

Pupil premium strategy statement (primary)

1. Summary information					
School	Tunstead Primary School				
Academic Year	2022/23	Total PP budget	£ TBC	Date of most recent PP Review	NA
Total number of pupils At September 2020	95	Number of pupils eligible for PP At September 2022	7	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP In school data
	2018/19	2021/22	22021/22
% achieving expected level or above in reading, writing & maths	50%		
Expected attainment in reading	50%	50%	62%
Expected attainment in writing	50%	50%	31%
Expected attainment in maths	50%	50%	62%
Expected progress in reading	TBC		
Expected progress in writing	TBC		
Expected progress in maths	TBC		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor communication and language skills
B.	Emerging mental health issues and families in need of early intervention
C.	Weak personal and social development- meaning attitude to learning need developing
D.	Breadth of vocabulary and knowledge about topic issues.
E.	

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Lower than national attendance and impact of exceptionally high level of pupils with complex SEND and EHCP
-----------	--

4. Planned expenditure

Academic year	2022/23
----------------------	----------------

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	--------------------------	---	---	------------	--------------------------------------

Improve general knowledge of the wider world and vocabulary to support this.	Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking.	Picture news is a well planned resource encouraging deeper thinking about the wider world something children are	SLT will lead assemblies weekly to monitor interaction Parents are updated about the focus of the assembly via a weekly newsletter	All staff	2023
Non-teaching DHT will work with staff to ensure quality first teaching to a high level in all classes consistently DHT as SENCo will ensure pupils with additional needs get the correct support	Coaching and mentoring for staff and Teaching assistants. This allows for planned and unplanned support time Support with planning and curriculum design to nurse motivated learners.	Strong capacity within the school. Staff work well together but this has been fractured since Covid and more work needs to be done to ensure best practise is shared and embedded consistently for all pupils in all classes.	SLT meetings will review impact and next steps and targeted support linked to learning walks/appraisals/pupil voice and weekly newsletter.	SB	April 2023- termly

and quality first teaching					
Children will be good readers. Phonic outcomes will be excellent for all children and all children will make good progress.	<p>Implement Little Wandle across the whole school</p> <p>All staff complete training</p> <p>Website form a useful resource for parents</p> <p>Parent workshops to support home and also understanding</p> <p>Staff will be well supported by Reading Lead to ensure they are delivering lessons consistently across the school</p> <p>TA's will be supported to ensure they are delivering catch up and keep up effectively</p> <p>Assessment data will be shared regularly with SLT</p> <p>Phonetically decodable books for use with all pupils will be available</p>	<p>DFE Reading guidance document states clearly the need for fidelity to SSP.</p> <p>If children are able to read fluently they can access other areas of the curriculum and it reduces cognitive load when working with new vocabulary and knowledge.</p>	<p>HT working with Reading Lead to ensure implemented.</p> <p>Reading Lead is very experienced and will have time to deliver</p> <p>It is a significant school priority</p>	RQ/SH	Ongoing monitoring

Children will be fluent writers	<p>T4W will be embedded across the school.</p> <p>Staff will continue to be supported to plan and deliver this.</p> <p>SLT will monitor writing</p> <p>Writing standards files have been created to support staff in early identification of need</p> <p>Moderation of writing is planned in staff meetings and happens in Phase teams to support challenge</p>				
Total budgeted cost					£ 15000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review

Accelerate progress for learners in reading and phonics in UKS2	<p>Replace Rapid phonics with Little Wandle Catch Up programme.</p> <p>Buy resources and set up in school</p> <p>Train all staff to deliver interventions</p> <p>Track assessment data for progress of children</p> <p>Engage parents with interventions and support</p>	DFE Reading guidance document	SLT investment in the programme and time for Reading Lead to implement	SH	Autumn 2022
---	--	-------------------------------	--	----	-------------

Barriers to learning linked to speech and language will be identified quickly and a clear plan of support will be implemented and monitored	SAL trained EYFS practitioner will have time to support SAL work in EYFS Early identification using appropriate tool- Welkomm Planned intervention delivered and impact measured	SAL is a significant barrier to learning of not age appropriate.	SENCo will monitor and work closely with staff team.		
Total budgeted cost					£ 2500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Exposure to cultural experiences that challenge their thinking and extend their normal experiences.	Theatre trip or experience annually Running of the school Fete Opportunities to attend a residential/sports experiences/restaurant etc during their time at school Range of extracurricular clubs they attend.	If children have experienced it they can talk about and link learning to it.	When reviewing the curriculum coverage SLT will also consider the wider curriculum and opportunities for all children and ensure access for all	SB	Review uptake and attendance at clubs
Total budgeted cost					£ 1000

5. Review of expenditure				
Previous Academic Year		2021/22		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve general knowledge of the wider world and vocabulary to support this.</p>	<p>Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking.</p>	<p>This works well but has been impacted due to bubbles and covid cases throughout the year- making lots of assemblies remote and more tricky to use this model.</p>	<p>Good model but vocab and issues must be shared with families and staff to follow up I class and at home and vocab used must be displayed in school to revisit.</p>	
---	---	--	---	--

Non-teaching DHT	<p>Coaching and mentoring allowing for targeted support for classes and pupils.</p> <p>Quick response to need as required.</p> <p>Support with planning and curriculum design to ensure motivated learners</p>	Valuable however due to issues with staffing and Covid had less impact than desired- having a significant impact already in 2022 academic year.		
------------------	--	---	--	--

Accelerate progress in Maths and ensure number fluency in all pupils since Covid and lockdown	<p>Maths lead will provide CPD for all staff</p> <p>Additional number sessions daily</p> <p>Maths resources</p> <p>Online tools for parents</p> <p>Intervention for small groups led by experienced TA</p> <p>TA CPD led by TW</p> <p>TTRS</p>	<p>External pressures placed on Maths lead</p> <p>Support was provided for one staff member significantly which led to improved quality first teaching for all children.</p>	<p>More work needs to be done in Maths- adjustments have been made across the Federation to allow the Maths lead to have capacity for greater support.</p>	
ii. Targeted support				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children will attain well in KS1 phonics and end of KS1/KS2 reading and writing tests showing improved skill</p>	<p>Ongoing coaching will be provided to all staff alongside any additional mentoring</p> <p>CPD and ongoing coaching in Phonics will be provided to all EYFS KS1 and Y3 staff.</p> <p>Talk for writing CPD and support for staff</p>	<p>100% of all pupils in Year 1 passed the Year 1 phonic test.</p> <p>Significant investment in phonics and early reading. Good engagement with writing CPD leading to some excellent writing across the school. Most successful in UPKS2.</p>		

	<p>Additional daily phonic sessions and GR session will be led by experienced and well trained staff alongside targeted interventions.</p> <p>Parental support for phonics will be provided through workshops.</p>	Excellent support that would be useful to repeat if money allowed.		
--	--	--	--	--

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve social and emotional foundations of all learners so they can engage in learning and make progress.	Use inclusion worker to lead one to one sessions, family support and THRIVE throughout school.	Excellent take up to this provision and families are already very positive about the support offered. Children have used it with enthusiasm and has supported work with external agencies.	Maintain and protect this provision.	

Children will have access to Forest School sessions to support their whole child development.	Forest School sessions to build resilience, confidence, communication skills, team work and collaboration.	Children love this- ensure it is mapped out so we have given careful thought to intent of provision and everyone is clear.		
---	--	--	--	--

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.