

Pupil premium strategy statement

Tudor Grange Primary Academy Yew Tree

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) funding to help improve the attainment of our pupil premium 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	Tudor Grange Primary Academy Yew Tree
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	53 pupils = 25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sarah Deakin
Pupil premium lead	Rajneet Bloomfield
Governor / Trustee lead	Donna Payley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£6,670
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	£72,145

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange Primary Academy Yew Tree, we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our academy budget.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement. Our approach is designed in response to robust diagnostic assessments for all children.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium pupils have lower reading ages as they do not read widely enough. They are not as well supported with reading and learning at home compared to their non-pupil premium peers.
2	Assessments, observations and discussions with pupils indicated that pupil premium pupils typically start school with reduced vocabulary compared to their non-pupil premium peers and as a result they are at lower academic starting points in English and Mathematics.
3	Learning time and opportunities in school are not maximised due to persistent absence or lateness. Our PP attendance is 91.6%.
4	Assessments, observations and discussions with children and their families indicate that pupil premium children have lower levels of aspiration and resilience, which can lead to low confidence and disengaged learning.
5	Pupil premium pupils do not always have same access to cultural capital opportunities as their non-pupil premium peers.

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
Ensure that all PP pupils who are not designated as SEND for learning can read to at least the national expectation by the end of KS2.	Statutory end of year data, CA1, CA2, CA3 Summative termly data results show the gap is reducing between the pupil premium pupil and their non-pupil premium peers. Pupil premium pupils are reading at their chronological age. Parental engagement and

	<p>written responses seen frequently in pupil reading diaries.</p> <p>Our pupil premium pupils achieve at least the national average expected standard in the phonics screening check. There is no gap between the attainment of pupil premium pupils and their non-pupil premium peers.</p>
<p>Ensure that all PP pupils make at least expected progress in English and Mathematics by the end of KS2</p>	<p>Statutory end of year data, CA1, CA2, CA3 Summative termly data results show Pupil Premium pupils are achieving in line with their peers. There is an improvement with outcomes from 57% to 75% in writing and from 43% to 71% in mathematics by 2024 at the end of KS2.</p> <p>The staff team are well trained and confident in delivering Talk Boost intervention programme, which improves pupil premium pupils' language and communication skills. At the end of KS1, there is an increasing number of pupil premium pupils who can write effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. There is an improvement from 56% to 66%. Pupil premium pupils are able to select vocabulary and grammatical structures that reflect what the writing requires at the end of KS2.</p>
<p>Improve the attendance of pupil premium pupils</p>	<p>A strong culture at the school has become embedded where all can, and want to, be in school and ready to learn. All staff members understand and perform their role in promoting high levels of attendance in their communication with pupils and parents. Strong relationships with families are fostered. Leaders at the school are ambitious for pupil premium attendance to be at least 95% and therefore no pupil premium child is recorded as persistently absent.</p>
<p>All PP pupils have higher levels of aspiration and resilience, which improves self-confidence and their engagement with their learning.</p>	<p>Pupil premium pupils are rewarded equitably. Pupil premium pupils and their families receive notifications for behaviour which is above and beyond in line with their non-pupil premium peers, so that there is no gap. Pupil premium pupils are rewarded with house points for their good work celebrating their achievements in lessons acknowledging their strengths.</p>
<p>Ensure all PP pupils have equal access to and engagement within cultural and enrichment activities.</p>	<p>Pupil premium engagement with organised lunchtime organised sports activities has increased and is tracked closely. There is no gap between the levels of engagement of pupil premium pupils and their non- pupil</p>

	<p>premium peers in cultural and enrichment clubs. Pupil voice feedback from our pupil premium pupils evidences that they engage and enjoy enrichment activities. Parents of pupil premium children speak positively about the school's before and after school enrichment activities offer. Barriers to access are swiftly addressed.</p>
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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: £21,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated leadership time for English and Mathematics subject leaders to monitor and moderate teaching and learning impact for pupil premium pupils to ensure Quality First Teaching from all professionals in these core subjects.	Teachers working in collaboration with the subject specialists will improve classroom practice and pedagogy. It will support the planning of careful and precise next step interventions. <i>(EEF: Effective Professional Development)</i>	1, 2 & 4
CPD sessions for KS1 and KS2 teachers focusing on how to improve quality first teaching in mathematics.	The development of their subject knowledge and skills will lead to targeted learning support which will enable pupils to close gaps in learning over a short period of time. <i>(EEF: Improving Mathematics in Early Years and Key Stage 1)</i>	1 & 2
Access to the NPQ Leading Teaching Framework	High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. Teaching quality is a crucial factor in raising pupil attainment. <i>(DfE – National Professional Qualification: Leading Teaching Framework)</i>	1, 2 & 4
Ensure EYFS TAs have purposeful planning time with the EYFS leader to support the delivery of quality first teaching for pupil premium pupils when they start school in EYFS.	It ensures high quality interventions are planned for and EYFS teaching assistants are supported with the expert knowledge of how to review the impact and plan next steps effectively. <i>(EEF: Making best use of teaching assistants)</i>	1, 2 & 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of 'Daily Keep up, Catch up' and 'Rapid Catch Up.'	Evidence shows that an intense programme of one-to-one or small-group tuition could add as much as five months' progress to a young person's schooling, according to The Education Endowment Foundation. Therefore, the targeted learning support enables pupils to close gaps in learning over a short period of time.	1, 2 & 4
In class mentoring and support by TA during core learning sessions	Pupils benefit from the practical encouragement and support in the lessons, which increase social and academic confidence. <i>(EEF: Making best use of teaching assistants)</i>	1, 2 & 4
Core learning support by facilitating after school tutor sessions	Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress. <i>(DfE: School-Led Tutoring Guidance)</i>	1 & 2
Delivery of Talk Boost intervention	It helps children with their speaking and understanding, enabling many to catch up with their peers. <i>(DfE: Oral Language interventions)</i>	2

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

Budgeted cost: £25,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the parents of pupil premium pupils know the importance of good attendance with support from the Trust Attendance	Pupils need to attend school regularly to benefit from their education. Research shows children with poor attendance tend to achieve less well in primary school. Early help support provides	3

Lead and CSAWS. Actively encourage and support pupil premium families to send their children to school regularly	practical whole family support to unblock the barriers to attendance (DfE: <i>Improving School Attendance</i>)	
Implement the walking bus which targets PP pupils in the mornings to ensure the children arrive to school on time and have the opportunity to talk to an adult who role models oracy.	Our observations over time have consistently shown pupils arrive more alert and ready to learn. Pupils develop social skills, gain greater independence and learn road safety skills while exercising. It is also an opportunity for children to share any concerns they may have, supporting good safeguarding. (<i>Thrive - Being in school matters: Your guide to tackling low attendance</i>)	3
Parent support intervention with dedicated Family Support Worker and Malachi, which includes signposting to additional external support services.	Therapeutic family support is effective early help intervention to enable families to set goals and objectives to create a positive change as well as empowering individuals to be achieve the best they can.	3 & 4
Thrive sessions led by the Thrive practitioner.	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem. Parents will become increasingly empowered to understand the emotional needs of their children better.	4
Financial support with the costs of school residentials, educational visits, uniform, learning materials and access to extra-curricular clubs.	Pupil premium families may need additional support (partial or full) to cover the cost of activities, which enrich the curriculum.	4
Whole class ensemble tuition (WCET) programme by Solihull Music Service and Rocksteady lessons	Pupils develop instrumental technique, as well as boosting their creativity and resilience through their first hand experience of learning to play an instrument. One of the benefits of WCET is that it reduces the need for parents to buy a musical instrument and therefore reduces significant expense for some families.	4
Warwickshire Library Service – Ensure high quality reading texts.	High quality reading texts stimulate reading enjoyment and engagement. (DfE: <i>The Reading Framework</i>)	1 & 2
Access to before and after school club and holiday club provision	Our childcare services are designed to stimulate, motivate and engage children as well as promoting physical activity.	3 & 4

	Access to before breakfast club promotes good levels of attendance.	
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Total budgeted cost: £72,145

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 2022 to 2023 academic year.

Challenges 1 - 2

75% of PP children in Y1 achieved age related expectations in the phonics screening check.

KS1 data outcomes for PP children were 78% for Reading, 56% for Writing and 89% for Mathematics.

KS2 data outcomes for PP children 57% for Reading, 57% for Writing, 43% for Mathematics and 71% for SPAG.

PP children in Y4 achieved a mean average score of 18.1. 13% of PP children scored 25.

Staffing to support PP children is carefully considered and PP children have access to support with their learning by a team of skilled TAs.

Challenge 3

School works hard to support good attendance and continue to purchase external support from CSAWS to add capacity for attendance linked home visits and administration. The attendance of PP children is still too low at 91.6% compared to pupils' attendance nationally.

Challenges 4 – 5

PP pupil voice indicates that PP children are overwhelmingly positive about their experience in school. They feel well supported and have access to a range of enriching opportunities including residential and clubs. PP children have a high profile in school and PP pupil voice is included as a feature on the weekly school newsletter regularly.

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
NCETM – Primary Teaching Mastery Embedding	Origin Maths Hub
Talk Boost - Communication and Language Understanding Intervention Support for EYFS, KS1 & KS2.	Speech and Language UK

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A