

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	Tameside Primary Academy
Number of pupils in school	499
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mitchell Hill Principal
Pupil premium lead	Kate McDonald Senior Assistant Principal
Governor / Trustee lead	Judith Hunt Char of SPC.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,940
Recovery premium funding allocation this academic year	£35, 960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£102,772
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	£484,712

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, especially reading Writing and Maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who already attain to a high level across the curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs specific to Tameside Primary Academy, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. There is also a lack of opportunities for children to read at home.
2	Assessment data, observations, and discussions with teachers and senior leaders suggests that Reading, Writing and Maths data of disadvantaged pupils falls below national standards across both key stages.
3	Due to lockdowns and external poverty levels, disadvantaged children do not get the opportunity to enrich their life and cultural opportunities by visiting landmarks, having outside speakers etc.. This has resulted in knowledge gaps and lower aspirations.
4	Due to lack of social interaction and socioeconomic factors, our disadvantaged children lack key communication skills in oracy. Visits from the school improvement advisor shows a lack of rich language being used in EYFS and also in higher year groups.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. The number of SEMH SEND concerns have increased – over a quarter of our total SEND.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils.</p> <p>9% of disadvantaged pupils have been ‘persistently absent’ compared to 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
7	The local area has high deprivation and also high levels of unemployment. This links in with low education levels and aspiration levels of the local community.
8	Children lack behavior for learning across the Academy. Children do not always have the levels of diligence in which to apply to learning in classrooms.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard. Improvement in disadvantaged pupils passing phonics assessments in KS1
Improved attainment for disadvantaged pupils at the end of KS1 and KS2 in RW and M	KS1 and KS2 outcomes in 2021/22 show that more than 65% of disadvantaged pupils met the expected standard in Reading, writing and Maths combined.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Gaining of wellbeing charter mark
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.
Improved cultural awareness by giving children opportunities	Children to improve aspirations by attending trips linked to the curriculum to raise aspirations and fill in knowledge gaps.
Improve aspirations of parents	Parents to engage with the curriculum and school to improve their subject knowledge and aspirations.

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: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2</p> <p>£5,000</p>
<p>GL assessment</p>	<p>Standardised tests give good diagnostic evidence to support teaching and learning due to gaps being identified.</p> <p>Screeener diagnostic</p> <p>Properties of commercial tests in the EEF EEF (educationendowmentfoundation.org.uk)</p>	<p>£500</p> <p>1,2</p>
<p>Embed Rocket Phonics - a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>£5,000</p>
<p>Supporting early reading</p>	<p>Supporting early reading develops oracy, reading and communication. Nursery library and home readers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-</p>	<p>1,2,8</p> <p>£5000</p>

	years&utm_medium=search&utm_campaign=site_search&search_term=early%20reading	
To improve the skillset and effectiveness of classroom support members	<p>Classroom support members being used effectively is a valuable resource. Research suggests that systematically planning in for extra adults being used improves attainment levels.</p> <p>MITA training rust support Marie Miles support</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence?utm_source=/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence&utm_medium=search&utm_campaign=site_search&search_term=classroom%20assistants</p>	2 £2000
To support bespoke CPD for teachers to adapt the curriculum for our most disadvantaged pupils	<p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	2 £2000
To improve the AfL of all teachers	<p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	2 £3000

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

Budgeted cost: **£349,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing and interventions	<p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Nurture and other social/emotional interventions used to support children. Use of the outdoor environment to support small group intervention and academic mentoring. All of these will support pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>5</p> <p>£180,000</p>
SLT support to focus on curriculum enrichment	<p>Improve provision for the 'most' disadvantaged children for example integrating the use of the Birmingham Hippodrome, whole school outside visitors into the curriculum to raise aspirations. Support children in the curriculum with experiences to engage and excel.</p> <p>https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066</p>	<p>7</p> <p>£10,000</p>
Purchase resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p> <p>£2000</p>
Support Nurture facilities so that sessions can be delivered in school.	<p>Provide additional support for children who are SEND for SEMH or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>5</p> <p>£5000</p>
Support and improve Forest/outdoor learning facilities so that academic mentoring	<p>Provide additional support for children who are SEND for SEMH or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p>	<p>5</p> <p>£5000</p>

services can be delivered effectively.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
To provide Subsidised educational visits, visitors and residential trips for all children	School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged. https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066	3 £30,000
To support the purchasing of assisted technology	To purchase Reading pens x Laptops for children with specific learning difficulties x 10 Recordable whiteboards 210 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=assessment	£10,000
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4 £14,000
Additional speech and communication sessions targeted at disadvantaged pupils who require further support.	Speech and communication interventions when taught early and well have a positive impact on the C and L of learners: Phonics Toolkit Strand Education Endowment Foundation EEF	4 £14,000
Increased Murray Hall	Increased capacity for Murray Hall. Research suggest children can self regulate their feelings and emotions if taught systematically.	5 £9,000

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=vis	
Disadvantaged send teacher	Intervention teacher to be used to support the delivery of interventions across the school – 1 in each key stage – to support the teaching of the most disadvantaged. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3 £70,000

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

Budgeted cost: **£67,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behavior management through de-escalation with the aim of developing our school ethos and improving behavior across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	8 £2000
To provide Attendance incentives to improve attendance School to pay for certificates and sustainable reading rewards linked to attendance and punctuality.	Incentives and rewards are proven to support attendance rates in schools. School to pay for certificates and sustainable reading rewards linked to attendance and punctuality. Having a consistent whole school policy and procedures supports attendance improvements. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-	6 £10,000

	assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	
To provide Provision of breakfast and after school care/clubs for children across the school	After school clubs can improve self esteem and aspirations of children. It also a good way to improve well being. The most disadvantaged children to be supported.	6,7, £10,000
To provide the Pastoral and safeguarding continued professional development so that disadvantaged children can be supported	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&utm_medium=search&utm_campaign=site_search&search_term=professional	5,7,8 £5000
Invest in SEMH and well being services to support our most disadvantaged children	Children's SEMH and well being has been adversely effected during the pandemic. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=vis	5,7,8 £9000
Invest in achieving the Wellbeing charter mark	Children's SEMH and well being has been adversely effected during the pandemic	5,7,8



	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=vis	£5000
To improve parental engagement with the curriculum through workshops and classes	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parent	8 £7000
To introduce the walking bus with hard to reach families	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	6 £10,000
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	6 £7000



<p>Purchasing of resources to reward attendance Dojo 500 point incentives Dojo 1000 point incentives</p>	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	
<p>Introduce Lego therapy</p>	<p>Children’s SEMH and well being has been adversely effected during the pandemic</p>	<p>5,8 £500</p>
<p>NELI training and resources</p>	<p>Speech and communication interventions when taught early and well have a positive impact on the C and L of learners: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=early%20reading</p>	<p>4 £2000</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All £9712</p>



TAMESIDE
PRIMARY ACADEMY

Total budgeted cost: £448,712