

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	409
Proportion (%) of pupil premium eligible pupils	52%
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	December 2023
Date on which it will be reviewed	July 2024
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	£305,550
Recovery premium funding allocation this academic year	£32,451
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£338,001

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 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. 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.
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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 writing skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved writing 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 2022/2023 show that more than 65% 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 2022/2023 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 2022/2023 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 • Increased SEMH associated issues
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/2024 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: **£30,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrich the wider curriculum through high quality resources	. Enhance our curriculum offering by supplementing with resources.	£8,000 1,2,
Enrich the curriculum with consumable resources to support the children in their learning.	Enhance the Reading, Writing and Maths Curriculum through supporting the delivery through resources for the children	£6,200 1,2,
Enrich PE curriculum by supporting the hiring of a pop up pool	Enhance life saving skills and the distance that a child can swim.	£6,000 5,7,8
Enrich SEND offering in the Academy	Purchase specific SEND resources to support children across the Academy who are disadvantaged.	£6 000 1,2,5,7,8
Purchase standardised tests	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	£4,000 1,2,3,4

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

Budgeted cost: **£287,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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. Employ school counsellor</p> <p>All of these will support pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>£275,000 1,2,3,4,5,6,7,8</p>
Support to focus on curriculum enrichment through visitors and trips.	<p>Improve provision for the 'most' disadvantaged children for example integrating the use of the trips and visitors to enhance the curriculum.</p> <p>https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066</p>	<p>£12,000 4</p>

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

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Attendance incentives to improve attendance</p> <p>School to pay for certificates and sustainable rewards linked to attendance and punctuality.</p>	<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=/educ</p>	<p>6</p> <p>£4,000</p>

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Enhance the outdoor areas in school – especially the forest areas.	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	£3000 6,7,8
Acute specific interventions that may arise		£13,000

Total budgeted cost: £ 338,001