

Pupil premium strategy statement

Tudor Grange Primary Academy St James

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	Tudor Grange Primary Academy St James
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	32 pupils = 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachael Russell (EP)
Pupil premium lead	Sarah Deakin
Governor / Trustee lead	Joanne Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,495
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	£46,190

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils are not as well supported with reading and learning at home compared to their non-disadvantaged peers.
2	Disadvantaged pupils do not always have same access to cultural capital opportunities as their non-disadvantaged peers.
3	Low levels of aspiration and resilience can lead to low confidence and disengaged learning.
4	Disadvantaged pupils typically start school with reduced vocabulary compared to their non-disadvantaged peers and as a result they are at lower academic starting points in English and Mathematics.
5	Disadvantaged pupils are not typically prepared to start school with all the equipment to access a broad and balanced curriculum.

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
Ensure that all PP pupils who are not designated as SEND for learning, achieve at least the national expectation in reading by the end of KS2.	Statutory end of year data. CA1, CA2, CA3 Summative termly data results
Ensure that all PP pupils make at least expected progress in English and Mathematics.	Statutory end of year data. CA1, CA2, CA3 Summative termly data results
Achieve at least national expected standard in PSC	Statutory PSC data in Year 1 and Year 2. Monitoring of half termly data collection from PSC checks are completed to measure progress.
Improve the engagement of disadvantaged pupils' parents .	Parental engagement and written responses seen frequently in pupil reading diaries. Increased level of attendance at parents' evenings and curriculum workshops and

	therefore increased levels of communication and feedback.
Ensure all PP pupils have priority access to and engagement within cultural and enrichment activities	<p>Pupil voice feedback.</p> <p>Monitor and prioritise pupils' attendance at enrichment activities.</p> <p>Monitor pupil engagement with enrichment activities.</p>
Ensure all PP pupils have access to SEMH support, as required, to prepare them to be engaged with their learning fully.	<p>Embed the six steps to success for PP pupils.</p> <p>Termly Thrive assessments of all pupils to assess the level of need and support required from the Thrive practitioner as required.</p> <p>Offer support to families, through Family Thrive.</p>

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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD sessions for KS1 and KS2 teaching assistants focusing on how to teach reading.	The development of their subject knowledge and skills will lead to targeted learning support which will enable pupils to close gaps in learning over a short period of time.	1 & 4
Supporting Speech Language skills – Two staff qualified as Train the Trainer for Talk Boost will train staff to implement	The application of the training will enhance children’s speech and language development.	4
Dedicated time for daily high quality teaching of reading and phonics across all three key stages.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.	2, 4 & 5
Allocated leadership time for English and Mathematics subject leaders to monitor and moderate teaching and learning impact for disadvantaged pupils.	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, 3 & 4
Ensure all staff are supported to use Thrive approaches as part of embedded approaches to supporting SEMH needs.	All adults using appropriate and standardised language enables pupils to feel secure and certain in times of challenge.	3
Thrive Practitioner to offer Family Thrive.	All stakeholders working together as a team to support pupils has been found to be effective in improving engagement, attendance and outcomes for pupils.	1 & 3

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

Budgeted cost: £16900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group provision of core interventions led by TA/HLTA in EYFS, KS1 and KS2. The priority focus is early language skills, reading and daily additional phonics interventions for EYFS, Year 1 and Year 2 pupils as well as additional intervention support for children in KS2 who are not secure with phase 6 phonics.	Evidence shows that an intense programme of one-to-one or small-group tuition could add as much as five months' progress to a young person's schooling, according to The Education Endowment Foundation. Therefore, the targeted learning support enables pupils to close gaps in learning over a short period of time.	1, 3 & 4
In class mentoring and support by TA/HLTA during core learning sessions	Pupils benefit from the practical encouragement and support in the lessons, which increase social and academic confidence	3 & 4
Core learning support by facilitating 1:4 after and before school tutor sessions three times per week.	Evidence shows that an intense programme of one-to-one or small-group tuition could add as much as five months' progress to a young person's schooling, according to The Education Endowment Foundation. Therefore, the targeted learning support enables pupils to close gaps in learning over a short period of time.	1, 3 & 4
Continued participation in the Nuffield Early Language Intervention to improve the language of Reception Children.	It improves language acquisition and vocabulary range of disadvantaged children in EYFS.	4
SEND support through external agencies	Pupils with individual needs related to cognition/ learning/ SEMH need specialist support and learning programmes.	1 & 3

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

Budgeted cost: £ 25,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Actively encourage and support disadvantaged families to maintain high standards of attendance by identifying and addressing any barriers to good attendance (such as transport issues, lack of uniform)	Pupils need to attend school regularly to benefit from their education. Research shows children with poor attendance tend to achieve less well in primary school.	3
Thrive sessions led by the Thrive practitioner.	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem.	3
Family Thrive offered by Thrive practitioner, alongside weekly drop in sessions.	Parents will become increasingly empowered to understand the emotional needs of their children better. Therapeutic family support is effective early help intervention to enable families to set goals and objectives to create a positive change as well as empowering individuals to be achieve the best they can.	1 & 3
Financial support with the costs of school residentials, educational visits, uniform, learning materials and access to extra-curricular clubs.	Disadvantaged families may need additional support (partial or full) to cover the cost of activities, which enrich the curriculum.	5
Whole class ensemble tuition (WCET) programme by Solihull Music Service	Pupils develop instrumental technique, as well as boosting their creativity and resilience through their first hand experience of learning to play an instrument. One of the benefits of WCET is that it reduces the need for parents to buy a musical instrument and therefore reduces significant expense for some families.	2
Whole class theatre and immersive arts experiences	Creative learning alliance key research findings show people who take part in the arts are 38% more likely to report good health.	2

Access to before and after school club provision	Our childcare services are designed to stimulate, motivate and engage children as well as promoting physical activity. Access to before school breakfast club promotes good levels of attendance.	3
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Total budgeted cost: £ 46450

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.

Priority 1- Disadvantaged pupils to achieve expected standard in PSC in line with others.

100% of disadvantaged pupils in Year 1 and Year 2 achieved the expected standard in PSC.

Priority 2 - Ensure all PP pupils make at least good progress, particularly in writing, and become more confident and proficient writers in line with 'other' pupils.

In KS1 100% of disadvantaged pupils achieved expected standard in R/W/M, with positive trend (+14%) making at least expected progress. (Non validated data) PP students outperformed non PP students.

In KS2 75% of disadvantaged pupils achieved expected standard in Maths and GPS.

However, KS2 attainment and progress for PP students showed recovery to 2019 position (last year of validated data).

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
NCETM – Primary Teaching Mastery Embedding	Origin Maths Hub

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?	N/A

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