Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Tiger Primary School
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	33%
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 2022
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Philip Purser
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,665
Recovery premium funding allocation this academic year	£18,850
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£197,515

Part A: Pupil premium strategy plan

Statement of intent

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 good 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: £161,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of the salary of specific staff. *SENCO* *Nurture Leader / AHT* *Nurture Teacher* *2 x SENCO TA's* *Wellbeing Champion*	24% 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 nurture provision and high focus on well-being allows us to place these children in the best conditions for making progress.	1, 2, 3, 4, 5 and 6
CPD Feedback	"All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects." The impact of Feedback on student attainment: a systematic review (Education Endowment Foundation August 2021)	3,4
CPD Quality First Teaching	"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is	3

	essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." (Education Endowment Foundation August 2020)	

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

Budgeted cost: £ 15,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 ensure all children, engaged in the phonics programme, are reading books aligned to their phonics knowledge.	Experienced readers can decode the specialist words in a book about advanced 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.	1, 2, 7

	(The reading framework Teaching the foundations of literacy July 2021)	
Small group tuition to support reading and maths.	"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: *£ 20, 393*

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	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	6

experiences as their peers.	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)	
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." (DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017)	6
OPAL – Playground Programme	When you look at a playground you will see the Key Competencies (Ministry of Education, New Zealand, 2007) in action with children relating to others, participating, contributing, communicating, thinking and managing themselves in a variety of situations. You may also see conflict, teasing, tantrums, anger, aggression and children left out. This is the place for teaching and learning the fundamental skills in social competence needed by all humans (Doll, 2009). This is the natural context for children to learn how to participate in socially-appropriate ways and when to use the rules that are basic to becoming a contributing member of our society. The life-skills developed through playing can be found in all of the Key Competencies (Ministry of Education, New Zealand, 2007). The profile of an effective school will include a positive playground when teachers view the playground.	5
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	2, 7

	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	

Total budgeted cost: £ *197, 515*

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.

   93% of Pupils left EYFS having achieved the ELG in the Communication and Language strand of the Early Years Curriculum. This equates to 56 out of 60 children.
   93% of the Pupil Premium children achieved the ELG in the Communication and Language strand of the Early Years Curriculum. This equates to 14 out of 5 children. This also shows that the Pupil Premium pupils were performing in line with their peers.

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

Subject	Average gap in attainment between PP and non-PP 2020-21	Average gap in attainment between PP and non-PP 2021-22
Reading	28%	23%
Writing	24%	14%
Maths	14%	22%

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

3. Achieve national average progress scores, or above in KS1 and KS2 Reading
   44% of the Pupil Premium Pupils achieved or exceeded the average progress score.
   28% of the non-Pupil Premium achieved or exceeded the average progress score.

   KS1 data is yet to be released

4. Achieve national average progress scores, or above, in KS1 and KS2 Writing
   75% of the Pupil Premium Pupils achieved or exceeded the average progress score.
   52% of the non-Pupil Premium achieved or exceeded the average progress score.

5. Achieve national average progress scores, or above in KS1 and KS2 Maths
   13% of the Pupil Premium Pupils achieved or exceeded the average progress score.
   16% of the non-Pupil Premium achieved or exceeded the average progress score.

6. Specific and detailed feedback for children about their work.
   We have moved away from written marking and have introduced a verbal feedback and in the moment marking. This is well established now in English and Maths and has had a positive impact on the attainment and progress made by pupils in Maths and Writing, in the majority of classes across the school. There is clear evidence in Maths and English books as to how this is being implemented.

   This now needs to be more evident in the foundation subjects where it is not as well established and where evidence of this approach having a positive impact on the children's learning, is less evident.

7. Reduction of Low-level disruption in the class.
   Low level disruption within the classrooms is now very infrequent across the school. An independent behaviour audit towards the end of the academic year 2022 confirmed 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	Future Schools Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	