

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 | William Tyndale Primary School |
| Number of pupils in school | 451 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| 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 | July 2023 |
| 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 | £174,344 |
| Recovery premium funding allocation this academic year | £10,732 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £185,076 |

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.

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 25% 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 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">quantitative data e.g. attendance at before and after school clubs, including Breakfast Club and Kids' Club |

| | |
|---|---|
| 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: £10,544

| 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 |

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

Budgeted cost: £ 143,131

| 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> <p>There is evidence that effective deployment of TAs impacts on children's progress.</p> <p>https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf</p> | 1, 2, 4 |
| Daily Supported Reading | <p>There is evidence that DSR impacts on children's progress in reading.</p> <p>https://clpe.org.uk/news/read-our-five-year-impact-report and</p> <p>https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf</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>https://assets.kpmg/content/dam/kpmg/uk/pdf/2018/12/Pro-Bono-Economics-Assessing-the-Impact-of-Reading-Recovery.pdf</p> | 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: | |

| | | |
|---|--|-------------|
| <p>The provision of an enriched curriculum which supports improved cultural capital and oracy</p> | <p>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</p> | <p>1, 3</p> |
|---|--|-------------|

Total budgeted cost: £ 226,085

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.

Our assessments of children's progress and attainment shows that children made very good progress with their learning in 2021-2022. Assessments show that children's language, vocabulary and that writing is a key area that has been impacted and therefore is a focus for the current strategy. In KS1 maths was low due to over focus on phonics and reading.

- NELI Intervention - 11 children took part in the NELI intervention. 6 children started in the bottom 25% of children in their age group. 5 children were in the bottom 50% of children in their age group. At the end of the NELI intervention, 8 children were in the top 80% of children in their age group. There were no concerns for 10 children at the end of the programme. 1 child who did not make expected progress is continuing to have extra vocabulary language support in Year 1.
- Reading Recovery - 8 disadvantaged children receiving RR all achieved expected in reading by the end of year 1, apart from one child who has just finished (family history of dyslexia)
- Year 1 Phonics results for disadvantaged (8 children):
 - school: 78% national: 62% national other: 80% (NELI correspondence still to be included) 50% of children having RR passed their phonics - the remaining 50% will continue with the intervention
- Year 2 Phonics results for disadvantaged:
 - school: 95% national: n/a other: n/a (1 child /19 unable to blend but can segment - a typical dyslexic presentation; 92% of children having RR passed their phonics)
- KS1 TA results for disadvantaged
 - Reading expected
 - school: 84% national: 51% national other: 72%
 - Writing expected
 - school: 63% national: 41% national other: 63%
 - Maths expected:
 - school: 47% national: 52% national other: 73%

- KS2 SATS results for disadvantaged:

| Ever 6 FSM 30% | SCHOOL expected + | NATIONAL expected + Ev6/other | SCHOOL Greater Depth | NATIONAL Greater Depth | SCHOOL Average points score | NATIONAL Average points score Ev6/other |
|---|-------------------------|-------------------------------------|----------------------------|------------------------------|---|--|
| RWM combined | 65% | 42%/64% | 6% | 3%/9% | n/a | n/a |
| Reading | 94% | 61%/79% | 25% | 17%/32% | 107 | 102/106 |
| Writing | 76% | 54%/75% | 6% | 6%/15% | n/a | n/a |
| Maths | 76% | 55%/77% | 6% | 11%/26% | 107 | 101/105 |
| GPS (grammar punctuation, spelling) | 82% | 58%/77% | 18% | 16%/32% | 101 (x1 absence down from potential 107) | 102/106 |
| Science | 90% | 65%/84% | 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 |
|-----------|----------|
| 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