

## 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
School name	William Tyndale Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tanya Watson, Head Teacher
Pupil premium lead	Sophie Gavalda, Assistant Head Teacher
Governor / Trustee lead	Julia Marlow, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,225
Recovery premium funding allocation this academic year	£10,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£166,957</b>

## 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. Additionally, for some children, lack of parental support resulted in them not being able to engage fully with remote learning.

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;
- 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 55% of disadvantaged children below age related expectations at the end of KS1.
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 the pandemic 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, with particular consideration of the COVID effect, 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"> <li>quantitative data e.g. attendance at before and after school clubs, including Breakfast Club and Kids' Club</li> </ul>

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: £ 10,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teachers and Teaching Assistants, focusing on feedback (Shirley Clarke training)	There is strong evidence that feedback has significant impact on children's progress. The average month progress is 6 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	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. <a href="https://cepr.harvard.edu/files/cepr/files/l4a_best_foot_forward_research_brief1.pdf?m=1443808234">https://cepr.harvard.edu/files/cepr/files/l4a_best_foot_forward_research_brief1.pdf?m=1443808234</a>	1, 2, 4

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

Budgeted cost: £186,236

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><a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a></p> <p>There is evidence that effective deployment of TAs impacts on children's progress.</p> <p><a href="https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf">https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf</a></p>	1, 2, 4
Daily Supported Reading	<p>There is evidence that DSR impacts on children's progress in reading.</p> <p><a href="https://clpe.org.uk/news/read-our-five-year-impact-report">https://clpe.org.uk/news/read-our-five-year-impact-report</a> and</p> <p><a href="https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf">https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf</a></p>	1, 3
1 Reading Recovery Teacher	<p>There is good evidence that Reading Recovery has impact on children's progress and attainment.</p> <p><a href="https://assets.kpmg/content/dam/kpmg/uk/pdf/2018/12/Pro-Bono-Economics-Assessing-the-Impact-of-Reading-Recovery.pdf">https://assets.kpmg/content/dam/kpmg/uk/pdf/2018/12/Pro-Bono-Economics-Assessing-the-Impact-of-Reading-Recovery.pdf</a></p>	1, 2, 4
2 Graduates	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p>	1, 2, 4

1 Tutor	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Extra English and Maths lessons	<p>Extended school time has a good impact. The average month progress is 3 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1, 2, 4

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

Budgeted cost: £61,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust pastoral care, including iTips and the Zones of Regulation programme	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://oxfordimpact.oup.com/wp-content/uploads/2020/10/Wellbeing-Impact-Study-Report.pdf">https://oxfordimpact.oup.com/wp-content/uploads/2020/10/Wellbeing-Impact-Study-Report.pdf</a></p>	2, 4
The provision of an enriched curriculum which supports improved cultural capital and oracy	<p>Research demonstrates the impact of access to cultural capital, including music lessons and oracy skills such as debating.</p> <p><a href="https://debatemate.org/about-us/">https://debatemate.org/about-us/</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf">https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf</a></p>	1, 3

**Total budgeted cost: £ 256,796**

## 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.

Our assessments of children's progress and attainment shows that the performance of children is lower than in 2019, due to the impact of school closures. Assessments show that children's language and vocabulary is a key area that has been impacted and therefore is a focus for the current strategy.

In 2019 up until March 2020, disadvantaged children were making good progress towards the intended outcomes set out in the 2019/2022 strategy. During the Covid-19 disruptions, children were unable to fully access targeted interventions to support their needs which impacted on their progress.

In order to ensure that disadvantaged children could access high quality remote learning, all children were provided with devices and high-quality learning materials. Additionally, children and families received ongoing pastoral support. Despite these resources, some disadvantaged children did not fully engage and therefore our current focus is to ensure that children have caught up on missed learning while accessing a broad and balanced curriculum.

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
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 have fallen behind due to Covid
- targeting disadvantaged children to take part in extra sports activities through the Sports Premium