

Pupil premium strategy statement (primary)

1. Summary information					
School	Tunstead Primary School				
Academic Year	2023/24	Total PP budget	£ 10185 (2023/24)	Date of most recent PP Review	NA
Total number of pupils At September 2023	86	Number of pupils eligible for PP At September 2023	11	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
	2021/22	2022/23	2022/23
% achieving expected level or above in reading, writing & maths		0%	39%
Expected attainment in reading	50%	0%	75%
Expected attainment in writing	50%	0%	59%
Expected attainment in maths	50%	0%	58%
Expected progress in reading			
Expected progress in writing			
Expected progress in maths			

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.	Attendance
B.	Personal and social development
C.	Aspirations
D.	Breadth of vocabulary and knowledge about topic issues.

E	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower than national attendance and impact of exceptionally high level of pupils with complex SEND and EHCP

4. Planned expenditure					
Academic year		2023/24			
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?

Raise outcomes of all pupils	Continue to support a Deputy Headteacher to work across the Federation to support progress of all pupils. DHT to remain on site 80% of the time to support relationships and break down barriers to school for the most vulnerable families		HT will oversee outcomes for all children Discussion at SLT meetings Monitoring Parent voice	SB	January 24/April 24/July 24 £7501
Maintain excellent outcomes in reading/phonic	Little Wandle scheme used across the school Matched books and resources Parent sessions held and packs to support learning at home use training for TA's New books bought where required NCT for Reading lead to work with KS2 to look at developing interventions into KS2 TA's to support	DFE reading guidance	Phonic outcomes Reading progress for all pupils including those in receipt of PP Outcomes at Y6 in reading Parent feedback and voice through surveys and feedback forms	KB	Termly £10988
Improve attendance for	Changes to CPOMS to ensure monitoring is robust and	Attendance team and attendance papers	Attendance teams highlighted on CPOMS to ensure collective	RQ	Half termly through

all pupils to above National	Time for office staff to follow policy and work with families to ensure all absences are recorded Time for SLT to complete welfare calls for all families when required.		responsibility and monitoring.		
Pupils will aspire to take on leadership roles within school	School council will be run regularly with a high profile Head and Deputy roles will have a high profile Children who help in school will be praised and rewarded for their roles	----	SLT will visit school council meetings to ensure views and pupil voice is celebrated Board in school will display actions from school council	HP/SB	Termly
Children will gain cultural knowledge and experiences during their time at Tunstead	Picture news will be used for assemblies and to support home Trips and visits will be diverse and rich in opportunity Experiences will be revisited to embed learning PSHE- bought to support	Historical use of resource	Review of personal development curriculum by SLT- shared with governors	RQ/SB	Termly £160 £376
Total budgeted cost					£19025
ii. 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?

Total budgeted cost					£ 0

5. Review of expenditure				
Previous Academic Year		2022/23		
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)	

<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>Picture news is a well planned resource encouraging deeper thinking about the wider world something children are</p>	<p>Children enjoy this during assemblies and share comments and views. Having the opportunity to revisit and on a deeper level in class later in the week further supports their embedding of what's going on in the world. We could make a bigger display of this and key vocab against British values to support that learning.</p>	
<p>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 and quality first teaching</p>	<p>Coaching and mentoring for staff and Teaching assistants. This allows for planned and unplanned support time</p> <p>Support with planning and curriculum design to nurse motivated learners.</p>	<p>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.</p>	<p>This has worked well with the team building stronger relationships with consistency of one person in school. Staffing changes have taken place and are being supported. DHT as SENCo present daily is very supportive for families and pupils.</p>	

<p>Children will be good readers. Phonic outcomes will be excellent for all children and all children will make good progress.</p>	<p>Implement Little Wandle across the whole school All staff complete training Website form a useful resource for parents Parent workshops to support home and also understanding Staff will be well supported by Reading Lead to ensure they are delivering lessons consistently across the school TA's will be supported to ensure they are delivering catch up and keep up effectively Assessment data will be shared regularly with SLT 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>Excellent phonic outcomes for year 1 children in June 23. Strong reading outcomes at end of KS2 for y6 pupils. Staff were well supported and upskilled with lots of new resources bought. Website was updated and parent workshops were run.</p> <p>Progress and attainment of other groups between end of years still needs developing further- continue this next year</p>	
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<p>Children will be fluent writers</p>	<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>		<p>T4W continues to be used and developed. Staff have been supported to use it well. Writing standards files have been created and developed and are used in regular moderation meetings with all staff. Attainment in writing remains stubbornly low across the school. Work is ongoing looking at handwriting and spelling along with more work on supporting staff to deliver the end goals effectively.</p>	
<p>ii. Targeted support</p>				

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)	
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.	Welkomm has been used and SAL intervention and support programmes have been used by staff supporting children to make progress in their SAL.	
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)	

Exposure to cultural experiences that challenge their thinking and extend their normal experiences.	<p>Theatre trip or experience annually</p> <p>Running of the school Fete</p> <p>Opportunities to attend a residential/sports experiences/restaurant etc during their time at school</p> <p>Range of extracurricular clubs they attend.</p>	If children have experienced it they can talk about and link learning to it.	Children attended a whole school Panto at Xmas which included all children and was very supportive of discussion and conversation afterwards. Children engaged in a range of trips and visits which further supported their understanding of the wider world. Staff developed some strong relationships with local companies and used those to support children through trips and work visits.	
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6. Additional detail

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