

# **Tuxford Primary Academy**

## **Pupil Premium Strategy**

### **Statement**

#### **2021-22**

|                            |                    |
|----------------------------|--------------------|
| <b>Executive Principal</b> | Gareth Letton      |
| <b>Principal</b>           | Jo Witham          |
| <b>Pupil Premium Lead</b>  | Rachael Cottam     |
| <b>Chair of Governors</b>  | Colin Shuttleworth |

## 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   | Tuxford Primary Academy |
| Number of pupils in school  | 280                     |
| Proportion (%) of pupil premium eligible pupils   | 26.4%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022               |
| Date this statement was published   | September 2021          |
| Date on which it will be reviewed   | September 2022          |
| Statement authorised by   | Mrs J Witham            |
| Pupil premium lead  | Mrs Cottam              |
| Governor / Trustee lead   | Colin Shuttleworth      |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £75,320 |
| Recovery premium funding allocation this academic year  | £8,265  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £83,585 |

## Part A: Pupil premium strategy plan

### Statement of intent

| <b>School Context</b>   |
|---|
| <p>Tuxford Primary Academy is situated within a rural town in Nottinghamshire. The LSOA in which the school is situated is ranked 7,639 out of 32,844 in terms of deprivation. The school has an IDACI score of 24%. Meaning that 24% of children under the age of 16 are living with families that are income deprived.</p> <p>Tuxford Primary Academy is determined that all children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality</p> |

First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

Every adult in school is aware of the need to diminish the difference. Tuxford Primary Academy considers the best ways to allocate Pupil Premium money annually following rigorous diagnostic data analysis, careful consideration of the needs of our children and use of the research conducted by the EEF (Education Endowment Fund) Common barriers to learning for disadvantaged children can be: less support at home, weak language and communications skills, more frequent behaviour difficulties and attendance issues. These challenges are varied and there is no “ One size fits all”

### **Principles**

- We strive to reduce barriers to learning and have high expectations of all of our children.
- We recognise and are mindful that not all pupils who receive free school meals will be socially disadvantaged and that some pupils who are socially disadvantaged may not qualify for free school meals status.
- Pupil Premium funding will be allocated to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated to raise the attainment and challenge pupils.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to achieve well from their starting points.

### **Achieving these Objectives**

The range of provision we have in place

- High Quality first teaching is in place and teachers are supported to carry out diagnostic assessments and catch pupils at the earliest point with support from teaching assistants to carry out tailored interventions.
- Transition planning from Primary to Secondary, transition between year groups and transition externally into EYFS.
- Additional Learning support opportunities provided through teachers’ assistants and/or external agencies.
- Children receive Emotional Literacy Support.
- Children have access to develop oracy with the support from a Speech and Language Communication Champion.
- Support for Pupil Premium children to have access to all activities, educational visits and residential by offering reduced rate.
- Support the funding of specialist diagnostic software to support learners and remove barriers to learning and raise attainment.
- Support pupils with resources that make an impact and address their cognition and learning needs.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b><u>Phonics</u></b></p> <p>Assessments and data discussions reveal that disadvantaged pupils have greater difficulty in achieving the expected national standard for Phonics. This creates an attainment gap between their peers and can have an impact on their reading which will have an impact on their overall progress in all areas of the curriculum.</p> <p>Autumn Data Year 2 pp children 33% passed expected standard out of PP children 67% targeted to pass. This is a significant number of pupils not securing expected level of phonics by year 1 which will have an impact on their development in reading.</p>  |
| 2                | <p><b><u>Communication and Language</u></b></p> <p>Pupils on entry to school show limited vocabulary and communication skills. Current baseline Communication and Language data from EEXAT (Early Excellence Assessment Tracker) indicates that 50% of disadvantaged pupils were below typical in Communication and Language.</p>   |
| 3                | <p><b><u>Attendance</u></b></p> <p>Our attendance data indicates that persistent absentee attendance among disadvantaged pupils for last academic year was 23.66%.</p> <p>Our Current attendance for PP is 91.39% and our overall attendance whole school is 93%. The gap in attendance between PP and Non PP children demonstrates that PP children at risk of not achieving expected standards of attainment and progress if they do not access high quality first teaching or their needs cannot be supported. Baseline Data for Autumn indicates that 54% of disadvantaged pupil's attendance was below 90%.</p> <p>The FSM6 gap for Tuxford Primary Academy is 39.5%. Nottinghamshire's FSM6 gap is 25.4.</p> <p>Our wellbeing observations and discussions with pupils and families reveal that there has been an increase in the need for support and referrals to additional services. 9% of pupils in upper KS2 who are disadvantaged require ELSA support for SEMH needs in comparison to only 1 % of non-disadvantaged pupils in the same key stage. This indicates that disadvantaged pupils are needing further social and emotional support in school in the form of one to one interventions. The social and emotional wellbeing of our disadvantaged pupils have a direct effect on pupil's attendance and enjoyment of learning.</p> |
| 4                | <p><b><u>Reading</u></b></p> <p>Autumn Baseline data for 2021/22 indicates that 45.3% of PP children have a reading age below 100 NRSS (Normed Referenced Standardised Score)</p> <p>In KS2 the percentage of pupils rises to 75% (Year 5) PP children had a reading age below their peers.</p>   |

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|   | <p>This is significant as it demonstrates that our disadvantaged pupils are at risk of not making expected standards against national expectations and will need further additional support to close the gap to build on reading skills that have an overall impact on a child's ability to understand and build on knowledge and skills in all areas of the curriculum.</p> |
| 5 | <p><b><u>Attainment</u></b></p> <p>In 2020/21 40% of KS2 FSM6 pupils achieved the required standard in Reading, Writing and Maths compared to 79.5% of pupils who are not eligible for FSM6</p> <p>This is significant as it demonstrates the attainment gap between disadvantaged and non-disadvantaged pupils transitioning into KS3.</p>                                  |
| 6 | <p><b><u>SEND</u></b></p> <p>49% of SEND pupil are also disadvantaged pupils and of that group 29% of SEND and PP are supported for their Cognition and Learning needs.</p> <p>This demonstrates that we have a significant number of pupils who require additional needs to enable them access the curriculum and make progress against their starting points.</p>          |

## 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  |
|---|---|
| Improved oracy and vocabulary increases the attainment gap in Reading and Phonics for disadvantaged pupils.           | <p>Diagnostic data from Star Reader and data discussions demonstrates that disadvantaged pupils are caught early for reading and vocabulary support and results in early targeted intervention.</p> <p>KS2 Reading outcomes in 2021/22 for disadvantaged pupils show that 56.2% of pupils meet the expected standard</p> <p>KS1 Reading outcomes for 2021/22 disadvantaged pupils show that 75% of pupils meet the expected standard for reading.</p> |
| To improve and ensure all disadvantaged pupils outcomes and diminish the FSM6 gap between school and Nottinghamshire. | <p>KS2 Diagnostic assessment data for disadvantaged pupil's outcomes for Reading, writing and Maths shows a year on year increase to diminish the FSM6 gap and is Inline with the Nottinghamshire's average.</p>  |

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|---|---|
| <p>To achieve and sustain an increase in disadvantage pupils attendance.</p>                  | <p>Overall persistent absence rate of disadvantaged pupils diminishes by 10% based on last academic year.</p> <p>The percentage of pupils who are persistently absent (below 90%) are in line with Non-disadvantaged pupils overall absence at the end of year.</p> <p>The overall attendance of all pupils being more than 96% to ensure no loss of learning and pupils have the opportunity to make academic progress.</p>          |
| <p>To achieve and prioritise the mental health and wellbeing of all disadvantaged pupils.</p> | <p>Data from student voice and observations evidences that disadvantaged pupils :</p> <ul style="list-style-type: none"> <li>- Qualitative data from pupils, parents and teachers demonstrates that pupils feel safe and supported at school.</li> <li>- Noted increase in attendance in school for disadvantaged pupils.</li> <li>- Participation in extra-curricular and enrichment activities outside or within school.</li> </ul> |

### 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: £ 59,585

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase Diagnostic assessment tools in Literacy and language to improve outcomes:</p> <p>Nellie<br/>Early Star Reader<br/>Star Reader<br/>Spelling Shed<br/>PIXL<br/>B-Squared<br/>Power Maths<br/>Provision Map</p> <p>Training and time allocation for staff to ensure assessments and diagnostic data catches pupils for early intervention.</p> | <p>Assessment data supports the EEF findings that targeted academic support for all learners can have a positive impact on progress and those disproportionately impacted by the effects of the pandemic.</p> <p>EEF guide to Pupil Premium- Autumn 2021<br/><a href="https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy">https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</a></p>  | <p>1,2,4,5,6</p>              |
| <p>Additional learning support and intervention to support the high quality teaching and diagnostic assessment of RWI (Read Write Inc.) Systematic Synthetic Phonics programme for PP children and Fresh start programme for identified pupils in KS2.</p>  | <p>Research from the EEF concludes that the teaching of Systematic Synthetic phonics should be matched to the individual child's level of phonemic awareness to improve fluency and accuracy of reading.</p> <p>Current live research also indicates the effectiveness of programmes such as Fresh Start. The EEF project found a positive impact on all pupils of an additional three months' progress over the course of an academic year.</p> <p>EEF Phonics Toolkit Guide- July 2021<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p> | <p>1,2,4,5,6</p>              |

|   |   |            |
|---|---|------------|
| <p>Develop Teachers understanding and teaching of Mastery in Mathematics to improve high quality teaching.</p> <p>Teachers subject release time to embed training access Maths Mastery Hub Resources.</p> | <p>EEF guide to Pupil Premium- Autumn 2021</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy">https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</a></p> | <p>2,5</p> |
|---|---|------------|

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

Budgeted cost: £12,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Nellie programme to improve oracy outcomes for pupils from their earliest starting points.</p> <p>Appointment and allocated time for pupils to receive intervention from an Identified 'Speech and Language Champion'.</p> | <p>Research indicates that Language support and intervention has a direct impact on increasing pupils attainment by 6 months+</p> <p>·</p> <p>EEF Oral language July 2021</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | <p>1,2,4,5</p>                |

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

Budgeted cost: £12,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Identified Teachings Assistants who holds ELSA and counselling qualifications to deliver tailor support and interventions for PP children in KS1 and KS2.</p>   | <p>The EEF evidence indicates that when the support social and emotional needs of pupils are supported it can increase learning gains for pupils by 4 months+</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>   | <p>3,6</p>                    |
| <p>Establish and foster good relationships between families and school to ensure good practice in line with The DfE's Improving School Attendance</p> <p>Family Support officer to monitor pupils attendance and ensures that Structures are in place to communicate with parents of identified pupils and improve attendance and increase attainment.</p> | <p>The DfE's guidance clearly sets out the principles and needs for ensuring good attendance to improve outcomes and monitor the safety and wellbeing for all pupils.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> | <p>3,4,5</p>                  |

**Total budgeted cost: £ 83,585**

## 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.

Our internal assessments during 2020/21 show that Outcomes for all pupils in EYFS achieving good level of development were above the Nottinghamshire average of 61.9% 70% of FSM pupils attained GLD. This percentage was significantly above local district and Local authority figures.

In KS1 the cohort comparison to EYFSP in reading for FSM6 narrowed slightly by -18% in writing by -5%. In Maths the gap narrowed by -8%

In KS2 40% of pupils achieved the required standard in Reading Writing and Maths compared to 79.5% of pupils not eligible for FSM6. The Gap for Tuxford Primary Academy is 39.5% this is higher than the Nottinghamshire gap 25.4%.

Although there has been an increase in attainment for disadvantaged pupils on early entry in EYFS and KS1 it is still clear that outcomes for pupils in KS2 still indicates an attainment gap between disadvantaged and non-disadvantaged pupils.

These outcomes are a direct result of school closure and closure of whole year groups within this time period. This data further reinforces the need for disadvantaged pupils to access high quality first teaching at all times and receive targeted interventions that diagnostically matched their needs to diminish the attainment gap. We used pupil premium funding to ensure that pupils received additional tuition and electronic resources to prevent any barriers to learning and accessing online tuition.

Our observations indicate that pupil's wellbeing and mental health was significantly impacted last year in addition to their developmental growth for communication and Language and social and emotional wellbeing. We used Pupil Premium Funding to provide support for pupils through the appointment of our Family Support Worker and by completing daily health and wellbeing checks and monitoring the attendance of pupil's online learning. We are continuing to ensure that this role is in place to increase attendance and ensure the attainment gap diminishes.