# Pupil premium strategy statement – Tattenhall Park Primary School

*Before completing this template, read the Education Endowment Foundation’s guidance on* [*using your pupil premium funding effectively*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) *and DfE’s* [*using pupil premium guidance*](https://www.gov.uk/government/publications/pupil-premium)*, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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

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| Detail | Data |
| Number of pupils in school  | 230 |
| Proportion (%) of pupil premium eligible pupils | 12.2% (28 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023, 2023/24 and 2024/25 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Jo Hawkins |
| Pupil premium lead | Daniel Jenner |
| Governor / Trustee lead |  |

## Funding overview

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38,780 |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £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* | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * At Tattenhall Park Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
* We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
* Our pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential, and, at Tattenhall Park, we are determined to provide the support and guidance they need to help them overcome these barriers.
* In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.
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## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Increasing attainment gap across Reading, Writing and Maths while ensuring that the broad curriculum is also fully inclusive for all children. |
| 2 | Impact of school closure due to Covid-19 on pupil wellbeing and emotional support for all pupils, including those eligible for PP. |
| 3 | Recovery of Reading for Pupil premium children (after COVID). This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. |
| 4 | Pupils and their families have social & emotional difficulties, including medical and mental health issues. |

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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.

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| --- | --- |
| Intended outcome | Success criteria |
| Increase of KS1 and 2 attainments in reading, writing and maths– including catch-up provision. Closing gaps agenda for PP pupils. | Support groups planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. Achieve national average progress scores in KS1 and KS2 |
| Increased well-being and emotional support for all pupils, including those eligible for PP | Support groups continued for PP children with trained TAs when required. Focus on mindfulness across school and raised awareness of everyone’s mental health |
| Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader. | End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress. |

## 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:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.£3196.62 | 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:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1, 3 |
| Teaching Assistant to deliver interventions, nurture and work with pupil premium children in Year 6. | [EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size)*“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”* We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive Allocations of TAs to ensure that each class has at least morning support in maths in KS2. Extra TA support with younger children in phonics has been facilitated. *Smaller working groups working on sounds more accurately with those children.* | 1, 3 |
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| NELI |  |  |
| WELLCOMM |  |  |
| ELKLAN |  |  |

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

Budgeted cost: £ *[insert amount]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.* *Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.* *Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**We strongly discourage comparing your school’s 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.**You can compare your school’s disadvantaged pupils’ performance data to local and national averages, with caution.* *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.* |

## 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.*

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| --- | --- |
| Programme | Provider |
|  |  |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |