

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	437
Proportion (%) of pupil premium eligible pupils	17.7% (19.2%)?
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Worsfold
Pupil premium lead	Louise Curtis
Governor / Trustee lead	Brian Mew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8410 £9558 (School Lead Tutoring)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£102,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022-23), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following for our disadvantaged pupils:

Phonics

	Working At	
	2023	2022
Year 1 (ever 6)	100%	33%
Year 1 (non-ever 6)	68%	65%

	Working At	
	2023	2022
Year 2 (ever 6)	50%	71.4%
Year 2 (non-ever 6)	90%	78.4%

As can be seen from the data introducing Read Write Inc a DFE validated phonics scheme and implementing it with rigour and fidelity and identifying pupils who were falling behind and giving them 1:1 phonics tuition has had a positive impact on the number of children who have passed the phonic screening check in year 1.

Although the percentages for those passing the phonics screening check in year 2 are less, this can be attributed to the fact that 2 of these children have significant SEND needs and are non-verbal; 1 child has 80% attendance through year 1 and 2; and one child was not in our setting at the time of the check.

Key Stage 1 Attainment

End of Key Stage 1 Outcomes (at or above ARE)	All		Ever 6		Non ever 6		gap	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Reading	46%	49%	33%	25%	48%	53%	15%	28%
Writing	37%	44%	33%	0%	38%	51%	5%	51%
Maths	37%	68%	33%	38%	38%	73%	5%	35%

Key Stage 2

End of Key Stage 2 Outcomes (at or above ARE)	All		Ever 6		Non ever 6		gap	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Reading	65%	71%	58%	38%	68%	78%	10%	41%
Writing	65%	58%	50%	38%	72%	62%	22%	25%
Maths	49%	71%	42%	25%	52%	81%	10%	56%

The end of key stage data for Key Stage 1 and 2 demonstrates that although attainment has improved for the whole cohort at the end of both Key Stages the impact is not as we would have wished for our disadvantaged learners. The gap has widened significantly in all areas.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (although these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. This comparison shows that our children are performing below the national average.

Whole School Attainment

289 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut1 22-23	Sum2 22-23
FSM	61 (21.1%)	23 (37.7%)	36.8%	55.3%
Not FSM	228 (78.9%)	92 (40.4%)	61.0%	80.9%
Difference (change in difference):			24.2	25.6 (1.4)
Pupil Premium	26 (9.0%)	3 (11.5%)	43.5%	52.2%
Not Pupil Premium	263 (91.0%)	112 (42.6%)	57.6%	78.8%
Difference (change in difference):			14.1	26.6 (12.5)

289 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut1 22-23	Sum2 22-23
FSM	61 (21.1%)	23 (37.7%)	15.8%	28.9%
Not FSM	228 (78.9%)	92 (40.4%)	44.1%	63.2%
Difference (change in difference):			28.3	34.3 (6.0)
Pupil Premium	26 (9.0%)	3 (11.5%)	26.1%	30.4%
Not Pupil Premium	263 (91.0%)	112 (42.6%)	39.7%	59.6%
Difference (change in difference):			13.6	29.2 (15.6)

289 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Aut1 22-23	Sum2 22-23
FSM	61 (21.1%)	23 (37.7%)	23.7%	47.4%
Not FSM	228 (78.9%)	92 (40.4%)	47.8%	77.2%
Difference (change in difference):			24.1	29.8 (5.7)
Pupil Premium	26 (9.0%)	3 (11.5%)	30.4%	47.8%
Not Pupil Premium	263 (91.0%)	112 (42.6%)	44.4%	74.2%
Difference (change in difference):			14.0	26.4 (12.4)

The picture of the gap widening is replicated when we look at the whole school picture. There is an increase in the percentage of FSM and PPG children who are achieving age related expectations or higher; however, the increased in those non-disadvantaged children achieving age related expectations has risen more of the same period.

Other sources of information

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance

	All	Ever PPG	Non-Ever PPG	Difference
2021-2022	91.44%	88.78%	92.18%	4%
2022-2023	92.98%	89.94%	93.79%	3.85%

Attendance continues to be an area of focus for us. We monitor attendance rigorously and ensure that families who cause concern are spoken with and supported through our family support worker, attendance officer and SENDCo. Where appropriate we also use our local authority attendance officer to support conversations regarding improving

attendance. Our attendance data shows some marginal increases in attendance when comparing 2021-22 with 2022-23. The gap has closed marginally (0.15%).

Behaviour

Using CPOMs to look at the behaviour related log comparing our disadvantaged to non-disadvantaged pupils:

Number of Students per Categories (current)	
Pupil Premium	Behaviour Related Log
Not Premium	94
Premium	29
Totals (unique)	123

The data from CPOMs shows that there are less incidents recorded for PPG children than non-PPG children. However as there are 83 PPG within the whole school, when you convert this into a percentage of incidents for each group you can see that PPG children are involved in 5.3% more negative behaviour incidents (PPG incidents: 34.9% ; non-PPG incidents: 29.6%). As we did not have CPOMS before 2022-23 we are unable to identify whether this is an improvement or not.

Wellbeing

To support our staff to understand the complex needs and behaviour all staff received training on Attachment theory, trauma informed approaches and emotion coaching. To monitor impact –staff carried out an SDQ on 1 child they chose to focus on. 5 out of 14 children were PPG children. For all children involved it can be noted that there was a marked improvement in the SDQ outcomes. Every child changed the range they were working within. Staff now use emotion coaching as part of their everyday practice to support co-regulation.

To further support children’s emotional health and wellbeing we use a variety of assessment methods to ensure that they access the correct services. Services which we offer in school include: 2Can Counselling and ELSA. We also refer to MHST, CAMH and CHUMS where appropriate.

Based on all of the information above, apart from in phonics where we saw a much improved achievement for all including PPG children, the performance of our disadvantaged pupils did not meet expectations. As a consequence we need to look carefully at our plan and ensure that our PPG children reap the benefits of the targeted support we plan in order to accelerate progress and close the gap between their non-disadvantaged peers.

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
1:1 Counselling	2Can Therapy

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.