

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Tattershall Primary School	
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	27.%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Richardson
Pupil premium lead	Catherine Richardson
Governor / Trustee lead	Sarah Rogers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41695
Recovery premium funding allocation this academic year	£4785
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	£46480

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all our children make good progress and achieve high attainment levels across all subject areas. Our pupil premium funding will be used to support our disadvantaged pupils in achieving that ambitious goal whatever their current level of attainment, including those who are already high attainers.

We currently focus on delivering quality first teaching to all our children, including our disadvantaged pupils, supported by skilled teaching assistants who deliver interventions and provide support to small groups and individuals to accelerate their progress.

Our investment in an Academic Mentor will enable us to focus support on phonics and early reading skills.

## 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
2	Speech, language and communication
3	Phonics
4	Reading, writing and maths
5	Curriculum enrichment opportunities

## 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	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	Assessments and observations indicate significantly improved oral language among all, including disadvantaged children. Evidence of engagement in lessons, book scrutiny and ongoing formative assessment.
Close gaps in Phonics	Achieve at least 90% of Year 1 children passing the Phonics check.
Close gaps in Reading, writing and maths	Achieve outcomes in-line with, or above, national average by the end of KS2

## 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: £6425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 4,
<p>Purchase of Little Wandle Letters and Sounds Resources and CPD to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4,
<p>Provide Clicker Training and purchase resource</p>	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Ensure complete inclusion by disadvantaged children in enrichment activities</p>	<p>Enriching the curriculum by enabling all children to participate in off site school visits linked to planned learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	5
<p>Provide Maths Mastery CPD</p>	<p>Maths No Problem Training for staff</p>	4

	<a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of 1:1 and small group tuition led by teaching assistants for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive interventions will be disadvantaged, including those who are high attainers. Phonics will be a main focus.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4

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

Budgeted cost: £1975

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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm</a>	1

**Total budgeted cost: £46480**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Key areas of impact

2020 Autumn term Phonics screening test results 81% all pupils achieved Phonics check score. 75% PP achieved the pass mark. (1 child = 25%)

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in the key areas of the curriculum.

Our assessment of the reasons for these outcomes is linked mainly to the impact of Covid-19, which disrupted all our subject areas to varying degrees. The transfer to remote learning, although we ensured our children had access to technology, was most detrimental to our disadvantaged children as they did not fully benefit from all our planned Pupil Premium improvements although we did work hard to offer additional support and Zoom sessions to these children if they were not in school.

Attendance of our Pupil Premium children once school fully reopened was above National. This is really positive and we will continue to build on this good attendance next year.

Our assessments and observations indicated that generally pupil behaviour and wellbeing were not significantly impacted for our disadvantaged children but learning was and that is where we are going to target interventions as detailed in our plan.

### 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*

<b>Programme</b>	<b>Provider</b>
Letters and Sounds	Little Wandle
Tapestry	
TT Rockstars	
NFER Assessments	