

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 (3 year plans are recommended)	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
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	£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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>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
<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5
<p>Provide Maths Mastery CPD</p>	<p>Maths No Problem Training for staff</p>	4

	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	
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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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm	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, schools are not required to publish performance measures from 2022 after the disruption caused by the pandemic.

Key areas of impact

One of our priorities this year was to ensure that our youngest children who had been impacted by the pandemic were able to make accelerated progress with their phonics and early reading skills. The purchase of Little Wandle Letters and Sounds and the staff commitment to ensuring fluency across the school and all lessons resulted in all but one of our Pupil Premium children in Year 1 and also in Year 2 successfully reaching the phonics check score. This has meant that for the majority of our disadvantaged children they are at their expected point as they progress to their next year group. We will continue to deliver additional support to our Pupil Premium to ensure they do not get left behind.

Attendance of our Pupil Premium children has been generally positive. Our annual whole school attendance was 94.92% and in comparison our disadvantaged children's figure was 94.59%. We will continue to build on this good attendance next year.

Our assessments and observations indicate that generally pupil behaviour and wellbeing of our disadvantaged children has been positive. Casy Counselling has supported some of our Pupil Premium children to give them strategies to deal with any problems they have more confidently.

Reviewing our targets, assessments and observations we are on track to achieve the planned outcomes for our disadvantaged children in reading and maths but writing is more challenging. We have therefore reviewed our strategy plan and made some changes to how we are going to spend our budget to target improvements in the children's writing skills including grammar, punctuation and spelling.

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
Letters and Sounds	Little Wandle
Tapestry	
TT Rockstars	
NFER Assessments	