

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	10.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Deakin (Executive Principal)
Pupil premium lead	Holly Lynch (Principal)
Governor / Trustee lead	Reverend Paul Day (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,175
Recovery premium funding allocation this academic year	£3,915
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	£44,090

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange Primary Academy St James, 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 approach is designed in response to robust diagnostic assessments for all children. Our key barriers to achievement for Pupil Premium children are:

- Specific attainment gaps in learning in reading, writing and mathematics.
- Attainment gaps between Pupil Premium Boys and Girls are widening.
- Personal, social and emotional development. Many pupil premium 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 and provision well matched and timely, acting early to intervene at the point need is identified.
- To support our children's health and wellbeing to enable them to access learning activities
- Supporting payment for activities, educational visits and residential.

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	Assessments, observations and discussions with disadvantaged pupils indicates that they typically 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	Pupil voice feedback. Monitor and prioritise pupils' attendance at enrichment activities. Monitor pupil engagement with enrichment activities.
Ensure all PP pupils have access to SEMH support, as required, to prepare them to be engaged with their learning fully.	Embed the six steps to success for PP pupils. Termly Thrive assessments of all pupils to assess the level of need and support required from the Thrive practitioner as required at least expected progress. Offer support to families, through Family Thrive.

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: £ 3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskill teaching assistants to enable them to support with Quality First Teaching by facilitating 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 Speaking/Language skills – Refresher training or full training(new staff) for all staff in the delivery of Speech and Language intervention programme- Talk Boost. Programme will screen all children.	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 as demonstrated by the EEF Phonics EEF (educationendowmentfoundation.org.uk)	2, 4 & 5
Allocated leadership time for English and Mathematics subject leaders to monitor and moderate teaching and learning impact for disadvantaged pupils to ensure Quality First Teaching from all professionals in these core subjects.	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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,300

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 twice 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.	
Delivery of the Talk Boost programme in EYFS, KS1 and KS2.	It improves language acquisition and vocabulary range of disadvantaged children across school.	4

SEND support through external agencies	Pupils with individual needs related to cognition/ learning/ SEMH need specialist support and learning programmes.	1 & 3
Implementation of platforms for English and Maths that support effective learning at home from pupil's individual starting points.	Regularly reinforcing learning helps to prevent learning loss. A programme that can accessed daily on a range of devices will support pupils on their individual learning journeys.	1, 3 & 4

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

Budgeted cost: £ 20,090

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 as demonstrated by the EEF Social and emotional learning EEF (educationendowmentfoundation.org.uk)	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	2

	that it reduces the need for parents to buy a musical instrument and therefore reduces significant expense for some families.	
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

Total budgeted cost: £44,010

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.

We have analysed performance using data from statutory assessments including KS1 and KS2 performance data, phonics checks and own internal assessments including GL assessments.

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

60% of disadvantaged pupils in Year 1 achieved the expected standard in PSC. 80% of non-disadvantaged pupils achieved the expected standard. Due to low numbers of disadvantaged pupils (5), each child was worth 20%, meaning that 2 disadvantaged pupils did not reach the expected standard. Both are receiving enhanced intervention in Year 2.

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 33.3% of disadvantaged pupils (1 out of 3 pupils) achieved expected standard in R/W/M.

In KS2 50% of disadvantaged pupils achieved expected standard in R/W/M (2 of out of 4 pupils).

In KS2, 50% of pupils achieved a good score in the MTC (2 of our 4), with one pupil achieving 25/25. 2 pupils made above expected progress between KS1 and KS2 outcomes.

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
Little Wandle Early Reading SSP	Little Wandle
The Write Stuff by Jane Considine	The Training Space
Talk Boost	Speech and Language UK

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