Pupil premium strategy statement

This statement details our school's use of pupil premium funding, for the 2024 to 2025 academic year 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	Tiger Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Daniel Siggs
Pupil premium lead	Philip Purser
Governor / Trustee lead	David Ball

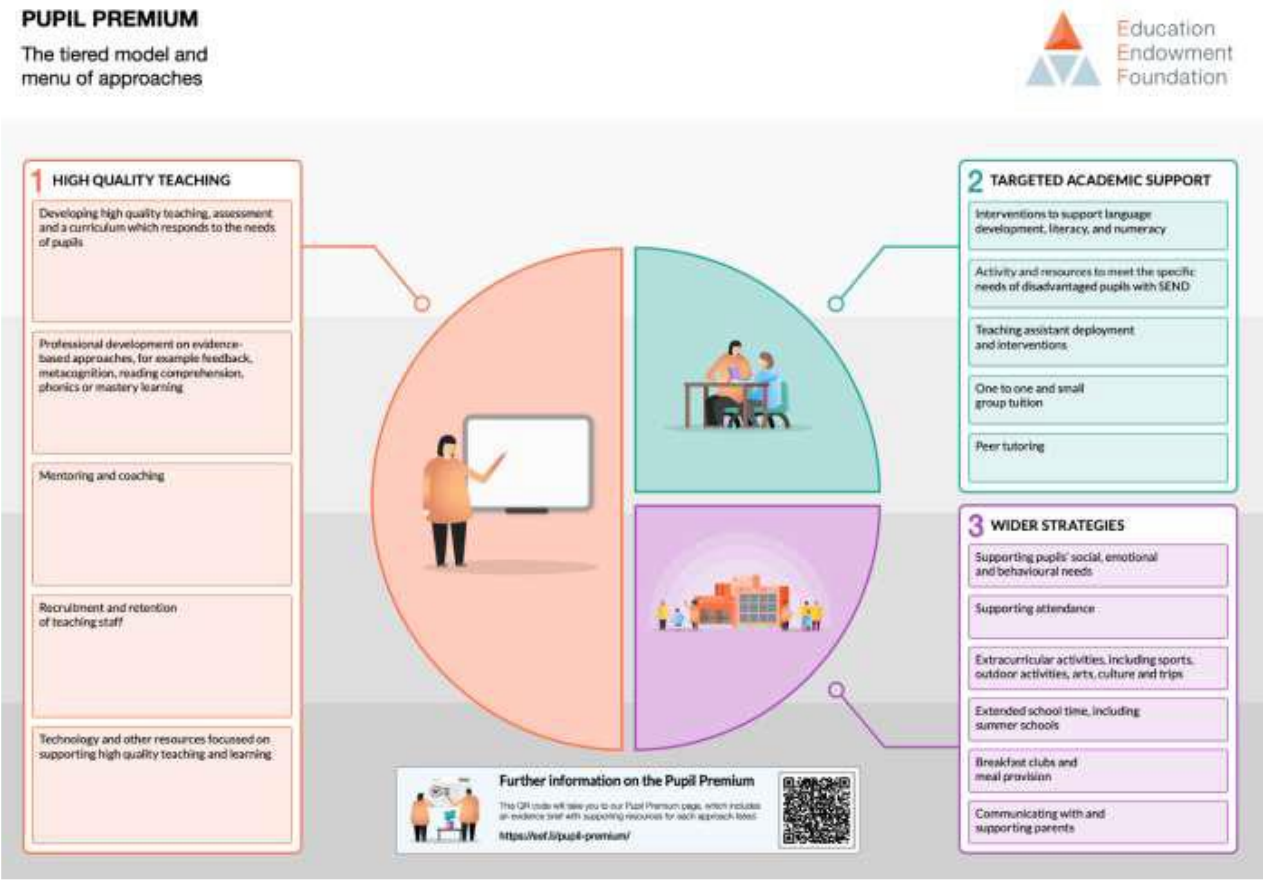
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 227,140
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 227,140

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.



Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At Tiger Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing, both physical and mental, in order to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all pupils in the Tiger family.
- Ensuring all teaching is effective or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are robustly assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. Therefore, our approach will ensure that we identify all pupils who may be at risk of disadvantage.
- Similarly, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has as being socially disadvantaged.
- We will also allocate Pupil Premium funding to areas which may benefit all pupils, not just those exclusively judged to be disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	*Some children have significant SEMH needs which can make them dis-regulated and not ready for learning.*
2	*Reduce the gap between PP and Non-PP children to 10% or below, in reading, writing and maths.*
3	*Improved playground experiences to develop social and cooperative skills*
4	*Limited life experiences.*
5	*Improve opportunities for reading and access to books.*

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
Children with SEMH needs will have support to enable them to access their learning.	*All children receiving counselling will have made age expected progress with their learning.*
Improved playground experiences to develop social and cooperative skills	*There will be fewer behavioural incidents at lunchtime leading to less disrupted learning in the afternoons.*
Continue to reduce the gap in attainment between PP and Non-PP children.	*When analysing end of Year data, the gap between PP and Non-PP children will be less than 10%.*
All pupils will have gone on at least one educational visit and have had educational visitors in school, each year.	*Long term plans will identify the educational visits each class has been on. Register of pupils will show the educational visits/experiences they have had.*
Pupils to have a greater range of books at home.	*Children will have the opportunity to visit the mobile library every term and be able to borrow books, therefore having a greater range to access.*

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of the salary of specific staff. *Leadership* *Finance and Admin* *Teaching Assistants*	17% of our disadvantaged pupils have significant SEND. By employing TA's specifically to support the SENCO we can ensure they are receiving the best possible support. It has been identified that the wellbeing and readiness to learn of a large majority of our children is a major barrier to progress. The Family Liaison Officer and Safeguarding support ensure we can reach out and support these vulnerable families.	1, 2 and 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of a Counsellor	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: • Improved social and emotional skills; • improved academic performance	1 and 2

	• improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. (EEF – Improving Social and Emotional learning in Primary Schools)	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund school trips and visits, including the residential, to ensure that our most disadvantaged pupils are given the same opportunities and experiences as their peers.	Low income is a strong predictor of low educational performance. A primary cause of child poverty is a lack of opportunities among parents with low skills and low qualifications. Such parents are less likely to work, and if they do work they are more likely to have low earnings. The task of balancing the economic demands of raising a family and the need to find time to devote to children is much harder for people in low-paid jobs with limited power to negotiate working arrangements. Where parents have to make a choice between low income and long hours, it is difficult to give children good life chances.	3

	(The Joseph Rowntree Foundation Experiences of Poverty and Educational Disadvantage September 2007)	
Cultural Capital Trips *All classes to go on at least one trip to enhance the cultural capital of the children.*	What is Cultural Capital in Education? Introduced by French thinker Pierre Bourdieu in the 1970s, cultural capital refers to the social and cultural knowledge that can help a student make progress. In education, cultural capital should be woven through the whole curriculum, giving context and reference points to topics that allow students to build schema. A Complete Guide to Cultural Capital in Education April 14, 2023	3
Pupils to have a greater range of books at home by visiting and borrowing from a mobile library.	Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life— throughout the life course— and it significantly influences the opportunities that children and adults have available to them. Yet despite our best efforts, too many children, particularly those from disadvantaged homes, fall behind in literacy. Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing. Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers. Key Stage 1 also marks a crucial stage in children's literacy development. It is during this phase that five- to seven-year-olds transition from effortful decoders, breaking down words into individual sounds, into emerging readers who are able to recognise words on sight and simultaneously comprehend	5

	them. To witness pupils beginning to grasp the joy of independent reading and writing is one of the most thrilling developments of childhood. Professor Becky Francis Chief Executive Education Endowment Foundation	

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 2023 to 2024 academic year.

1. Children leave EYFS with language and communication skills appropriate to their age.

   82% of Pupils left EYFS having achieved the ELG in the Communication and Language strand of the Early Years Curriculum.

   73% of the Pupil Premium children achieved the ELG in the Communication and Language strand of the Early Years Curriculum.

2. Reduction in the gap in attainment between PP and Non-PP children.

Subject	Average gap in attainment between PP and non-PP 2022-23	Average gap in attainment between PP and non-PP 2023-24
Reading	21%	13%
Writing	23%	20%
Maths	16%	17%

   The attainment gap between Pupil Premium children and non-Pupil Premium children has narrowed in Reading and Writing, however, in Maths it has grown slightly. It is not yet at 10%.

3. Achieve national average progress scores, or above in KS2 Reading
   Average progress score = -4.0 (2022-23)
   -0.6 (2023-24)

4. Achieve national average progress scores, or above, in KS2 Writing
   Average progress score = +0.4 (2022-23)
   +2.1 (2023-24)

5. Achieve national average progress scores, or above in KS2 Maths
   Average progress score = -3.6 (2022-23)
   -1.2 (2023-24)

6. Specific and detailed feedback for children about their work.
   The updated feedback policy, where teachers are giving verbal and written feedback to pupils where appropriate has proved more effective, with children being given time every day to address issues from their learning. This has been seen especially in spelling, where children are given daily spellings to correct from their work. This has shown an improvement in GPS across the school as can be seen by the increase in our END of KS2 GPS score, rising from 40% to 64% achieving the age expected standard.

7. Reduction of Low-level disruption in the class.
   Low level disruption within the classrooms continues to be greatly reduced. This has been supported by the introduction of the Tiger Way, a set of behaviour rules and expectations for the whole school. These are set out in weekly assemblies, practised in the classroom and then revisited during the year. This, combined with a robust behaviour policy with clear steps of consequences has helped reduce the low-level disruption experienced in the classroom.

8. All pupils will have gone on at least one educational visit and have had educational visitors in school, each year.
   The majority of pupils have been on an educational visit this year. All children have had the experience of an educational visitor in school.

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
Reading Tuition	Engage Education
Maths Tuition	Engage Education