

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	William Tyndale Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Oct 2024
Statement authorised by	Sophie Gavalda, Head Teacher
Pupil premium lead	Michelle Georgeson, Assistant Head Teacher
Governor / Trustee lead	Julia Marlow, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,515
Recovery premium funding allocation this academic year	£18,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£223,075

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children. Whilst the gap between non-disadvantaged and disadvantaged children has been closing year on year, the impact of the pandemic shows that some disadvantaged children have missed out on learning opportunities, including exposure to cultural experiences. It supports children to make progress, including those who are already attaining at a higher level.

Whilst our disadvantaged children perform well in terms of academic attainment, there is variance in comparison to their peers in terms of their:

- starting points
- cultural opportunities
- social opportunities

At the heart of our approach is

- high-quality teaching, underpinned by excellent CPD;
- a whole school approach that understands the difference in starting points for children
- targeted support based on robust diagnostic assessment of need;
- carefully considered deployment of extra staff; and
- access to a broad, balanced, sequenced and progressive curriculum, which includes extras such as our debating and Skills Builder programmes.

Although this strategy focuses on the needs of disadvantaged children, it benefits all children in our school.

Our strategy is driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer them the relevant support, skills and experience.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with children show that disadvantaged children are generally more likely to have language and comprehension difficulties compared to non-disadvantaged children.
2	Internal assessments indicate that the gap for attainment in writing has widened due to the impact of school closures, with 50% of disadvantaged children not reaching the expected level at the end of KS2.
3	Observations and conversations with disadvantaged children and their families show that they generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and discussions with disadvantaged children and families demonstrate that the education, wellbeing and wider aspects of development of many have been impacted by both the pandemic and the cost of living crisis to a greater extent than for other children. These findings are backed up by several national studies.

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
Disadvantaged children have improved language and reading comprehension and as a result are able to access the wider curriculum, including mathematical understanding (Challenge 1)	In line with our equality objective, to close the attainment gap to no more than 10% between disadvantaged pupils and others nationally, in English and maths.
Improved writing attainment among disadvantaged children (Challenge 2)	
Disadvantaged children have high levels of engagement with extracurricular activities and access to cultural experiences (Challenge 3)	Sustained levels of engagement with extracurricular activities and cultural opportunities demonstrated by: <ul style="list-style-type: none"> • We will provide substantial discount to music lessons for 15 children £108 (£192 cost per child) • PGL places - we will fully fund 13 children for a place (£422 cost per child)

	<ul style="list-style-type: none"> We will provide 50% discount for all FSM children and 100% discount for targeted FSM children (full cost £245 per child)
Disadvantaged children are confident and happy individuals with strategies to support them when they need help academically, socially and emotionally (Challenge 4)	Through discussions with parents and carers, pupil conferencing and questionnaires.
Disadvantaged children are prepared for the next stage of their education and have high aspirations for their future (Challenge 4)	Through the Skills Builder hub, pupil conferences and pupil questionnaires.

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: £13,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teachers and Teaching Assistants based on how best to support Literacy	There is strong evidence that oral language interventions have significant impact on children's progress. The average month progress is 6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4
CPD for Teachers and Teaching Assistants on IRIS Connect (Classroom Video Technology)	There is evidence that using video technology improves the quality of teaching. https://cepr.harvard.edu/files/cepr/files/l4a_best_foot_forward_research_brief1.pdf?m=1443808234	1, 2, 4
CPD for Teachers and Teaching Assistants on how to support children with SEND / SEMH (The Bridge School / Educational Psychologist / ITIPS)	Pupils with SEND have the most need for excellent teaching. Research shows that children with SEND are more than twice as likely to be eligible for FSM Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Social, Emotional skills link to positive outcomes in later life. Support can help	1,2,4

	<p>whole class approaches, as well as targeted interventions.</p> <p>Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Some pupils will require specialist support to manage their self regulation or social and emotional skills. A trauma informed practice (ITIP's) can support this</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
CPD for teachers on how to support excellence in STEM subjects (science)	<p>Children benefit from high quality teaching in the core subject of science. CPD for teachers can strengthen this.</p> <p>Improving Primary Science guidance report Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</p>	4
CPD for teaching assistants on how to maximise the use of adults in class	<p>There is evidence that the effective deployment of TAs impacts on children's progress.</p> <p>Maximising the Impact of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,4

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

Budgeted cost: £ 163,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention Programme	<p>There is evidence that the NELI programme has impact on children's progress. The average month progress is 3 months.</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	1, 2, 4

Early Talk Boost	There is early evidence that Early Talk Boost can help children reach expected levels in listening and attention as well as receptive / expressive language tb-data-statements-0311.pdf (speechandlanguage.org.uk)	
Daily Supported Reading	There is evidence that DSR impacts on children's progress in reading. https://clpe.org.uk/news/read-our-five-year-impact-report	1, 3
1 Reading Recovery Teacher	There is good evidence that Reading Recovery has an impact on children's progress and attainment. https://assets.kpmg/content/dam/kpmg/uk/pdf/2018/12/Pro-Bono-Economics-Assessing-the-Impact-of-Reading-Recovery.pdf	1, 2, 4
1 Tutor	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children 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	1,2,4
Extra English and Maths lessons	Extended school time has a good impact. The average month progress is 3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 4

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

Budgeted cost: £ 81,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust pastoral care, including Informed Trauma Practice in schools (iTips) and the Zones of Regulation programme	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 4

	https://www.bacp.co.uk/news/news-from-bacp/2020/9-january-trauma-informed-approach-in-schools-helps-staff-and-benefits-students-new-report-says/ Wellbeing Impact Study Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://oxfordimpact.oup.com/wp-content/uploads/2020/10/Wellbeing-Impact-Study-Report.pdf	
Skills Builder curriculum to develop children's essential skills	Explicit teaching of essential skills can have a long term impact on individual success and future employment Skills Builder Impact Report 2023 Our impact (skillsbuilder.org)	3, 4
The provision of an enriched curriculum which supports improved cultural capital and oracy. Includes attendance at residential course and extracurricular activities	Research demonstrates the impact of access to cultural capital, including music lessons and oracy skills such as debating. https://debatemate.org/about-us/ https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf	1, 3

Total budgeted cost: £ 258,125

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 2022 to 2023 academic year.

Our assessments of children's progress and attainment shows that children continued to make progress with their learning during 2022-2023. Assessments show that children's language, vocabulary and writing are key areas that have been impacted in recent years and are therefore a focus for the current strategy. This was particularly evident in KS2 reading and writing results.

- NELI Intervention - 2 children took part in the NELI intervention. 1 child started in the bottom 3% of children in their age group and finished the intervention in the bottom 49%. 1 child was in the bottom 59% of children in their age group and finished in the top 99%. Both these children were summatively identified as having language skills that were relative to other children of the same age and no longer cause for concern. 2 additional children were identified as having language development that was cause for concern. They attended small group sessions with the school speech therapist.
- Talk Boost: 1 child took part in the Talk Boost program in Nursery and made good progress with their language skills
- Reading Recovery - 7 disadvantaged children receiving RR. 6 achieved expected in reading by the end of year 1, apart from one child who was discontinued on the cusp of expected attainment and still receives RR support in Year 2 (vulnerable child with additional needs)
- Year 1 Phonics results for disadvantaged (12 children):
 - school: 79% national: 67% national other: 83%, 57% of children having RR passed their phonics - the remaining 50% will continue to have phonics support
- Year 2 Phonics results for disadvantaged:
 - school: 50% national: n/a other: n/a (2 children, who scored 22 & 24 and KS1 TA results for disadvantaged)
 - Reading expected
 - school: 81% national: 51% national other: 72%
 - Writing expected
 - school: 63% national: 41% national other: 63%
 - Maths expected:
 - school: 63% national: 52% national other: 73%
- KS2 SATS results for disadvantaged:

Ever 6 FSM	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL
30%	expected +	expected + Ev6/other	Greater Depth	Greater Depth Ev6/other	Average points score	Average points score Ev6/other
RWM combined	47%	44%/66%	0%	3%/10%	n/a	n/a
Reading	82%	60%/78%	18%	- /29%	104	105/105
Writing	53%	58%/77%	6%	- /13%	n/a	n/a
Maths	94%	59%/79%	6%	-/24%	105	104/104
GPS (grammar punctuation, spelling)	82%	-/72%	12%	-/30%	103	105/105
Science	65%	-/80%	n/a	n/a	n/a	n/a

The behaviour, wellbeing and mental health of our disadvantaged children has been greatly impacted therefore extra pastoral support has been put in place as part of our current strategy.

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
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N/A	N/A

Service pupil premium funding (optional) N/A

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Part of our strategy that is not dependent on pupil premium or recovery premium funding is:

- recruiting and training volunteer readers to support disadvantaged children and those who continue to be behind
- targeting disadvantaged children to take part in extra sports activities through the Sports Premium
- providing extra Literacy and maths interventions as part of the government's Parent Pledge