



# Tadcaster Primary Academy Pupil Premium

## Strategy Statement 2021 - 2022

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	Tadcaster Primary Academy
Number of pupils in school	85 pupils (R -Y6)
Proportion (%) of pupil premium eligible pupils	10%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Towler
Pupil premium lead	Caroline Towler
Governor / Trustee lead	Kerry Lee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,800

### Part A: Pupil premium strategy plan- Statement of Intent



At Tadcaster Primary Academy we aim to provide inclusive education that meets the needs of all pupils. We aspire to ensure that all children access an engaging and challenging curriculum offer.

Our goal is for all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across the whole curriculum. High quality teaching is at the heart of our approach. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Our strategy includes education recovery, offering targeted support through the school-led tutoring programme. We encourage children to flourish through the development of positive learning attitudes that support academic success and will be key factors in their future lives. We aim for socially disadvantaged pupils to have the same enriched experiences at school and we recognise that not all pupils who receive free school meals and that are eligible for the Pupil Premium Grant will be socially disadvantaged.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will have access to high quality provision from appropriately trained adults. Support is specifically designed to offer children, including PPG pupils, a bespoke package in the areas which they would most benefit from, including developing resilience, behaviour support and family support. Where families need additional support our Pastoral Lead delivers one to one sessions and where necessary offers support through referrals to Early Help.

Pupil attendance is integral to enable all pupils to make progress. We have robust attendance procedures in place. We make sure that all pupils are in school and that any absence is followed up swiftly. Any families needing additional support are given guidance and advice to ensure that external factors have minimal impact on pupil's attendance and learning.

### **Demography and School Context**

Tadcaster Primary Academy is a small Primary school located in a rural town situated between Leeds and York. Our children come from a mix of housing with privately owned, privately rented and social housing. The school converted to become an academy in September 2018 and now is part of the Ebor Academy Trust family of schools. Pupils are taught in mixed age classes ranging from 20 (KS1) to 26 (Upper KS2). We offer part time nursery provision (afternoons) and Reception and Nursery are combined. This academic year 10% of our pupils have Pupil Premium entitlement.



## Ultimate Objective

At Tadcaster Primary Academy we will aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We will do this by ensuring that quality first teaching and learning and assessment meets the needs of all pupils through the rigorous analysis of data. Termly pupil progress meetings will identify the outcomes of pupils in ongoing teacher assessment and NTS assessments which will help identify and target individual pupils who need additional support to ensure they are on track to make good progress.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident particularly within EYFS and Key Stage One and in many cases are more apparent among our disadvantaged pupils than their peers. Our Nursery children need a focus on speech, language and communication skills.
2	Phonics and reading - PPG children to close the gap in comprehension skills and knowledge and to become more confident in their reading.
3	Maths - PPG children to close the gap in maths fluency, reasoning and problem solving and to access new learning in maths with greater confidence
4	The wellbeing of many of our disadvantaged pupils has been impacted by the periods of instability with the inconsistency inevitable with partial school closures. This was evident to a greater extent than for other pupils. Some pupils demonstrate lower self esteem, resilience and aspirations.
5	Attendance rates have a significant impact on learning outcomes. Low attendance leads to missed learning opportunities and increased gaps in knowledge and understanding.
6	There have been identified social and emotional issues for pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Increase access to wider curriculum enrichment opportunities.

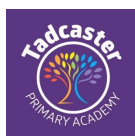


## Intended outcomes

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 oral language skills and vocabulary.	<ul style="list-style-type: none"> <li>-Early identification of pupils with language barriers and intervention to be in place</li> <li>-EY Assessments indicate improved oral language skills and also vocabulary used in writing.</li> <li>-PP children in Early Years close the gap in achieving ELGs in comparison to non PP.</li> <li>-Time to talk sessions carried out regularly to facilitate quality talk opportunities</li> <li>-Timely Speech and Language referrals carried out with support of SENCO. SENCO to follow up and monitor interventions are being carried out</li> </ul>
Improved attainment in reading.	<ul style="list-style-type: none"> <li>-PP children will achieve the phonics screener pass mark by the end of Year One and the current Year Two cohort.</li> <li>-Increased engagement in reading throughout school</li> <li>-Increased reading attainment evidenced by termly NTS assessments</li> </ul>
Improved attainment in Maths.	<ul style="list-style-type: none"> <li>-PP children will increase their understanding of mathematical concepts and show greater confidence when approaching new learning in maths</li> <li>-Increased attainment evidenced by termly NTS assessments</li> <li>-Small group support to close gaps in knowledge and increase pupil confidence</li> </ul>
Improved pupil wellbeing as a result of prompt intervention.	<ul style="list-style-type: none"> <li>-SLT and school Pastoral Lead will identify vulnerable children and support will be carried out by Pastoral Lead or class teaching team in 1:1 or small group interventions e.g. Worry Box, Fireworks, bereavement support, Ok to be me programmes.</li> <li>-Weekly PSHE sessions link to specific wellbeing needs of children based on both the whole school curriculum in place and the specific needs of the cohorts and how these</li> </ul>

	<p>should be addressed for example, resilience, stamina, relationships.</p> <p>-Lunchtime Hub Club carried out by a trained Pastoral Lead on a weekly basis to support children's learning, behaviour, relationships, emotional and social needs through small groups.</p> <p>-PPG children who are on the SEND register to be appropriately monitored and supported by SENCO and class teaching teams to ensure progress is made</p> <p>-Access to Boxall Profiling to monitor and support as and when required</p>
Improved attendance.	<p>-Pupils to have attendance of 96% or above (Trust target 97%)</p> <p>-The percentage of all pupils who are persistently absent to be below 8%.</p> <p>-Regular communication with PPG families regarding attendance and the importance of a high rate of attendance through action plan meetings, phone calls and letter correspondence</p> <p>-Rigorous and robust procedures in place to ensure the attendance of PPG pupils is closely monitored and swift action is in place where attendance drops to close to or at Persistent Absentee level</p> <p>-All staff (including teaching team and SBP) to be aware of attendance of PP children and to raise concerns where they identify any patterns</p>
Greater curriculum enrichment opportunities for pupils	<p>-Varied and engaging curriculum offer is in place to increase range of learning experiences</p> <p>-Every PP child has the opportunity to attend school trips/residentials without financial barrier</p> <p>- All PP children to have access to a range of extra curricular clubs including sports, music, the arts and to be encouraged to participate where non-attendance.</p> <p>-PP children to be given the opportunity to participate in competitive sporting events</p>



## Activity in this academic year

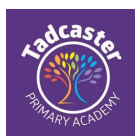
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early language support to ensure children are given opportunity to develop language skills</i>	EEF reports that there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may impact their school experience and learning later in their school lives.	1
<i>CPD for all staff to ensure successful delivery of Little Wandle phonics programme. Resources and books to support delivery</i>	DfE approved programme for systematic synthetic phonics for the teaching of early reading. Teaching teams to keep to the fidelity of the programme to ensure the greatest impact and progress.  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils	2
<i>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Time to be allocated to analyse the outcomes of these assessments.</i>	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:	1,2,3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	2

	to be more effective when delivered as regular sessions over a period up to 12 weeks. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.	
<i>Mastering Number to be implemented to support fluency and understanding of early number in EYFS &amp; KS1</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.	3
<i>Staff CPD and Leadership</i>	<p>The EEF states that high quality staff CPD is essential. Studies show high quality feedback from class teachers is one of the most effective strategies for improving pupil performance.</p> <p>Supporting staff through lesson monitoring, Curriculum staff meetings and training days ensures that teaching and learning is of a high quality and that teachers are using the most effective approach to teaching all subject areas.</p> <p>Leaders allocated time on a termly basis to monitor the quality of teaching and learning within their areas of responsibility and to monitor the progress of PP children</p> <ul style="list-style-type: none"> <li>-Reading Lead to have allotted time termly to monitor phonics delivery and impact of this via assessments</li> <li>-Assistant Headteacher to have weekly non-contact time to assess impact of teaching and learning and the range of curriculum opportunities available to all pupils including PP.</li> </ul>	1,2,3



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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year Six after school booster groups to be implemented</i>	Support children to ensure any gaps are closed. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.	2, 3
<i>Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.	3

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

Budgeted cost: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective pastoral care and intervention</i>	EEF research based on social and emotional learning	4
<i>Embedding principles of good practice set out in the DfE's Improving</i>	Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English	5





<p><i>School Attendance advice.</i></p> <p><i>Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and notices.</i></p> <p><i>Monitor attendance of disadvantaged pupils as a group.</i></p>	<p>and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.</p>	
<p><i>Increase the wider opportunities for children to develop their learning experiences through residential and extra curricular opportunities</i></p>	<p><i>EEF research shows that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</i></p>	6

**Total budgeted cost: £30,900**

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.

*During the lockdown period in Spring 2021 the focus was on supporting the wellbeing of the PPG children and their families. There was a high priority placed on checking in with every vulnerable family each week and targeting additional support via SLT and the Pastoral Lead. Weekly welfare phone calls were carried out, food vouchers were distributed, pavement home visits were made and resources and equipment were distributed to support these families. A welfare register was completed throughout this period to ensure pupils were closely tracked and that home learning was carried out on a weekly basis.*

*A large focus was made to ensure the majority of PPG children were in school during the Spring term lockdown with only a small percentage of PPG pupils not present in school. These pupils and those on the SEND register were prioritised to ensure they were encouraged to attend school throughout this period. Only two PPG pupils did not access school during this period. Chromebooks were allocated to all pupils in KS2 and any families that required support with devices/ access to the internet in Key Stage One were prioritised and supported as required. PPG pupils were closely monitored to ensure that they engaged in remote learning. Where pupils attended school throughout the lockdown they were taught by their class teacher and support staff leading to high levels of adult support being allocated to these pupils. For those PPG children that did not access school both the parents and children shared they felt supported by the school.*

*On their return these children were appropriately supported to identify where gaps were evident through ongoing assessment. Catch up funding was allocated to ensure that these pupils were supported effectively. 1:1 and small group interventions in reading and maths specifically supported these pupils to increase confidence and skills in these areas. Phonics assessment data in Year One highlighted that pupils have been successful in maintaining secure understanding.*

*Attendance of pupils was rigorously monitored and any PPG children who had low attendance during the period school was open were supported through regular communication and home visits as required.*

*Our assessments and observations, including those carried out using the termly NTS assessments, indicated that pupil wellbeing, stamina and mental health were impacted*



*last year, primarily due to COVID-19-related issues. High quality staff CPD ensured staff were appropriately trained to ensure these pupils were prioritised and supported appropriately. This positively impacted on PPG children's outcomes.*

*We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.*

## 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
IDL Reading Programme	IDL Solutions

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have no service children on roll.
What was the impact of that spending on service pupil premium eligible pupils?	NA