Pupil premium strategy statement

This statement details our school's use of pupil premium funding, for the 2023 to 2024 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	415
Proportion (%) of pupil premium eligible pupils	37.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dan Siggs
Pupil premium lead	Philip Purser
Governor / Trustee lead	

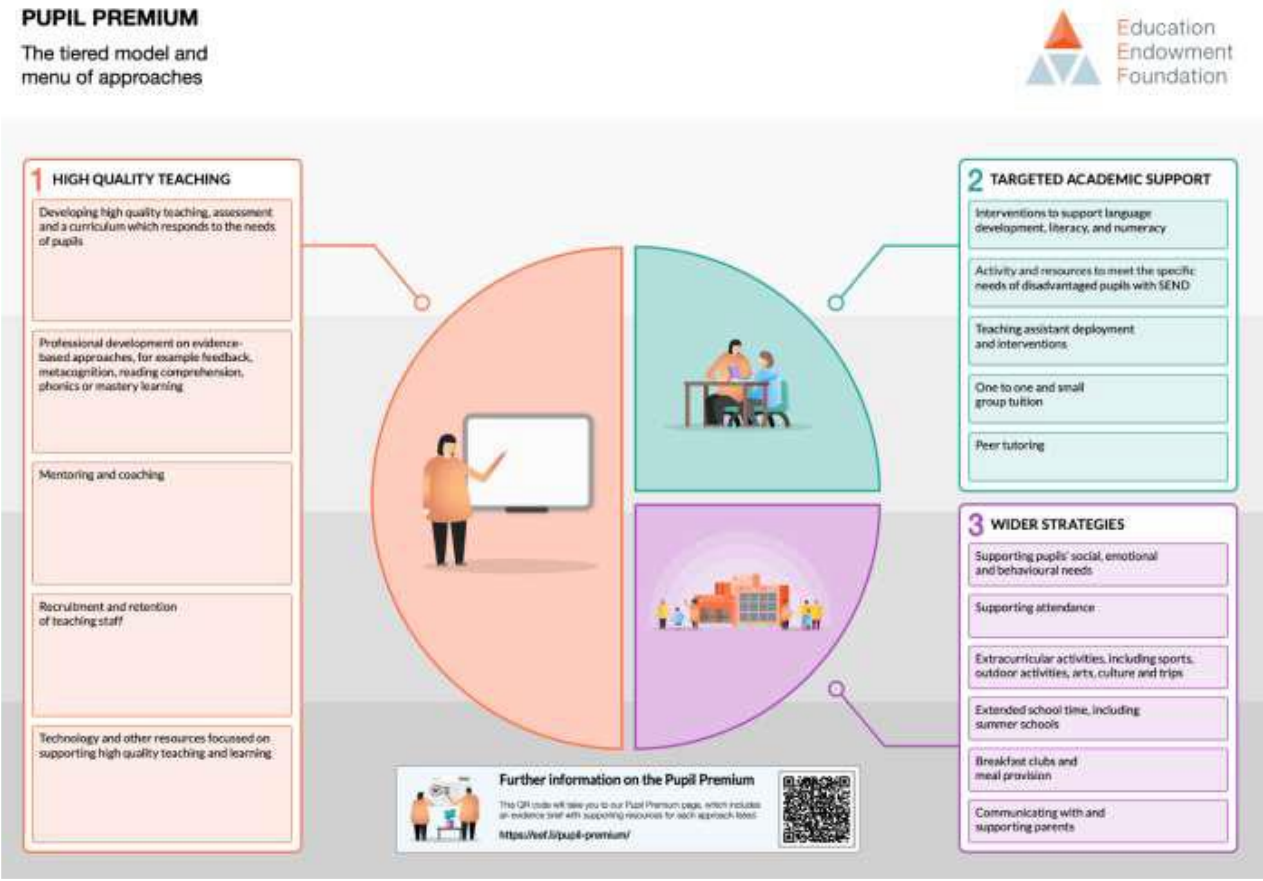
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 203,700
Recovery premium funding allocation this academic year	£ 20,590.00.
Pupil premium funding carried forward from previous years	£ £15,204.17
Total budget for this academic year	£ 239,494.17

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	*Poor language and communication skills on entry.*
2	*Need to improve the level of reading – especially with regards to early reading.*
3	*Ensuring that Quality First Teaching is Effective and Highly Effective for all pupils.*
4	*Disadvantaged children need specific and detailed* feedback *to move their learning forward.*

5	*Improved playground experiences to develop social and cooperative skills*
6	*Limited life experiences.*
7	*Improve opportunities for reading and access to books at home.*

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 leave EYFS with language and communication skills appropriate to their age.	*100% of the children leave EYFS having achieved the ELG in the areas of Communication and language.*
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%.*
Progress in Reading	*Achieve national average progress scores, or above in KS1 and KS2 Reading*
Progress in Writing	*Achieve national average progress scores, or above, in KS1 and KS2 Writing*
Progress in Mathematics	*Achieve national average progress scores, or above in KS1 and KS2 Maths*
Specific and detailed feedback for children about their work. This will be evidenced in their books and in the progress, they make, especially in their foundation subject, specifically Geography and History	*Work will show how feedback has improved a child's learning and moved it forward.* *Children will be able to explain what feedback they have had and how it has supported them.* *This will be evidenced in their books and in the progress they make, especially in their foundation subject, specifically Geography and History*
Reduction of Low-level disruption in the class.	*Lesson observations, drop-ins, data and work scrutiny show that low-level disruption has virtually been eradicated from all classes.*
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.	*Selected children will have a book and magazine delivered to them each term.*

	This will increase the range of books they have access to and help foster a love of reading.

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: £155,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of the salary of specific staff. *Leadership* *Finance and Admin* *Teaching Assistants*	18% 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, 3, 4, 5 and 6

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

Budgeted cost: £ £ *24, 059*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech / Language Link – TA Assesses all EYFS children and then delivers the suggested programme to the identified children.	"Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching." (The reading framework Teaching the foundations of literacy July 2021)	1
Purchase of Early Reading books to	Experienced readers can decode the specialist words in a book about advanced	1, 2, 7

ensure all children, engaged in the phonics programme, are reading books aligned to their phonics knowledge. *Purchase High Interest, Low reading books so that older children who are still on their phonics have appropriate books for them to read*	physics, even if they cannot understand them. However, most texts are not decodable for children who are beginning to learn to read. The national curriculum says that pupils should be taught to: … read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.65 This is why schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books. (The reading framework Teaching the foundations of literacy July 2021)	
Small group tuition to support reading, maths and phonics	"Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills." (Education Endowment Foundation Small Group Tuition)	2,3, 4
Part funding of a Counsellor	It has been identified that the wellbeing and readiness to learn of a large majority of our children is a major barrier to progress. Their family and social situations can be a major contributory factor and they sometimes need counselling support to help remove some of these barriers.	5,6

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

Budgeted cost: £ *24, 058*

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. (The Joseph Rowntree Foundation Experiences of Poverty and Educational Disadvantage September 2007)	6
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	6
National Breakfast Programme	"Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour."	6

	(DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017)	
Book in a Box	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 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	2, 7

Creation of a de-escalation room.	Some children come into school, or during the school day, in a heightened emotional state. They are not ready to enter the classroom and this can manifest itself in poor behaviour and disruption. The aim of De-escalation Rooms or Calm Rooms is to allow the user to enter an area where they can be removed from situations and calm down from their current emotional state or meltdown. A Safe Space that reduces the chance of physical injury to both themselves and others around them.	1

Total budgeted cost: £ *203,700*

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 2021 to 2022 academic year.

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

   83% of Pupils left EYFS having achieved the ELG in the Communication and Language strand of the Early Years Curriculum. This equates to 50 out of 60 children.
   83% of Pupils left EYFS having achieved the ELG in the Communication and Language strand of the Early Years Curriculum. This equates to 35 out of 42 children.
   83% of the Pupil Premium children achieved the ELG in the Communication and Language strand of the Early Years Curriculum. This equates to 15 out of 18 children. This also shows that the Pupil Premium pupils were performing in line with their peers.

   These figures are in line with the National figures from 2022.

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

Subject	Average gap in attainment between PP and non-PP 2021-22	Average gap in attainment between PP and non-PP 2022-23
Reading	23%	21%
Writing	14%	23%
Maths	22%	16%

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

3. Achieve national average progress scores, or above in KS2 Reading
   Average progress score = -4.0

4. Achieve national average progress scores, or above, in KS2 Writing
   Average progress score = +0.4

5. Achieve national average progress scores, or above in KS2 Maths
   Average progress score = -3.6

6. Specific and detailed feedback for children about their work.
   Throughout the year, non-verbal feedback was not having the desired impact on all groups of children. We have adapted the policy so that non-verbal feedback still occurs but there are also opportunities for teacher marking for children to respond to. This includes a daily correction of spellings in all books where this is appropriate.

7. Reduction of Low-level disruption in the class.
   Low level disruption within the classrooms continues to be greatly reduced. A recent OFSTED report (October 2023) recognised this.

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