



Tyntesfield
Primary School

Pupil Premium Strategy Statement

2024 – 2025

Please read this Pupil Premium Strategy Statement in conjunction with our Educationally Disadvantaged Strategy.

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tyntesfield Primary
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	4.7% (21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Helen Johnson (<i>Chair of Governors</i>) Chris Brindley (<i>Trustee</i>) Kylie Spark (<i>Head of Trust</i>)
Pupil premium lead	Kathryn Manion (Headteacher)
Governor / Trustee lead	Helen Johnson / Chris Brindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,215
Recovery Premium Funding this academic year	£0
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	£23,215

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school and are committed to securing excellent outcomes of *all* pupils, especially those who are educationally disadvantaged.

We define Educationally Disadvantaged as: ***any child who faces a barrier(s) to learning that hinders their progress at school and therefore their ability to reach their potential.*** Often this will include those who are in receipt of the Pupil Premium - but not always. We use approaches to teaching and assessment that allow us to review each pupil's barriers and plan to support those most in need at any one time

It is our aim that:

- every child **on track to secure at least age-related expectations** by the end of Year 6 (*unless there is an identified long term educational barrier*);
- every child to **achieve their potential**;
- accelerate progress and **close the attainment gap** between those who are educationally disadvantaged and those who are not;
- enable a **greater percentage of pupils to achieve greater depth** by the end of Year 6;
- **attendance rate above 95%** or if not, show strong evidence of school intervention to promote rapid improvement;
- children are **active, independent, motivated learners who demonstrate resilience** both inside and outside the classroom.

These aims flow from our ethos of inclusion, care and aspiration for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

Our Educationally Disadvantaged Strategy **outlines our plan of action to achieve our long term aims for our educationally disadvantaged pupils and how we will make effective use of Pupil Premium funding to support this.**

We are **ambitious for every child** in our school to acquire the skills, knowledge and cultural capital they need to succeed in life; leaving our school having achieved their very best and well prepared for the next stage in their education.

We are also passionate about ensuring that all pupils are part of a learning journey that develops them not only academically but also socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with teaching staff and pupils indicate that whilst many of our disadvantaged pupils attain at least age-related in reading , some disadvantaged pupils have lower attainment and face greater challenges in learning to read than their peers.
2	Internal and external assessments and discussions with teaching staff and pupils indicate that whilst many of our disadvantaged pupils attain at least age-related in maths , some disadvantaged pupils attain lower than their peers.
3	Observations, and discussions with teaching staff and pupils indicate an increasing number of pupils (both disadvantaged and non-disadvantaged) demonstrate a low self-confidence and a lack of resilience in facing everyday challenges; the need for pastoral support has significantly increased.
4	Our attendance data since September 2023 indicates that overall attendance for disadvantaged pupils continues to be lower than for non-disadvantaged pupils. Whilst many disadvantaged pupils have high attainment, there are some for whom attendance is a concern. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.

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
1. Every child on track to secure at least age-related expectations by the end of Year 6 (<i>unless there is an identified long term educational barrier</i>)	✓ Pupils making at least expected progress where prior attainment is ARE/ARE+

2. Accelerate progress and close the attainment gap between those who are educationally disadvantaged and those who are not.	<ul style="list-style-type: none"> ✓ Accelerated progress where prior attainment is below ARE ✓ Disadvantaged pupils attain in line with their non-disadvantaged peers
3. Greater percentage of disadvantaged pupils to achieve greater depth by the end of Year 6.	<ul style="list-style-type: none"> ✓ A greater % disadvantaged pupils attain, or are on track to attain, GD.
4. Attendance rate above 95% or if not, evidence of rapid improvement.	<ul style="list-style-type: none"> ✓ Attendance rate of disadvantaged pupils is at least 95% or accelerated progress towards ✓ Fewer disadvantaged pupils are persistent absentees (below 90%) ✓ Strong support provided by school for pupils/parents whose attendance is below 90% (persistent absentee)
5. children are active, independent, motivated learners who demonstrate resilience both inside and outside the classroom.	<ul style="list-style-type: none"> ✓ Achievement data ✓ Teacher observation and pupil/parent discussion evidence strong learner behaviours are evident regularly in the classroom and at home ✓ Evidence that pastoral support for a child has a positive impact on their happiness, welfare and academic progress

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: £43,491

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><u>In class support</u> Teaching Assistant supporting providing feedback and individual instruction, supporting the classteacher in whole class lessons <u>£43,491</u></p>	<p>EEF Feedback +6 months EEF Individualised Instruction +4 months EEF Collaborative Learning Approaches +5 months EEF Pupil Premium Guidance: <i>“EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.”</i></p>	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Phonics Intervention</u> Using Read Write Inc. <u>£2,071</u></p>	<p>EEF Phonics +5 months EEF Teaching Assistant Interventions +4 months EEF Small Group Tuition +4 months EEF Improving Literacy in Key Stage 2: <i>2. Support pupils to develop fluent reading capabilities</i> <i>6. Target teaching and support by accurately assessing pupil needs</i> <i>7. Use high quality structured interventions to help pupils who are struggling with their literacy</i></p>	1
<p><u>Fluency intervention</u> Reading intervention for children identified as having gaps in their learning to accelerate their progress and close the gap. <u>£2,071</u></p>	<p>EEF Phonics +5 months EEF Teaching Assistant Interventions +4 months EEF Small Group Tuition +4 months EEF Improving Literacy in Key Stage 2: <i>2. Support pupils to develop fluent reading capabilities</i> <i>6. Target teaching and support by accurately assessing pupil needs</i> <i>7. Use high quality structured interventions to help pupils who are struggling with their literacy</i></p>	1

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

Budgeted cost: £9,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Designated Attendance Lead:</u> follow-up on absences and to continue to foster and build positive relationships with parents and families. <u>£1,890</u></p>	<p><i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</i> EEF Pupil Premium Guidance</p>	3
<p>Provide <u>financial support for families</u> to enable</p>	<p><i>“Tackling non-academic barriers to academic success”</i></p>	1,2,3,4

<p>purchase of school uniform, access to extra-curricular activities and school experiences, involvement in external projects.</p> <p>£1,000</p>	<p>Using pupil premium: guidance for school leaders. February 2024</p>	
<p>Implementation of robust pastoral programme (following work with EP, Virtual School and University of Chester)</p> <p>£7,106</p>	<p>“The average impact of successful SEL interventions is an additional four months’ progress over the course of a year... Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.” EEF</p>	<p>4</p>

Total budgeted cost: £57,629 [£43,491 + £4,142 + £9,996]

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p><u>Reading (2023-24)</u></p> <ul style="list-style-type: none"> • Rec 2024: 97% cohort (100% of 3PP) achieved ‘expected’ • Year 1 2024 Phonics: 93% (75% of 4PP) achieved ‘expected’ (<i>National = 80%</i>) • Year 2 2024 Phonics: 98% (100% of 4PP) achieved ‘expected’ • Year 2 2024 Read: 90% (50% of 4PP) • Year 3 2024 Read: 88% (75% of 4PP) • Year 4 2024 Read: 93% (75% of 4PP) • Year 5 2024 Read: 93% (67% of 3PP) <p><u>Maths (2023-24)</u></p> <ul style="list-style-type: none"> • Rec 2024: 95% cohort (100% of 3PP) achieved ‘expected’ • Year 1 2024: 95% (75% of 4PP) achieved ‘expected’ • Year 2 2024: 85% (100% of 4PP) achieved ‘expected’ • Year 3 2024: 83% (75% of 4PP) • Year 4 2024: 93% (75% of 4PP) • Year 4 MTC: 65% (50% of 4PP) (<i>National All = 34%</i>) • Year 5 2024: 92% (67% of 3PP) <p>In 2023-24, the attainment of many pupils entitled to pupil premium funding was strong, with many attaining age-related expectations and some attaining greater depth, confirming the effectiveness and impact of our strong provision. However, there are still some children in receipt of pupil premium funding who are not reaching ARE and their progress and attainment remains a priority.</p>

Attendance (2023-24)

Our **attendance** data since September 2023 indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.

Attendance

	2023-24
Whole school	97.5%
Non-pupil premium	97.7%
Pupil premium	95.1%
National	95.4%

Persistent absenteeism

	2023-24
Whole school	4.9% (of 386 pupils)
Non-pupil premium	3.6% (of 357 pupils)
Pupil premium	20.5% (of 29 pupils)
National	17.2% (in 2022-23)

In 2023-24, the attendance of pupils entitled to pupil premium funding was lower than their peers and remains an area of priority.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.

