parenting courses or making referrals for specialist teacher reports or services for children.

The impact of that spending on service pupil premium eligible pupils

Pupils are well supported emotionally and the school is proactive and ready to be reactive to meet their needs. As a result, pupils continue to engage well with their learning when their parents are deployed.