



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Tudor Grange Primary Academy Perdiswell
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	56 Pupils = 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Rachel Hughes
Pupil premium lead	Mrs Claire Evans
Governor / Trustee lead	Mr Will Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,870
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,860

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange Primary Academy Perdiswell, we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our academy budget.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement. Our key barriers to achievement for disadvantaged children are:

- Specific attainment gaps in learning in reading, writing and mathematics.*
- Attainment gaps between Disadvantaged Boys and Girls are widening.*
- Personal, social and emotional development. Many disadvantaged children do not have similar enrichment experiences*

We can do this through

- Ensuring the teaching and learning opportunities meet the needs of the pupils.*
- Ensuring appropriate provision is provided for all socially disadvantaged children and they are robustly assessed, progress is rigorously tracked and provision well matched to offer support and challenge. Ensuring that the most disadvantaged pupils 'keep up and not catch up'.*
- To support our children's health and wellbeing to enable them to access learning activities*
- Supporting the payment for activities, educational visits and residentials to enrich educational opportunities and life experiences.*

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have fallen behind in reading, writing and mathematics. Disadvantaged children's gaps of attainment have widened across school.
2	Disadvantaged Boys attainment in writing is significantly lower across the school.

3	Some of our Disadvantaged children have a significant number of ACES. This can include high anxiety, low self-esteem and self-worth and low resilience. We need to meet the social and emotional needs of disadvantaged children so that they can have high aspirations and achieve well.
4	Inconsistent parental engagement. Some parents of our Disadvantaged pupils are harder to engage in their child's learning and these pupils lack the support that more advantaged pupils receive at home.
5	Communication and language skills are low on entry to school. EYFS curriculum to allow for frequent opportunities to develop and embed speech and language, literacy and reading skills to support all Disadvantaged pupils to achieve GLD by the end of the EYFS
6	Significant proportions of pupils who receive the Pupil Premium entitlement are also pupils with SEND and have complex needs that can have an adverse effect on their learning.
7	Some of our disadvantaged pupils have lower attendance and time keeping

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 make at least expected progress in reading, writing and maths	<p>Gap will close in progress made between Disadvantaged and Non-disadvantaged children.</p> <p>Through effective support, CPD and a strong performance management system, ensure that every class has a well-trained, well supported teacher so that all pupils continue to receive quality first teaching every day.</p> <p>The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures.</p> <p>Disadvantaged children in lower year groups make good or accelerated progress from their starting points and are on a positive trajectory to achieve well by the end of KS2.</p>
Disadvantaged children will make good or better progress in reading – this will help vocabulary acquisition	<p>Disadvantaged children will develop a love for reading</p> <p>They will be regularly heard read by an adult at home and in school and logged in their Reading Diary.</p>

	The % of disadvantaged pupils who make expected or better progress from the End of EYFS to the end of KS1, then from KS1 to the end of KS2 in Reading is above national.
Disadvantaged Boys' attainment improves, and gender gap is narrowed	Reduction of gender gap of disadvantaged children particularly in reading and writing.
Identify ACES in Disadvantaged children to target nurture	ACES identified of Disadvantaged pupils across the whole school. The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development. Records of pupils receiving school based or external support for mental health and well-being show that provision has made a positive difference in almost all cases.
Targeted interventions support Disadvantaged children to catch up and keep up to achieve ARE and close their identified learning gaps	Monitoring of interventions implemented track pupil progress and evidence impact of rapid improvements to enable Disadvantaged pupils to catch up and keep up to ARE and close gaps.
Disadvantaged children access a wide range of enrichment experiences both in and out of school	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. Disadvantaged pupils who choose not to join a club in the Autumn term will be prioritised in the Spring and Summer Term. Wide range of trips, events and experiences within and out of school are attended and financial and emotional support removes barriers for disadvantaged pupils.
Disadvantaged children in Early Years achieve good levels of development.	Disadvantaged children achieve in line with pupils nationally at the end of Reception. Parents and carers receive the best support, including being signposted to other agencies where needed. Provision is evaluated and modified in response to pupil progress. Strong progress towards reaching the GLD is evident in the areas of speaking, listening and attention for disadvantaged pupils
Disadvantaged Attendance is in line with non-Disadvantaged children and time keeping has improved	Attendance of disadvantaged pupils is greater than 96% and the gap between all pupils and disadvantaged pupils' attendance is low (no more than 1%)

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: £75.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support across every year group promoting intervention and classroom support, literacy and numeracy in the morning and a targeted intervention program in the afternoons.</i>	EEF guide to pupil premium – targeted academic support	1, 2 3
<i>English (Reading and Writing) and Maths leads training to support the delivery of QFT in core subjects to ensure accelerated progress is made for our Disadvantaged pupils. Release time for subject leaders to attend network groups & CPD (English Trust leads)</i>	Research evidence that supports approach: Education Endowment Foundation (2020) Improving Literacy at Key Stage 1 Teachers working in collaboration with the subject specialists will improve classroom practice and pedagogy. It will support the planning of careful and precise next step interventions.	1 2 5
<i>Read, Write, Inc. consultant reviews and weekly coaching to support the teaching of highly quality phonics teaching to close gaps in language and communication skills and promote early reading.</i>	Research evidence that supports approach: EEF 2021 'Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2' pilot project, preliminary findings report. :	1

<i>Class teachers will continue to target and prioritise Disadvantaged pupils through QFT, playing close attention to pupil participation and use specific immediate feedback that will accelerate progress.</i>	EEF: Feedback +6	1 2
<i>Annual safeguarding training for DSL/DDSLs so that disadvantaged pupils are supported at school and in the wider community.</i>	Department for Education (2019) Help, Protection, Education: Concluding the Children in Need review	3
<i>Thrive Training: Nurture Lead TA and Nurture TA to be THRIVE trained practitioners; release time to support CPD and professional meetings with colleagues and parents & carers. All staff to receive THRIVE training from Trust Thrive Lead.</i>	Also recommended by EEF: Explicit teaching of metacognitive and self regulatory strategies	3
<i>Use of GL Assessment to baseline student attainment and monitor key progress indicators.</i>		1 6

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

Budgeted cost: £7,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching for all pupils TA CPD is ongoing by SENDCO</i>	EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including cpd.	1,2

<p><i>Writing and reading are high priority on SIP and CPD plan</i></p> <p><i>Use of intervention materials such as Reciprocal Reading</i></p> <p><i>Pupil Progress meetings track progress of Disadvantaged pupils and appropriate timely interventions are in place.</i></p> <p><i>Baseline assessments confidently analysed to identify children who need intervention to achieve GLD by the end of EYFS</i></p> <p><i>Participate in Talk Boost intervention to improve the language of Reception children, key focus Disadvantaged children</i></p>	<p>Sutton Trust – quality first teaching has direct impact on student outcome.</p> <p>Supporting high quality teaching is pivotal in improving children’s outcome.</p> <p>New Early Years Foundation Stage Statutory Framework</p>	<p>1</p> <p>5</p>
<p><i>DHT/Lit Lead to teach Reading Year 6 Booster intervention groups to close gaps, raise attainments and achieve ARE in core area</i></p>	<p>Education Endowment Foundation (2020) Improving Literacy at Key Stage 2</p>	<p>1</p>

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

Budgeted cost: £15.566

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>THRIVE trained member of staff to support children who are having difficulty accessing learning through behavioural or emotional issues, using the TIS approach to support their</i></p>	<p>Build on the work of TIS to improve provision for children’s social, emotional and mental health needs. Social and Emotional learning – interventions which seek to improve the pupil’s interaction with others and self-management of emotions including developing self-confidence.</p> <p>Thrive research programme is based on neuroscience, attachment theory and child development.</p> <p>Research evidence that supports approach:</p> <p>EEF: Explicit teaching of metacognitive and self regulatory strategies</p>	<p>3</p>

<p><i>management of their own behaviour and well-being.</i></p>		
<p><i>Target parents of pupils who attendance is below 95% and formulate action plan; school to agree support level and parents to agree to plan. Weekly attendance checks on all disadvantaged attendance officer.</i></p>	<p>School Data: 2021-22 Attendance for all 94.1% Attendance for PP 91.4% 2022-23 Attendance for all 95% Attendance for PP 92.3%</p> <p>EEF: Parental engagement +4 'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). (https://www.gov.uk/government/news/shortbreaksdamage-young-peoples-futures)</p>	<p>4</p>
<p><i>Working with vulnerable families and improve parental engagement</i></p> <p>Provide approaches and opportunities which engage parents to support their children with reading, ICT skills or homework.</p> <p>Provide opportunities for parents in their children's learning activities. - workshops/parent stop and share sessions</p> <p>Record and share how to read at home videos</p> <p>Phonic workshops</p> <p>Increase parental engagements in conversations around their child's education.</p>	<p>Research evidence that supports approach: EEF – parental engagement</p>	<p>4</p>

<p><i>Cultural capital</i> <i>Allow all</i> <i>Disadvantaged</i> <i>children the same</i> <i>opportunities as</i> <i>non-</i> <i>disadvantaged</i> <i>peers - personal</i> <i>budget</i></p> <p><i>Experiences</i> <i>promoted in the</i> <i>curriculum</i> <i>Introducing the</i> <i>enrichment</i> <i>pathway</i> <i>Reduction in cost</i> <i>of</i> <i>trips/residentials</i> <i>After school clubs</i> <i>promoted to</i> <i>disadvantaged</i> <i>and encouraged</i> <i>to attend.</i></p>	<p>Learning is contextualised in concrete experiences and language rich environments</p> <p>Research evidence that supports approach:</p> <p>Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils</p> <p>Pupil voice/surveys reflect greater enjoyment and engagement in school</p> <p>Enrichment activities offer children a context for learning.</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>Children can follow their interests without any financial barriers.</p>	<p>3</p>
<p><i>Enhance the</i> <i>school</i> <i>environment both</i> <i>in and outside to</i> <i>support pupils</i> <i>wellbeing by</i> <i>developing</i> <i>calming spaces</i></p>	<p>EDEF Guidance report – improving social and emotional learning in schools</p>	<p>3</p>

Total budgeted cost: £ 98.277

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.

Aim	Outcomes																																																																
<p>To improve the attainment of Disadvantaged pupils in Reading, Writing and Maths</p> <p>Disadvantaged Boys' attainment improves and gender gap is narrowed</p>	<p>Reading 22-23 Attaining ARE%</p> <table border="1" data-bbox="424 645 735 965"> <thead> <tr> <th>Yr</th> <th>Boys PP</th> <th>Girls PP</th> </tr> </thead> <tbody> <tr><td>1</td><td>50</td><td>25</td></tr> <tr><td>2</td><td>40</td><td>66.6</td></tr> <tr><td>3</td><td>80</td><td>100</td></tr> <tr><td>4</td><td>57.1</td><td>/</td></tr> <tr><td>5</td><td>48</td><td>87.5</td></tr> <tr><td>6</td><td>33.3</td><td>50</td></tr> </tbody> </table> <p>Writing 22-23 Attaining ARE%</p> <table border="1" data-bbox="759 824 1067 1144"> <thead> <tr> <th>Yr</th> <th>Boys PP</th> <th>Girls PP</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td><td>25</td></tr> <tr><td>2</td><td>60</td><td>66.67</td></tr> <tr><td>3</td><td>80</td><td>75</td></tr> <tr><td>4</td><td>42.86</td><td>/</td></tr> <tr><td>5</td><td>20</td><td>62.5</td></tr> <tr><td>6</td><td>16.67</td><td>50</td></tr> </tbody> </table> <p>Maths 22-23 Attaining ARE%</p> <table border="1" data-bbox="424 1223 735 1543"> <thead> <tr> <th>Yr</th> <th>Boys PP</th> <th>Girls PP</th> </tr> </thead> <tbody> <tr><td>1</td><td>100</td><td>75</td></tr> <tr><td>2</td><td>80</td><td>66.67</td></tr> <tr><td>3</td><td>80</td><td>75</td></tr> <tr><td>4</td><td>85.71</td><td>/</td></tr> <tr><td>5</td><td>60</td><td>62.50</td></tr> <tr><td>6</td><td>50</td><td>37.50</td></tr> </tbody> </table>	Yr	Boys PP	Girls PP	1	50	25	2	40	66.6	3	80	100	4	57.1	/	5	48	87.5	6	33.3	50	Yr	Boys PP	Girls PP	1	0	25	2	60	66.67	3	80	75	4	42.86	/	5	20	62.5	6	16.67	50	Yr	Boys PP	Girls PP	1	100	75	2	80	66.67	3	80	75	4	85.71	/	5	60	62.50	6	50	37.50	<p>Continue to focus on reading, writing and maths outcomes at KS2.</p> <p>Focus on joint outcomes of RWM</p>
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<p>Disadvantaged children will make good or better progress in reading – this will help vocabulary acquisition</p>	<p>Reading progress in Year 3 and Year 5 was at least good or rapid. All Band A children made expected or rapid progress (yr6) Reading progress in yr1 and 2 was slow for disadvantaged pupils.</p>	<p>Continue to focus on RWM progress.</p>																																																															

<p>Identify ACES in Disadvantaged children to target nurture</p>	<p>All PP identified as Band A –D</p> <p>All pupils received class based Thrive Assessments during the year.</p> <p>Targeted group of Yr 6 PP and all Yr6 Band A/B children received additional transition to TGAW allowing a positive transition to high school.</p>	<p>Continue to update ACES on Alerts Tracker</p>
<p>Disadvantaged children access a wide range of enrichment experiences both in and out of school</p>	<p>48% of PP were in one of 7 clubs offered during the Spring Term.</p> <p>10% of PP currently in one of 5 clubs offered during the Summer Term</p> <p>Spaces for WRAP were accepted by PP children on specific occasions. A Yr 6 PP child attended to ensure they were on time during SATS week.</p>	<p>To ensure more after school clubs are available to PP children.</p>
<p>Disadvantaged children in Early Years achieve good levels of development</p>	<p>Reception 2023</p> <p>56% of PP children meet GLD</p> <p>67% met Prime Areas</p> <p>67% met Specific areas</p>	<p>Continued area of focus in 2023 and beyond</p>
<p>Thrive and Nurture provision</p>	<p>All pupils received class based Thrive assessments; during the year, disadvantaged children received 1:1 or small group Thrive and pupils received 10 hours a week small group. Year 6 group were supported via Thrive to make a positive transition to TGAW. Children showed an improvement in their social and emotional levels during the year.</p>	<p>Continue with termly class Thrive assessments for all pupils: continue with 1:1 and group provision. Update all TA staff using online Thrive training CT to work closer with Thrive practitioners to devise action plans, giving them greater ownership over content.</p>

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
The Write Stuff	Jane Constantine
Read Write Inc	Ruth Miskin
NCETM Primary Teaching Mastery	Origin Maths Hub