

## Pupil premium strategy statement – Tithe Farm Primary School

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   | 433  |
| Proportion (%) of pupil premium eligible pupils  | 21%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024- 2027<br><a href="#">Updated October 2024</a> |
| Date this statement was published  | December 2024                                      |
| Date on which it will be reviewed  | December 2025                                      |
| Statement authorised by  | Rachel Worsfold                                    |
| Pupil premium lead   | Rachel Worsfold                                    |
| Governor / Trustee lead  | Saikat Chatterjee                                  |

### Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 131,180 |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0        |
| <b>Total budget for this academic year</b><br><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> | £131,180  |

## Part A: Pupil premium strategy plan

### Statement of intent

At Tithe Farm Primary School our ultimate objectives for our disadvantaged learners is that they hold the same aspirations, make the same amount of progress or higher than and are able to share the same life experiences as their more privileged peers. It is our intention that through high quality learning experiences children will leave Tithe Farm as resilient learners who are ready, respectful and safe in the choices they make.

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 symptoms of the barriers

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Children do not have access to a wide range of books to read at home and have limited practice of reading at home. |
| 2                | Spoken language models in the home are limited and there is a reliance on technology for children's play.          |
| 3                | Children do not have exposure to writing in the home.  |
| 4                | The value and societal norms regarding maths are low which perpetuates an acceptance of lower attainment.          |
| 5                | Cultural norms around school readiness are different to school norms.  |

## 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   |
|---|--|
| Maintain phonics outcomes for disadvantaged learners across key stage 1.                          | <ul style="list-style-type: none"> <li>*Children make expected or higher rates of progress at each assessment point.</li> <li>*All disadvantaged children pass the phonics screening check in year 1.</li> <li>*Children who are new to the school are identified and supported to pass the phonics screening check by the end of Year 2.</li> </ul>   |
| Improve outcomes in reading across Key Stage 1 and 2.   | <ul style="list-style-type: none"> <li>*Reading Age increases at least in line with the number of months which have passed since the previous assessment.</li> <li>*An increased percentage of children achieve at least age related expectations.</li> <li>*Children speak with passion about books.</li> <li>*Reading areas are used during unstructured times.</li> <li>*Children choose a wide range of books to read for pleasure.</li> </ul> |
| For all children to speak fluently using a wide range of appropriate vocabulary.                  | <ul style="list-style-type: none"> <li>*Children's oracy is assessed based on the 'I can' assessment at the start of the year.</li> <li>*At least 60% of the cohort are speaking at or above the appropriate age expectations.</li> </ul>  |
| Improve outcomes in writing.  | <ul style="list-style-type: none"> <li>*Children are able to articulate the teaching sequence for writing.</li> <li>*There is a clear teaching sequence for writing evident in books.</li> <li>*There is an increase in the number of children who achieve the expected standard or higher in writing.</li> </ul>  |
| Children will have fluency in number.   | <ul style="list-style-type: none"> <li>*At least 50% of children achieve a score of 20 in the multiplication check.</li> <li>*Children choose and apply appropriate methods when solving number problems.</li> <li>*Assessments show an increase in the number of children achieving the expected standard or higher.</li> </ul>   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> <li>*Absence levels for disadvantaged learners are in line with their non-disadvantaged peers.</li> <li>*Reduced levels of persistent absence in our disadvantaged learners from 32.6% (academic year 2023-24) to be in line with</li> </ul>  |

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|   | their non disadvantaged peers (12% academic year 2023-24)  |
| Pupils will be ready to learn and engaged in the classroom. | Pupils will be ready to learn and progress and attainment will increase so that attainment of disadvantaged youngsters is inline with their non-disadvantaged peers. |

## 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: £15,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Continued in house CPD on adaptive teaching and Rosenshine's Principles in Action.</i>                       | The EEF Guided to Pupil Premium. Rosenshine's Principles in Action by Tom Sherrington<br>Principles of Instruction Rosenshine (IAE 2010) | 1, 2, 3, 4                    |
| <i>Leaders to engage in the RADY 4 Network Meetings and disseminate learning.</i>                               | EEF Guide to Pupil Premium – High Quality teaching.<br>DFE – Menu of Approaches<br>Challenging Education                                 | 1, 2, 3, 4                    |
| <i>RADY 4 consultant time to be used for bespoke CPD for leaders and staff.</i>                                 |  |                               |
| <i>Continuing professional development to be planned to make use of 'Thinking Differently for Disadvantaged</i> |  |                               |

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| <i>Learners.' resources</i>  |   |         |
| <i>In house CPD to embed a clear teaching sequence for writing across the school.</i>  | Evidence shows that teaching writing practice through a clear process, modelling and supported practice will raise children's attainment.   | 3       |
| <i>CPD for all teachers writing delivered by CBC/ HfL</i>                              | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>   |         |
| <i>HfL writing training to support the implementation of essential writing scheme.</i> |   |         |
| <i>ORacy Champions and Lead to work undertake training.</i>                            | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</a> | 1, 2, 3 |
| <i>Oracy Champions provide in-house CPD for staff following their training.</i>        | <a href="https://voice21.org/impact-report-2021/">https://voice21.org/impact-report-2021/</a> we know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few.   |         |
| <i>Development days with RWInc</i>   | 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, 2, 3 |
| <i>Weekly practice sessions to develop practice in the delivery of phonics.</i>        | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   |         |
| <i>English Hub Partner School</i>  |   |         |
| <i>Blanks level questioning training delivered to all staff.</i>                       | Adopting a culture of blank level questioning in our classrooms can have a significant impact on participation and inclusion.<br>Asking the 'right questions' helps us to make learning more accessible and also identify misconceptions students may have. Having 'blank' posters on display act as great prompts for teachers and support staff whilst  | 2       |

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|  | <p>many students enjoy visually seeing themselves progress through the levels</p> <p><a href="https://my.chartered.college/early-career-hub/instructional-strategies-for-pupils-with-speech-language-and-communication-needs/">https://my.chartered.college/early-career-hub/instructional-strategies-for-pupils-with-speech-language-and-communication-needs/</a></p> |   |
| <i>HfL Maths training for leaders and staff.</i> | NCETM guidance drawing on evidence based approaches to maths.  | 4 |

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

Budgeted cost: £ 50,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Assessments are used to ensure that academic support is appropriately targeted and pitched.</i> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Assess don't assume. Identify the needs of your pupils and community. High quality academic and pastoral diagnostic assessment through a range of approaches and sources will allow for a specifically designed coherent long-term recovery plan.</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.</p> <p><a href="https://www.leedsforlearning.co.uk/Article/87245-chromeextension://efaidnbmnnnibpcajpcgiclfndmkaj/viewer.html?pdfurl=https%3A%2F%2Fd2tic4wvo1iusb.cloudfront.net%2Fdocuments%2Fnews%2FDiagnostic_Assessment_Tool.pdf&amp;clen=963943&amp;chunk=true">https://www.leedsforlearning.co.uk/Article/87245-chromeextension://efaidnbmnnnibpcajpcgiclfndmkaj/viewer.html?pdfurl=https%3A%2F%2Fd2tic4wvo1iusb.cloudfront.net%2Fdocuments%2Fnews%2FDiagnostic_Assessment_Tool.pdf&amp;clen=963943&amp;chunk=true</a></p> | 1, 2, 3, 4                    |
| <i>Priority teaching of phonics in year 4, 5 and 6 through the use of Freshstart.</i>              | <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>   | 1 & 3                         |
| <i>Priority teaching of</i>  |  |                               |

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| <p><i>phonics in Reception-Year 3 through the use of RWInc.</i></p>   |   |  |
| <p><i>Priority teaching of phonics for those who are not making expected progress through the use of 1:1 tuition.</i></p> |   |  |
| <p><i>Small group tuition to improve writing</i></p>  | <p>EEF- Small group tuition (+4 months)<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a></p>  | <p>1</p>   |
| <p><i>Librarian to support children to choose appropriate reading books.</i></p>  | <p>The power of stories must not be underestimated. Stories are used from an early age to develop children's vocabulary and understanding of the world around them; so why do we not use stories more often in secondary school lessons? The Education Endowment Foundation (EEF, 2018) state that it is the responsibility of <i>all</i> teachers to teach reading in their subjects to improve their ability to access academic texts.</p> <p><a href="https://my.chartered.college/impact_article/the-power-of-stories-integrating-high-quality-reading-to-raise-achievement/">https://my.chartered.college/impact_article/the-power-of-stories-integrating-high-quality-reading-to-raise-achievement/</a></p> | <p>1</p>   |
| <p><i>Librarian and other adults ensure that all children read daily.</i></p>   |   | <p>1</p>   |
| <p><i>Targeted Maths interventions to develop fluency (Y3-6).</i></p>   | <p>EEF- Small group tuition (+4 months)<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a></p>  | <p>4</p>   |
| <p><i>TT Rockstars breakfast club to improve times table recall.</i></p>  | <p>NCETM guidance drawing on evidence based approaches to maths.</p> <p>Chartered College article on how to apply Rosenshines principles in Maths.</p>  | <p>4</p>   |
| <p><i>Targeted interactions using the SHREC approach in Early Years.</i></p>  | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</a></p>  | <p>2</p>   |
| <p><i>ORacy Endpoints to support verbal interactions with families and overcome</i></p>                                   |   | <p><a href="https://voice21.org/impact-report-2021/">https://voice21.org/impact-report-2021/</a> we know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial</p> |

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| <i>the barriers of families coming to school</i>                 | skills, opportunities consistently afforded to an advantaged few.   |   |
| <i>Small group writing groups to target higher level writers</i> | EEF- Small group tuition (+4 months)<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 3 |

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

Budgeted cost: £ 71,500

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>Parental workshops to support engagement in learning.</i>  | EEF studies have shown that parental engagement has a positive impact on outcomes.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>   | 1, 2, 3, 4, 5                        |
| <i>Parental workshops to support parents with wider strategies for behaviour, attendance and internet safety.</i> |   |                                      |
| <i>2-Can Counselling available to support those children who require support for their mental</i>                 | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> | 5                                    |

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| <i>health and wellbeing.</i>  |  |               |
| <i>ELSA and protective behaviours work carried out with those children identified as requiring additional support.</i>  |  |               |
| <i>Improving Attendance Plans used to identify barriers to attending school alongside families.</i>   | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance# EEF- Parental engagement (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a></p> | 1, 2, 3, 4, 5 |
| <i>Strategies to improve attendance and punctuality, including: raffle tickets, attendance awards, hotspots, 100% attendance awards, most improved attendance .</i> |  |               |
| <i>Curriculum enrichment through educational visits and residential visits.</i>   | <p>National studies provide evidence that cultural capital is vital to improving education outcomes for Pupil Premium children.</p>  | 5             |
| <i>Children are exposed to wider</i>  |  |               |

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| <p><i>opportunities through extra-curricular clubs.</i></p>   |   |          |
| <p><i>Books are purchased and updated regularly to ensure that high quality, relevant texts are available for all children.</i></p> | <p>The power of stories must not be underestimated. Stories are used from an early age to develop children’s vocabulary and understanding of the world around them; so why do we not use stories more often in secondary school lessons? The Education Endowment Foundation (EEF, 2018) state that it is the responsibility of <i>all</i> teachers to teach reading in their subjects to improve their ability to access academic texts.</p> <p><a href="https://my.chartered.college/impact_article/the-power-of-stories-in-tegrating-high-quality-reading-to-raise-achievement/">https://my.chartered.college/impact_article/the-power-of-stories-in-tegrating-high-quality-reading-to-raise-achievement/</a></p> | <p>1</p> |
| <p><i>Reading corners developed in all classrooms to further develop a culture of reading for pleasure.</i></p>                     |   |          |
| <p><i>Reading of whole class texts for enjoyment during the day.</i></p>  |   |          |
| <p><i>Forest School available to support learning in a different environment.</i></p>   | <p>EEF- Physical Activity (+1 month)<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity</a></p>   | <p>5</p> |
| <p><i>Bespoke personal development offer available for those children who require</i></p>   | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>  | <p>5</p> |

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| <i>additional support.</i>  |   |   |
| <i>Young Carers group established as support network for families.</i>                                | <p>Having caring responsibilities can be really difficult for some young people. Our research shows that young carers can feel stressed or anxious, miss school, have limited time to spend with their friends, and feel they have to limit their plans for their own futures.</p> <p><a href="https://www.childrenssociety.org.uk/what-we-do/our-work/supporting-young-carers/facts-about-young-carers">https://www.childrenssociety.org.uk/what-we-do/our-work/supporting-young-carers/facts-about-young-carers</a></p> | 5 |
| <i>Emotion Coaching used to support co-regulation.</i>  | <p>EEF- Social and emotional learning (+4 months)<br/> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning</a></p> <p>EEF- self regulation strategies (+5 months)<br/> <a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a></p>                        | 5 |
| <i>Providing uniform for those who need it through our uniform exchange and financial assistance.</i> | <p>EEF- School uniform (+0 months)<br/> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/school-uniform">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/school-uniform</a></p>   | 5 |

**Total budgeted cost: £ 138,500**