

Tillington Manor Primary -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	Tillington Manor Primary School
Number of pupils in school	218 – 2021-2022 222 – 2022-2023
Proportion (%) of pupil premium eligible pupils	2021-2022 - 30% 2022-2023 – 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022-RAG review completed September 2023
Statement authorised by	Kelly Brockhurst and Jacqui Brian Co-Headteachers
Pupil premium lead	2021-2022 Kelly Brockhurst 2022-2023 Chris Tucker
Governor / Trustee lead	Simon Rowland Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,822 £81,930

Recovery premium funding allocation this academic year	£8,700 £8,310 (Claw back of £1,385 for LAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £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	£93,522 £88,855

Part A: Pupil premium strategy plan

Statement of intent

At Tillington Manor Primary School, our aim is to ensure that children who are Pupil Premium are catered for and are given all of the tools and support that they need in order to be successful in their education. We wholeheartedly believe that all children should have equal opportunities regardless of background and everyone deserves to be given their best chance to achieve.

Our current plans work towards achieving this by providing a host of opportunities, be that academic or social, or in an extra-curricular context for all disadvantaged pupils. This is done in consultation with a wide variety of stakeholders, from governors and class teachers to parents and the child themselves.

Inspirational and real-life experiences are an essential part of the curriculum at Tillington Manor, enabling pupils to put their learning into context and understand the reasons for learning specific skills and knowledge ready for the future. In addition, SEMH and wellbeing are high on the agenda for all pupils, including those who are disadvantaged, with the curriculum designed to not only support pupils' mental health and wellbeing now but to give tools and techniques they can apply throughout their lives.

The strategy will work in conjunction with the School Improvement Plan to consider the challenges faced by and support the needs of all vulnerable pupils, regardless of whether they are in receipt of pupil premium or not. The key principle of the strategy and the school as a whole is to ensure that all pupils receive a broad and balanced curriculum based on the needs of the community and the effects of the Covid-19 pandemic. Leaders and staff work hard to ensure that pupils always receive high quality first teaching which is reactive to the needs of the pupils and has high expectations of all. Senior leaders and subject leads ensure this, with assessment and data being regularly analysed to ensure that pupils receive focused extra support where needed.

High-quality 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 diminishing attainment difference 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.

Our approach will be responsive to common challenges and individual needs, 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	<p>Attendance and Lateness</p> <p>Attendance and persistent absence/ lateness effect on pupils' learning due to lost learning time. Attendance data from 2020-2021 showed that attendance of disadvantaged pupils was 95.4%. Although this was an increase from 90.4% in 2019-2020, the gap between disadvantaged and non-disadvantaged pupils' attendance had widened.</p>
2	<p>Lack of real life and memory making instances</p> <p>The socio-economic profile of a number of the children precludes them from participating in whole school opportunities and extra-curricular activities. Through observations, discussions and knowledge of the community we serve, school is aware of the lack of real life and inspirational experiences that the children generally gain outside of school. This has been heightened by the Covid19 pandemic.</p>
3	<p>Low level of Communication and Language</p> <p>Baseline assessments when children enter the school at EYFS show low levels of early language and communication deprivation. Currently, 21 out of the 48 children on the SEND register have Speech, Language and Communication as their primary area of need.</p>
4	<p>Writing Attainment and Stamina</p> <p>Due to the Covid-19 pandemic and school closures, assessments show that pupils' stamina for writing and progress towards their Age Related Expectations have been impacted.</p>
5	<p>Gaps in Education Caused by Covid-19 Pandemic</p> <p>Assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>The attainment of PP children returning from lockdown has significantly reduced in all core subjects</p>

6	<p>SEMH and Wellbeing</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for an increasing amount of pupils, with many cases being heightened due to school closures. 28.79% of the pupils on the SEND register have the primary area of need of Social, Emotional and Mental Health.</p>
7	<p>Metacognition and Self regulation</p> <p>Observations and discussions with all stakeholders demonstrated that there were low levels of independence and resilience in learning due to poor metacognitive skills. Disadvantaged pupils lacked the ability to regulate independently which then impacted learning.</p>

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 and sustained attendance for all pupils. Pupils are punctual.	<p>Attendance raised and the overall absence rate for all pupils reduces. The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged being in line with non-disadvantaged.</p> <p>Pupils are punctual and lost learning is reduced. Persistent late figures decrease.</p>
Pupils' understanding of SEMH is developed through an environment which promotes and supports wellbeing..	Pupils have a greater understanding of their own mental health and how to support their wellbeing.
Strategies put in place improve pupil's low levels of early language and communication.	Pupils effectively use a wide variety of written and spoken vocabulary.
Gaps in learning due to the impact of the Covid-19 pandemic have narrowed.	Pupils show accelerated progress in order for gaps in learning to narrow.
Pupils make at least expected progress towards their Age-Related Expectations.	Pupils show accelerated progress and are closer to achieving ARE in writing.
Pupils Cultural Capital is developed through real life and inspirational experiences.	Pupils have a more developed Cultural Capital and are able to relate learning to real life
To develop effective and consistent behavioural strategies throughout the school, to target low-level behavioural issues.	<p>Sustained high levels of positive behaviour demonstrated by:</p> <ul style="list-style-type: none"> • Reduced need for use of 'yellow' and 'red' cards in line with school's 'Good to

	<p>be Green' behaviour strategy and increased use of 'gold' and 'platinum' cards.</p> <ul style="list-style-type: none"> • Reduced reports of behaviour incidents on EdAware • Qualitative data from parent, staff and pupil voice
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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: £ 65,452

£ 60, 785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in use of metacognitive strategies in the classroom.	<p>EEF predicts that effective use of metacognitive strategies in schools can have an impact of +7 months progress in children. The aim is to create resilient and independent learners who can problem solve in difficult situations- many children have lost much of their independence due to home learning and the lack of stability of the past two years.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	6,7
Rosenshine's Principles introduced	<ol style="list-style-type: none"> 1. Cognitive science research focusing on how the human brain acquires and uses new information. This provided insights into how to overcome the limitations of working memory when attempting to learn new things. 2. Direct observation of 'master teachers', those whose students made the most academic progress as measured by attainment tests. These focused on aspects such as how they presented new 	3, 4, 5

	<p>information and made explicit links to prior learning, how they monitored and assess the understanding of their students, how they provided opportunities for rehearsal and practice, and the types of support used to scaffold the development of understanding and retention of knowledge.</p> <p>3. Research on cognitive supports and scaffolds, such as the use of models and instructional procedures, that helped students to learn complex tasks.</p>	
<p>Pastoral Support Officer to liaise with disadvantaged Families and engage with parents</p>	<p>The EEF Toolkit indicates that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) 1 8 Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	1,2,6
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff and Phase meetings and INSET.</p>	3,4,5,7

Quality First Teaching	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF (2021) https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development	2,3,4,5,6,7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13, 695

£13, 695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Talk Write to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
Interventions and group booster sessions	Research by the EEF Toolkit has suggests that ‘Well evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch up’ with previously higher attaining pupils.’ ‘The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months)’ https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	3,4,5,6,7
1:1 tutoring during the school day	The EEF states that ‘Studies in England have shown that pupils eligible for free	4,5

	<p>school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.' 'Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months).'</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Speech and language interventions</p> <p>(Time to talk, NELI, Wellcomm)</p>	<p>EEF- The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Impact in early years (+7 months) and primary schools (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p>	3,5
<p>Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained staff in school.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3,4,5
<p>Ensure all relevant staff receive</p>	<p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting</p>	3,4,5,7

<p>ongoing training and support to deliver RWI and reading comprehension effectively so that teaching is never less than good and differences continue to diminish.</p>	<p>reading comprehension can, on average, deliver an additional 6 months progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,375

£14, 375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop strategies in school for improving lateness and attendance of disadvantaged children working closely with the EWO and families.</p>	<p>Low cost, moderate impact according to EEF. Appointment of Family Support Officer will focus on these targets.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,6</p>
<p>Develop positive relationships with parents to encourage parental involvement in school life.</p>	<p>Use of Emotion Coaching and restorative practice within the school</p> <p>Pastoral Support Officer along with inclusion team to provide targeted and individual support for PP children and their families as well as developing strategies to support children with complex needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,6</p>
<p>Education Welfare Officer Traded Support from the local Authority</p> <p>Attendance awards/prizes</p>	<p>Overall the analysis shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases. When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been</p>	<p>1</p>

Attendance Officer	shown to have a statistically significant negative link to attainment.' DFE (2016) - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf S4	
Purchase of resources Including <ul style="list-style-type: none"> • good to be green • attendance awards • celebration assembly rewards • Wellbeing champions 	'...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.' DFE Use and perceptions of curriculum support resources in schools Research report - July 2018 CooperGibson Research https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf	1,2,3,4,5,6,7
Develop strategies to help children with emotional issues to develop resilience and independence	Whole school approach developed targeting difficult behaviour as well as behaviour interventions for those who need it have been shown to have an impact of +4 months in children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5,6,7

Total budgeted cost: £ 93,522

£88,855

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 2020 to 2021 academic year.

The impact of COVID-19, school closures and home learning can account for much of the widened gap in PP children compared to non-PP children. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, some of whom were not all able to benefit from regular online teaching during this time for a variety of reasons. Despite keeping in regular contact and inviting the most vulnerable children to attend school, the impact is undeniable. In an attempt to mitigate this, we have renovated many aspects of school life to ensure we are providing the highest quality curriculum possible.

Although the Covid-19 pandemic meant that schools were closed to most pupils for a period of time, a positive was that there was an increased amount of time for staff CPD, especially around how to facilitate effective and high quality remote learning. Both internal and external methods of CPD were used during lockdown and whilst schools were fully open, with a great deal of work being done virtually with Entrust and Local providers such as The Autism Outreach Team. CPD was also undertaken through the Local Authority and from leaders within school. All these forms of CPD helped to enable the staff at Tillington Manor to ensure that high quality first teaching was provided both virtually and face to face, with internal monitoring in the summer term 2020-21 showing that most teaching was at least Good, with some Outstanding.

Through the teaching of Reading, the use of Accelerated Reader and targeted interventions, the school's provision of reading has developed since the start of the previous Pupil Premium Strategy and internal data and assessments showed an increase (despite the pandemic) in the number of pupils leaving Year 6 at age-related expectations.

An area which will continue to be a focus on the next Pupil Premium Strategy is the need for real-life and inspirational moments as, due to the Covid-19 pandemic, the ability for pupils to go on educational visits or learn from visitors in school was greatly hindered. Although staff worked hard to ensure pupils still understood the real-life context of learning and had the opportunity to experience inspirational moments in school, these were not as effective as the opportunities pupils are able to have during 'normal times'. Furthermore, we will continue to support SEMH and wellbeing through Pupil premium funding. Although pupils have continued to be supported throughout the year (when school was fully open and during lockdowns), the leaders at Tillington feel that the full impact of the Covid-19 pandemic on pupils' mental health and wellbeing is

yet to be determined. However, due to the ongoing support of pupils' mental health, strategies taught and the support of the Pastoral support officer the number of referrals to services such as CAMHS has been reduced.

The final area of targeted support will be implemented for writing. The impact of remote learning on writing has become apparent as it is the area at Tillington that has the lowest attainment data at the end of 2020-2021. The impact of the covid pandemic is evident, with more screens being used and less writing opportunities, so this must be a focus for recovery and development.

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
Dynamo Maths	Jellyjames Publishing Ltd.
Read Write Inc	Ruth Miskin Phonics