

Pupil premium strategy statement 2022/23 Tockwith 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	220
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Justin Reeve
Pupil premium lead	Justin Reeve
Governor / Trustee lead	Helen Loney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,275
Recovery premium funding allocation this academic year	£4,205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</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>	£51,480

Part A: Pupil premium strategy plan

Statement of intent

At Tockwith CE Primary Academy, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

To allow all pupils are able to live life in all its fullness - John 10:10

We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.

We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free schools meals. We reserve the right to allocate Pupil Premium funding to support any pupil of groups or pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Strategy Aims for Disadvantaged Pupils	
Teaching - whole school strategies	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. 'Pupil Premium Guidance - EEF</p> <p>Focus</p> <p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulation, special educational needs in mainstream schools, working with parents, and social and emotional learning.</p> <p>This will link closely with our Professional Growth Model.</p>
Targeted Approaches	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Wider strategy.</p> <p>Keen focus on assessment and how that can inform targeted intervention in the form or research based interventions and same day intervention.</p>
Wider Strategies	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Pastoral support is at the heart of our vision allowing children to 'live life in all its fullness'.</p> <p>Health and Well Being Surveys, proactive and reactive support by our pastoral lead.</p> <p>Attendance and Pastoral support is facilitated and analysed through the use of CPOMS</p>

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that post covid 19, gaps in children's learning is identified and gaps are closed.
2	Social and emotional issues
3	Lack of enrichment opportunities - John 10:10
4	Attendance of a group of our disadvantaged learners
5	Increase in the number of disadvantaged children who have moved into the area

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
Progress in Reading, Writing and Maths	Achieve above national average progress scores in KS2 Reading, Writing and Maths
Higher levels of wellbeing	Health and wellbeing surveys show an improvement in pupil's HWB. Pupil Voice
Increased enrichment opportunities	Enrichment register shows increase in the pupil premium participation in afterschool activities and enrichment opportunities in school.
Attendance	Reduction in the % of disadvantaged PA's and improvement of attendance of disadvantaged group.

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: £ 15,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Development – Professional Growth model.	<p>At the heart of our professional growth model is the idea that student success is as a result of teacher development. With this in mind, it is essential that our teachers have a strong and deep interest in their own growth and development and that of others.</p> <p>https://docs.google.com/document/d/1hQK5VVbdz4oFF6UCWfstpXLmpoN7EHWWp_bSEV2L7Fo/edit?usp=sharing</p> <p>4 Element approach based on Teaching and Learning Journal Lesson Study Model Book Study Walkthru's - Tom Sherrington Coaching conversations – growth Partner and HT</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET Trust network meetings, SENDCo pathfinder champion. Teacher partnership work and release time. Teaching and Learning journal time</p>	1, 2 ,3 4, 5,
Support of early Career teachers – ECT programme	<p>3/8th of our teachers are ECT's.</p> <p>In line with EEF document - allowing for support for early career teachers. ECT's http://www.eborhope-tsa.org/cpd/nqt-leadership-programme/</p> <p>Increased monitoring time for members of mentors to work with ECT's.</p>	1,2,3,4,5
Teachers have a very clear understanding of what gaps in learning and use this to inform planning of learning and plans for intervention strategies.	<p>Assessments at points at the end of the 3 cycles. In depth Pupil progress meetings with all connected staff involved. PP children to be a focal point in conversations, with clear actions set.</p> <p>Class on a page helps to highlight this.</p> <p>Pastoral Lead attends meetings for greater understanding of Health and well being</p>	1, 2
CPD - Subject Leadership	<p>Leaders have a clear understanding of their curriculum intent, the quality of their implementation and impact for the children.</p> <p>Increased high quality monitoring time for all subjects. Structured and timetabled to ensure that broad and balanced curriculum</p>	1,5,3,4

	<p>allows all children to live life in all it's fullness. Documentation shared with colleagues and follow up activities are planned.</p> <p>Subject leaders play a vital role in delivering curriculum expectations in line with the national curriculum and Ofsted requirements set out under the 'quality of education' judgement. They should ensure they have the necessary training and skills in order to assess and improve the quality of their provision, support staff development and drive up standards. - National College.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up tutor</p> <p>To support children at risk of not making progress and needing catch up. Focussed intervention with qualified teacher as phases with specific foci – ½ phonics, 3,4,5 and 6 – maths focus.</p>	<p>Qualified teacher intervention with all Year 1 and 2, 3 and 4 and 5 and 6. Small group intervention based on data from previous PPM's and children selected to boost for progress and/or attainment.</p> <p>Data over the past 2 years and last years phonics, ks1 and ks2 data showed that this had considerable impact for our disadvantaged learners.</p>	1,5
EEF trial of PALS -uk - year 5	<p>Peer Assisted Learning Strategies UK (PALS-UK) is a whole-class, structured peer tutoring intervention aiming to improve pupils' reading comprehension, oral reading fluency and overall reading attainment.</p> <p>Pupils are paired and take part in four activities: partner reading, re-tell, paragraph shrinking and prediction relay. This project will be delivered to Year 5 pupils (age 9–10) for 30–35 minutes three times a week for 20 weeks.</p>	1,2,3,5

<i>Focused intervention - reading fluency and same day intervention.</i>	<p>Minute daily read used with focus children each week. Quantifiable data to show improvement. Improves stamina and recognition of words.</p> <p>Focused intervention – taking advantage of our This is linked https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ - Part 6 and 7</p> <p>Live marking ensures that the teachers are able to quickly pickup misconceptions. These are then addressed by the teaching assistant either 1-1 or in small group intervention.</p>	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Lead who will ensure that vulnerable children are supported so they are ready to access their learning.</i>	HWB surveys and case studies have highlighted the importance of pastoral support to allow vulnerable pupils the best chance to access their learning. Boxall Profiling to be used to inform Teacher and Pastoral Lead of social emotional and behavioural difficulties for children and young people.	2,5
<i>Induction programme for vulnerable children and their families who enter the school</i>	Individualised situations highlight the importance of a thorough induction programme for vulnerable children who have entered the school. HWB meeting with the children, parents and with Pastoral lead. Clear understanding of schools offer for the parents and support and links to support networks and outside agencies.	1,2 and 5.
<i>Robust and rigorous attendance monitoring</i>	Heavily structured programme of monitoring whole school and individual attendance has had a difference in reducing PA's and increasing attendance. Need to continue to monitor groups of disadvantaged pupils. Open dialogue, PA plans and FTP's issued	4

<p><i>Enrichment activities and residential costs.</i></p>	<p>School to subsidise vulnerable children to access after school clubs. Increased well being and opportunities to enjoy activities with their peers.</p> <p>Every child</p> <p>Overnight residentials -</p> <p>Year 3 - one night camping at school</p> <p>Year 4 - 2 nights in North Pennines</p> <p>Year 5 - Camping overnight and water based activity</p> <p>Year 6 - week long - Humphrey Head Lake District</p>	
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Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In Key Stage 2 assessments - 6 children FSM took the Year 6 SATs test

It is challenging to measure against pre covid measures as 2019 had 2 FSM children and 2018 had 3 FSM children

Reading - 2022

67% achieved standard 17% Higher standard

Average scaled score - 100.8

Progress -0.05

GAP of -1.3

Maths

83% achieved standard 17% higher standard

103.5 - Average scaled score

Progress +3.6

0.9 higher than Non FSM children

Writing

50% achieved standard 17% higher standard

Progress +1.4

Reading, writing and Maths Combined

33% achieved standard

Reading, Writing and Maths scaled score progress - 2 which was 0.1 more than Non FSM children

Attendance

Personal Development

All of the Pupil Premium children were able to attend overnight residentials in Year 3/4 and Year 6 and the other children Years 2 and 5 were afforded the opportunity of an overnight camp out at school with an outdoor adventure day in school.

After school clubs were accessed by 20/29 FSM children with over a third of these accessing 2 or more clubs.

Attendance of PP children 21/22 - 94.28%

Attendance of non PP children 21/22 - 96.15%

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
Maths Intervention	3rd space Learning