



Tithe Farm Primary School 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	Tithe Farm Primary School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	11.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Annually December 2022
Statement authorised by	Rachel Worsfold (Headteacher)
Pupil premium lead	Hannah Walker
Governor / Trustee lead	Donna Leonard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,495
Recovery premium funding allocation this academic year	£10585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£113,080



Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils at Tithe Farm, regardless of their background or the challenges they face outside of school to receive the highest quality learning experiences which inspire a life-long love of learning and high aspirations. We want all children to leave us as resilient learners who are ready, respectful and safe in the choices they make. Through quality first teaching and an enriched curriculum, we aim to support our disadvantaged learners to make good progress and achieve well.

It is our intention to promote a Growth Mindset which allows all children (including those who are disadvantaged) to develop the resilience and confidence they need to not give up when learning is a challenge.

Supporting disadvantaged learners is a golden thread which is woven through everything which we do. Our School Improvement Plan ensures that in all improvement activity undertaken at school we consider the needs of the disadvantaged learner.

As identified by the EEF ensuring that every classroom has an effective teacher who delivers quality first teaching to all children is the most effective way of closing the attainment gap; this is at the heart of our approach to supporting our disadvantaged learners. Implicit in the intended outcomes below, is the intention that non-disadvantaged children's attainment will be sustained and improved by having exposure to the strategies we have in place for our disadvantaged learners.

The impact of lockdowns due to Covid-19 is significant at Tithe Farm; therefore, our pupil premium strategy is integrated into a wider plan to support all learners to recover lost learning. A key part of this is the use of targeted small group tuition for pupils whose education has been worst effected, including non-disadvantaged learners.

Our approach will be responsive to the needs of our children and the challenges which they face. We will use robust diagnostic assessments to inform our practice and ensure that all children are challenged in their learning; have access to early intervention including pre and post teaching; and are supported with their social and emotional needs.

The key principle of our strategy is to enable a sustainable model which ensures that all pupils benefit both academically and emotionally. This will be achieved through flexible methods of support, intervention and CPD based on evidence of need both for pupils and staff.



Challenges

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

Challenge number	Detail of challenge
1	Assessments and historic phonics screening data shows that our disadvantaged children generally find the acquisition of phonics more challenging than their peers. This has a negative impact of their development as readers.
2	Assessments and observations indicate that there is an under development of oral language skills and vocabulary gaps among many of our pupils. This is evident across the school and most significantly amongst our disadvantaged learners.
3	Assessment shows and that writing attainment is significantly lower than reading and maths for our disadvantaged learners.
4	Assessments show that our disadvantaged learners require further support to enhance their basic number skills.
5	Lockdowns due to Covid-19 have had a significant impact on the educational attainment and wellbeing of all of our learners but more significantly our disadvantaged learners. These findings are supported by national studies.
6	Attendance data over the last 3 years indicates that attendance among our disadvantaged learners has been between lower than for non-disadvantaged pupils and that there is a higher level of persistent absence in our disadvantaged children.

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
Increase in phonics outcomes across Key Stage 1 and a transference of these skills into reading and writing across the curriculum.	Phonics check scores for year 1 and 2 will be in line with national outcomes for the summer of 2022
Increase in the Percentage of children who achieve Greater Depth at the end of Key Stage 2 in Reading and Writing.	Children will use a wide and rich vocabulary in their writing. Children will be able to identify the meaning of a wide range of words. The percentage of children who achieve Greater Depth at the end of Key Stage 2 is in line with national outcomes.
To embed the foundations of number across the school. To enhance maths provision and fluency.	Quality first teaching is evident in all classrooms 90% of the time. Year 4 times table check is in line with national outcomes at the end of 2022. The percentage of children who achieve EXS and GDS is in line with national at the end of KS1 and KS2.



<p>Children have a variety of strategies to support their wellbeing and sustain improved wellbeing in our school.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Student voice, surveys and teacher observation. • Reduction in behaviour incidents • Increase in participation in enrichment activities.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of attendance demonstrated by:</p> <ul style="list-style-type: none"> • Whole school attendance to be in line or better than national. • Absence levels for our disadvantaged learners is similar to that of their non-disadvantaged peers. • Reduced level of persistent absence reduced by 5% for our disadvantaged learners.



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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding the Herts for Learning Maths mastery curriculum across the school to raise attainment and close the attainment gap between disadvantaged and non-disadvantaged learners.</i>	DFE non-statutory guidance has be produced in conjunction with NCETM drawing on evidence-based approaches to maths.	4
<i>CPD sessions for teachers to support with planning maths using a mastery approach.</i>	DFE non-statutory guidance has be produced in conjunction with NCETM drawing on evidence-based approaches to maths.	4
<i>Whole school approach to developing number fluency and basic number skills to raise attainment and close the attainment gap.</i>	DFE non-statutory guidance has be produced in conjunction with NCETM drawing on evidence-based approaches to maths.	4
<i>A clear teaching sequence for writing is implemented across the school with teachers utilising different strategies depending on the current skills of the writing, including: pre-writing activities, high quality texts as models, structuring texts, sentence combinations, summarising, drafting, editing, revising and sharing.</i>	EEF – Literacy ‘A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of writing and improving their writing.’	3
<i>CPD sessions for teachers to support with planning the teaching sequence for writing.</i>	EEF – Literacy ‘A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of	3



	practice requires that children are motivated and fully engaged in the process of writing and improving their writing.	
<i>Focused interventions to support the development of vocabulary and early language skills from Nursery through to Year 6.</i>	EEF – Oral Language Interventions On average, oral language interventions have a high impact on pupil outcomes (approximately 6 months additional progress).	2, 4
<i>Whole school focus on high quality oral outcomes for all children. This includes an oracy end point at the end of a topic and also public speaking event.</i>	EEF – Oral Language There is a strong evidence base that indicates a positive impact on having a high focus on dialogic activities. This also has a high impact on reading.	2, 4
<i>Priority teaching of phonics (x3 daily) in Key Stage 1 which includes whole class age related delivery; targeted catch up intervention; and application sessions.</i>	EEF- Phonics It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning	1, 2,3
<i>Purchase a validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils from Nursery through to Key Stage 2.</i>	EEF – Phonics 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.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000 on pupil outcomes

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage with the National Tutoring Programme to provide small group tuition for pupils whose education has been most</i>	EEF – small group and 1:1 tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those	1, 2, 3, 4



<i>impacted by the pandemic.</i>	who are falling behind, both one-to-one and in small groups.	
<i>Use teachers and Learning Support Staff within the school to deliver additional small group tuition at the end of the school day.</i>	EEF – small group and 1:1 tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those who are falling behind, both one-to-one and in small groups.	1, 2, 3, 4
<i>Morning maths groups for children to develop their maths fluency using TT Rockstars and Prodigy.</i>	DFE non-statutory guidance has been produced in conjunction with NCETM drawing on evidence-based approaches to maths.	4
<i>Structured phonics interventions for children in Key stage 2.</i>	EEF – Phonics 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.	1
<i>Purchase phonics play to allow families to engage with phonics learning in a fun way at home.</i>	EEF – Phonics 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.	1

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

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchased and implementing Jigsaw a structured PSHE and RSE scheme of work to ensure the robust development of social and emotional resilience skills. It also includes mindful moments which support wellbeing</i>	EEF – Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	5, 6
<i>Family Support Worker works with families to support resilience,</i>	EEF – Parental Engagement	5, 6



<p><i>engagement in support learning and supporting families in crisis.</i></p>	<p>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.</p>	
<p><i>Family support Worker works with children to develop their emotional resilience.</i></p>	<p>EEF –Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>5, 6</p>
<p><i>Attendance Officer works closely with families to support high attendance for all.</i></p>	<p>Independent Government research has shown that even one day off can have a negative effect on academic attainment. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	<p>5, 6</p>
<p><i>Play therapy contingency fund to allow for early intervention should the need arise</i></p>	<p>EEF –Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>5</p>

Total budgeted cost: £ 147,00



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The lockdowns have had a significant impact on the outcomes of our previous strategy. The Family Support Worker role was crucial during lockdown; she supported families who were in crisis; ensured that our children were safe through referrals for support and check-ins; and also with engagement in learning.

Attainment in all year groups was below National expectations with limited progress for all groups of children. Due to the lack of consistent engagement in online learning, our primary focus is to ensure quality first teaching in all classes at all times, which is in turn supported by targeted small group tuition to plug gaps and close the attainment gap.

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
Numbots and TT Rockstars	£200
Phonics Play	£60
Jigsaw PSHE and RSE scheme of Work	£1500

Teaching	Targeted Academic Support	Wider Strategies
Herts for Learning Consultant time - £3000	1:1 and small group tutoring provided by Teaching Personnel - £15,000	Family Support Worker - £25,000



CPD for teachers linked to outcomes - £3,000	1:1 and small group tutoring by school staff - £5,000	Attendance Officer - £7,000
Validated phonics scheme of work- £12,000		Trips and visits - £10,000
Purchase quality first texts to support teaching sequence for writing - £1000		Play therapy contingency - £1000
In class, small group and 1:1 LSA support - £50,000		
Part fund PPA a cover teacher - £15,000		
£84,000	£20,000	£43,000
£147,000		



Further information

We are aware that there are a number of families who do not access or qualify for this grant but experience levels of hardship that make life more challenging. These children and their families are also considered and we ensure that we offer equal opportunities to all our families.

In reflecting on the broader needs of our community and the common barriers to learning experienced by our children we have recognised the following:

- some families have limited access to information technology.
- some families are hard pressed to fund enrichment activities such as afterschool clubs and trips.
- some families have very busy households and struggle to support children's home learning.
- some families had poor experiences at school and are not able to support their children's learning at home.
- some family structures are unsettling for some children and they require support to access school.
- some families are hard pressed to provide the necessary uniform and equipment children need for school.

Current provision within school which ensures all children who experience hardship benefit include:

- small group support sessions
- targeted assessments to determine specific gaps
- well-being and health-related support sessions
- Uniform exchange
- whole family intervention on benefits claims, housing and fuel poverty.