

Pupil premium strategy statement – Tenbury CE Primary Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198 (exc. Nursery)
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	11/09/2024
Date on which it will be reviewed	17/07/2025
Statement authorised by	Kerri Phelps
Pupil premium lead	Kerri Phelps
Governor / Trustee lead	Annette Bryant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49118
Recovery premium funding allocation this academic year Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching & learning, safeguarding and early years.	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49118

Part A: Pupil premium strategy plan

Statement of intent

The principles:

At Tenbury Primary Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We believe that with the correct support all pupils can achieve this if the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged pupils are supported to reach age related expectations in Y6
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We will focus on high quality teaching with an individualised approach to addressing barriers to learning and emotional support.

Barriers to learning include:

- Poor attendance
- Poor language and vocabulary and reading which impacts on all areas of the curriculum.
- Learning gaps – Covid, prior experiences
- Parental engagement and adverse childhood experiences

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will use a range of strategies outlined in the EEF guidance documentation including:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips/visits, residential, first-hand learning experiences

Our school motto is 'Therefore encourage one another and build each other up', which illustrates our intent for all of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to Nursery and Reception. Some pupils, including PP children enter school with low levels of skills, knowledge and understanding
2	Increasing number of children starting school with identified speech and language concerns which impact on future learning
3	A small proportion of emotional and social issues among pupils, including PP children, which can impact on all aspects of school life including progress, attainment, attendance and behaviour.
4	Our Y6 SATs data for 2024 demonstrates that overall, Pupil Premium pupils have achieved well – better than all pupils nationally in Writing and Maths in Y6. In-school tracking data also shows that across KS2, Pupil Premium pupils have attainment in line with or better than Non Pupil Premium pupils in many classes, in Reading and Maths. However, the gap is wider in Reading, Writing and Maths for some of our KS1 pupils, following Covid lockdowns which significantly affected children’s earliest formative years. Attainment and progress in Writing, is an area that could be improved and is a whole-school focus, following the pandemic.
5	Attendance rates for some pupil premium children are below national expectation of 96%, causing gaps in their learning and lower than expected progress and attainment

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
Improve oral language skills for pupils eligible for PP particularly in Foundation Stage and KS1	The majority of PP children will achieve their Early learning Goals in the EYFS and be secure in the Y1 phonics test
Increase positive behaviour, develop social skills and ability to co-operate and play with peers.	Pupils have increased confidence and self esteem and targeted pupils will enter the classroom with the right mind-set to learn.
Improved progress for KS2 PP children (including PP working at greater depth) particularly in Writing, in order to raise	Pupils in KS2, including the more able, eligible for PP will make the same rate of progress as other pupils with the same

attainment and diminish the difference between PP and non-PP pupils	starting points and achieve at least national expectations where appropriate.
Increase in attendance rates for PP pupils. This had improved significantly up to 2020, however attendance was then severely disrupted by the pandemic and we now want to recover earlier success and continue to improve.	A greater % of PP children will be in school every day, on time and ready to learn.

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to 'Accelerated Reader' – a reading management and monitoring programme that aims to foster the habit of independent reading among primary age pupils.	Accelerated Reader has been shown to produce positive results (EEF) ‘The internet based programme increased the reading age of pupils by 22 weeks in just 3 months. The effect on low-income pupils was even greater with their reading age improving by 5 additional months in the same time.	4
Employment of additional adults to maintain small RWI groups from foundation to Year 2.	Children are in small groups according to their ability with a trained adult to ensure they all reach full potential. See EEF research on small group tuition (+4 months) Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
Purchase of SLA with Education services to provide an Education Welfare Officer	Through rigorous monitoring, school action and the SLA for an Education Welfare Officer, the persistent absenteeism rate for pupil premium children should improve considerably, leading to increased progress rates. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	5

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

Budgeted cost: £30 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group work following time to talk/ talk about programs and individual speech and language therapy programs, Nursery: staff will assess and follow the 'Wellcom' programme, including strategies from recent 'Every Child a Talker' training	EEF evidence shows that oral language interventions have very high impact (+6 months) Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
1:1 and small group phonics booster programme in EYFS	EEF research states that phonics approaches have been consistently found to support children master the basis of reading – high impact (+5 months) Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Additional reading and spelling interventions through interventions such as Lexia	Evidence from using this strategy is that children make progress and work through levels and exit program when they reach age appropriate spelling level.	3,4
Additional small group work in English to support KS1 pupils, particularly in their writing.	EEF evidence is that small group tuition can have a moderate impact of +4 months. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4
Weekly Homework Club for Y6 pupils	Provides weekly keep-up session in Reading/EGPS and Maths. EEF evidence shows a high impact (+5 months)	3,4
Weekly Maths intervention group	A Maths keep-up session to ensure pupils have understood the learning that week. EEF research shows that mastery learning has high impact (+5 months) 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:	3,4

	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
1:1 support for targeted children during lunch and break times to ensure positive behaviour, develop social skills and ability to cooperate and play with peers.	<p>To reduce incidents within the playground at unstructured times of the day and ensure targeted pupils enter the classroom with the right mind-set to learn.</p> <p>EEF evidence on meta-cognition and self-regulation shows high impact (+7 months)</p>	3
Headteacher and Deputy Head are part of EEF training and project through Worcestershire Children First and Billingsley research School – we will be embedding the Word Aware approach across the school	<p>School staff will have a better understanding of the evidence and rationale for supporting the attainment and progress of vulnerable/disadvantaged groups of pupils such as Pupil premium and SEND pupils, with speech and language and improving vocabulary, which will, in turn, have a positive impact on children's writing.</p> <p>EEF evidence shows that oral language interventions have very high impact (+6 months)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

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

Budgeted cost: £9800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher to implement strategies from Senior Mental Health Lead training	EEF evidence on meta-cognition and self-regulation shows high impact (+7 months)	3,5
Provide financial support for residential trips	Ensures all PP children participate and develop their independence/self confidence	3,5
Provide financial support for educational visits	Ensures all PP children participate and develop their independence/self confidence	3,5

throughout the year if required.		
Provide financial support for Breakfast Club as and when required	Support will be provided for those PP children who may have attendance /punctuality issues or focus/concentration issues later in the day.	3,5
Horse riding sessions for targeted pupils Gardening sessions for targeted pupils	EEF evidence supports outdoor learning interventions and shows they have positive benefits on academic learning and wider outcomes such as self confidence	3,5
BERT Club (Boys Enjoy Reading Together) for targeted pupils	EEF evidence is that small group tuition can have a moderate impact of +4 months.	3,5
School funds cost of 'Mentor Link' programme for PP pupils if appropriate Headteacher as Mental Health First Aider holds 1-1 mental wellbeing/mindfulness sessions if required.	Pupils will have reduced anxiety, improving concentration, focus and attendance.	3,5
Provide free music lessons and instruments to those KS2 PP pupils who are interested. Tenbury Town Band will provide the loan of instruments, alongside instruments that school have, and a band member to teach small groups of children	Children will have improved concentration and focus. Learning music teaches children to work towards short-term goals, develop routine and practice self-discipline. Setting aside regular time for practice develops commitment and patience. Mastering a new piece of music leads to a sense of pride and achievement, and helps children to learn the value of self-discipline. The children will also have the option of becoming band members if they wish and the sense of community that this brings.	3,5

Total budgeted cost: £49150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 SATs Data:

Current attainment KS2				
Number of PP children in cohort	8	Reading	Writing	Maths
% of PP pupils achieving the expected standard	School	63%	75%	88%
% of non PP pupils achieving the expected standard	School	96%	87%	100%
% of all pupils at expected	National	74%	72%	73%

Current attainment KS1				
Number of PP children in cohort	8	Reading	Writing	Maths
% of PP pupils achieving the expected standard	School	38%	38%	38%
% of non PP pupils achieving the expected standard	School	64%	54%	64%
% of all pupils at expected	National	71%	62%	71%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mastery Maths	NCTEM/ White Rose
Multiplication Tables	Times Table Rockstars
Phonics	Read, Write Inc.
Reading Comprehension	Accelerated Reader