

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	Tameside Primary Academy
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	52%
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 2022
Date on which it will be reviewed	July 2023
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	£350,000
Recovery premium funding allocation this academic year	£35, 960
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	£385,960

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 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	Assessments, observations, and pupil progress meetings and indicate disadvantaged pupils have greater difficulties within Reading than their peers across the school.
3	Assessments, observations, and pupil progress meetings and indicate disadvantaged pupils have greater difficulties within Writing than their peers across the school.
4	Assessments, observations, and pupil progress meetings and indicate disadvantaged pupils have greater difficulties within Maths than their peers across the school.
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>10% 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
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Improved Phonics attainment amongst disadvantaged pupils	For end of year phonics data for disadvantaged pupils to be closer to non-disadvantaged pupils Improvement in the percentage of disadvantaged pupils achieving phonics screening passes
Improved reading, attainment among disadvantaged pupils.	For end of year data for disadvantaged pupils to be closer to non-disadvantaged pupils. The gap must be closed
Improved writing attainment among disadvantaged pupils.	For end of year data for disadvantaged pupils to be closer to non-disadvantaged pupils. The gap must be closed
Improved maths attainment among disadvantaged pupils.	For end of year data for disadvantaged pupils to be closer to non-disadvantaged pupils. The gap must be closed
Improved attainment for disadvantaged pupils at the end of KS1 and KS2 in RW and M	KS1 and KS2 outcomes in 2022/23 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 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 in 2022/23 demonstrated by: <ul style="list-style-type: none"> • the showing an improvement in disadvantaged pupils' attendance • A narrowing of the gap in attendance between disadvantaged pupils and non disadvantaged pupils.
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.
To improve behaviour for learning	Children to be engaged in learning and be fully integrated into the classroom learning with their peers.

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: £8,000

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. GL assessment</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>	1,2, 3, 4
<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>	1, 2
<p>Supporting early reading</p>	<p>Supporting early reading develops oracy, reading and communication.</p> <p>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>	1,2,8
<p>To support bespoke CPD for teachers to adapt the curriculum for our most disadvantaged pupils</p>	<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-</p>	2

	reviews/teacher-professional-development-characteristics	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£257,554**

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>	1,2,3,4,8
Support and focus on further curriculum development and enrichment, including subsidised trips and visitors, CPD and networking.	<p>Improve provision for the 'most' disadvantaged children for example integrating the use of external agencies such 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>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.</p> <p>https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066</p> <p>https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066</p>	2,3,4,5,7,8

Enrich the Reading curriculum	Enrich the Reading curriculum by the purchasing of relevant resources and providing the relevant CPD for teachers.	2
Enrich the Writing curriculum	Enrich the Writing curriculum by the purchasing of relevant resources and providing the relevant CPD for teachers.	3
Enrich the Maths curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Enrich Nurture provision so that sessions can be delivered in school to targeted pupils.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5,6,7,8
Support and improve Forest/outdoor learning facilities so that academic mentoring services can be delivered effectively.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5,6,7,8
Employ and embed school counsellor	Employ a school counsellor to work with pupils to improve wellbeing and SEMH.	1-8
Purchase resources to support children's wellbeing and mental health	Purchase resources to support the school counsellor in providing counselling for children. 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

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

Budgeted cost: £26,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff knowledge through CPD on how to support children's behaviour for learning	<p>Both targeted interventions and universal approaches can have positive overall effects on behaviour:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	8
To provide Attendance incentives to improve attendance	<p>Incentives and rewards are proven to support attendance rates in schools.</p> <p>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.</p> <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</p>	6
To provide Provision of breakfast and after school care/clubs for children across the school	<p>After school clubs can improve self esteem and aspirations of children. It also a good way to improve well being.</p> <p>The most disadvantaged children to be supported.</p>	6,7,
To provide the Pastoral and safeguarding continued professional	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-</p>	5,7,8

development so that disadvantaged children can be supported	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	
Invest in achieving the Wellbeing charter mark	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
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

Total budgeted cost: £448,712