Pupil premium and Catch-up premium strategy statement 3-year plan

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding over the next 3 years to help improve the attainment of our disadvantaged pupils and to help identified pupils to catch up from the impact of Covid 19. 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	Tankersley St Peters C of E Primary School
Number of pupils in school	223 pupils (including Nursery F1) 190 pupils (excluding Nursery F1)
Proportion (%) of pupil premium eligible pupils	18 children are PP (£1455) 2 Children are PP in FS1 (£353) 2 children are PP+ (£2530) 2 x children are service children (£335) Total = 32,626
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 years
Date this statement was published	October 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vicky Harrison (Headteacher)
Pupil premium lead	Vicky Harrison (Headteacher)
Governor / Trustee lead	Col. George Kilburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,626 including PP+ and service children £26,190 for PP
Recovery premium funding allocation this academic year	£4278 for recovery £1957.5 for tutoring
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	£ £32,626 including PP+ and service children £38,861.5 for PP children inc recovery and tutoring

Part A: Pupil premium strategy – 3-year plan

Statement of intent

Overall aim and objectives

At Tankersley St Peters C of E Primary school we see each child as an individual and unique in God's image. Our vision and aims state that all our pupils will aim high, have self-belief and thrive with enquiring minds. They will be enterprising, show community spirit and have respect for others. Every member of staff who works at Tankersley school has high expectations for ALL children. They are committed to providing the best possible education for all pupils and determined that no child should be left behind despite background or circumstances. We believe that it is not background that is important, but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Outline of our strategy plan and key principles

The government has provided pupil premium funding to target children who are disadvantaged and also funding to help children to catch up due to the impact of Covid 19 pandemic and learning lost during this time. This will be the last year that we receive this funding.

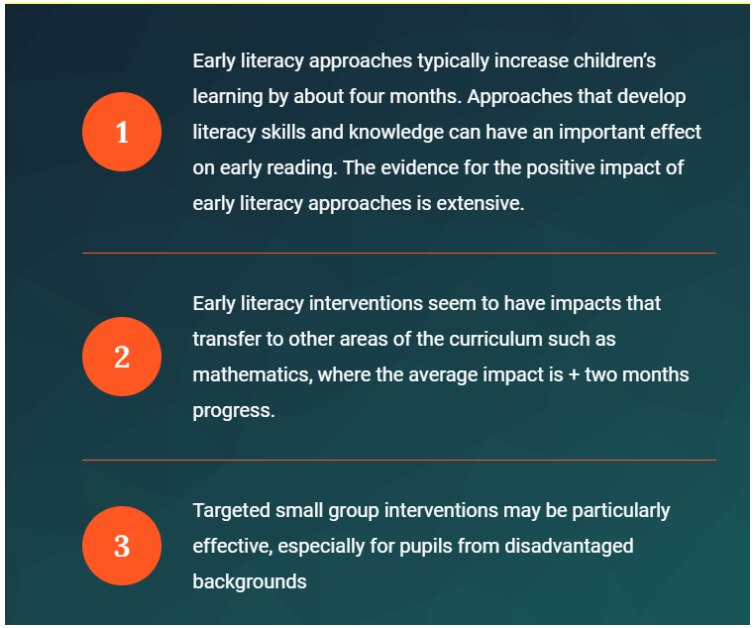
We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying barriers to learning at different levels so that impact is made across school. Our focus is for children to know more and remember more through effective quality first teaching and intervention, where needed. We also ensure that they have all that they need to learn, whether that be a breakfast to start the day, or uniform if needed, we guarantee that we supply it.

Pupil premium logs are completed each term and pupil progress meetings and monitoring is centred around the need for some disadvantaged children and those children with gaps in learning to make rapid progress. We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would

consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding, yet they benefit from teacher CPD, high quality first class teaching and additional resources purchased for the classrooms.

We recognise that high quality early years provision with a strong emphasis upon developing early phonics and reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life. Therefore, there is a high emphasis on our synthetic 'Read Write Inc' Phonics scheme and use of phonically decodable texts. We are also part of a mastering number with KS1 and FS2 project, to further enhance the maths offer. We are tenacious in the delivery of these programmes daily so that all pupil including disadvantaged pupils make excellent progress. One barrier faced by some of our youngest disadvantaged pupils is poor oral language and communication skills. This is particularly evident for the pupils entering our Reception from other settings who have not been through our Nursery F1 provision so again, we target those pupils early on with interventions such as 'Time to Talk' and Welcom.

Evidence from the EEF to support our early reading and communication interventions;

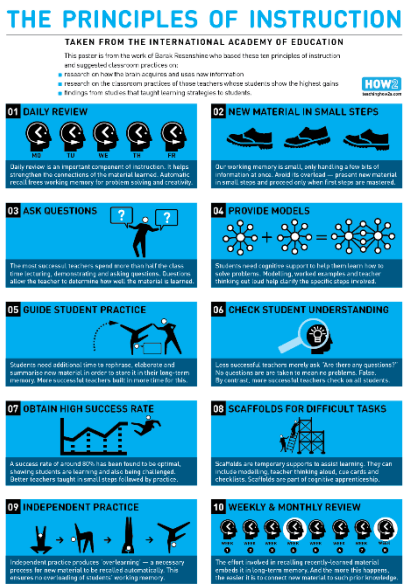


Please see the link to the NCTEM video, which shows the importance of the mastering number project.

https://www.youtube.com/watch?v=p4xf86AXbWI

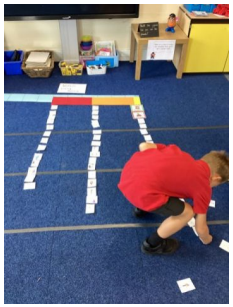
We are now at the embedding stage of this programme (Year 2 of delivery)

We also recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning so our emphasis is always on achieving this first and foremost. We ensure consistent application of key elements of our curriculum and teaching policy and we carry out moderation activities to reinforce this.



Our current strategy involves identifying the individual child's challenges or need then working with the class teacher and SENCo to decide which is the best intervention. We use Rosenshine's principles of instruction as a baseline for all we do, Strategically, Rosenshine was chosen because it was felt to have the biggest impact on the children's learning, knowing more and remembering more. Our staff have been using Rosenshine's principals in the classroom for the past year, such as daily review, new material in small steps, ask lots of questions, provide models (in many different forms, often through song too!), give time to practice and then check understanding (this is very important and helps with misconceptions.) Our staff know how to scaffold tasks appropriately as they know their students well and know how they need to learn. (In some classes, children are having work highly scaffolded and working in a small group to support their success.) Once this has been established, give the students time for independent practice. One example of this is the timelines that we use in history to support children knowing more and remembering more.

We acknowledge the importance of using performance data effectively to analyse the progress of significant groups including disadvantaged children but also to ensure that we can identify exactly what gaps the children have in their learning and what learning has been missed in the teaching throughout the pandemic and where children are experiencing issues.



Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

<u>In summary -</u>

Pupils at Tankersley experience different types of barriers to their learning and we have found with our pupils that these barriers can be of a long term or of a more short-term nature. Analysis has shown that typical barriers are:

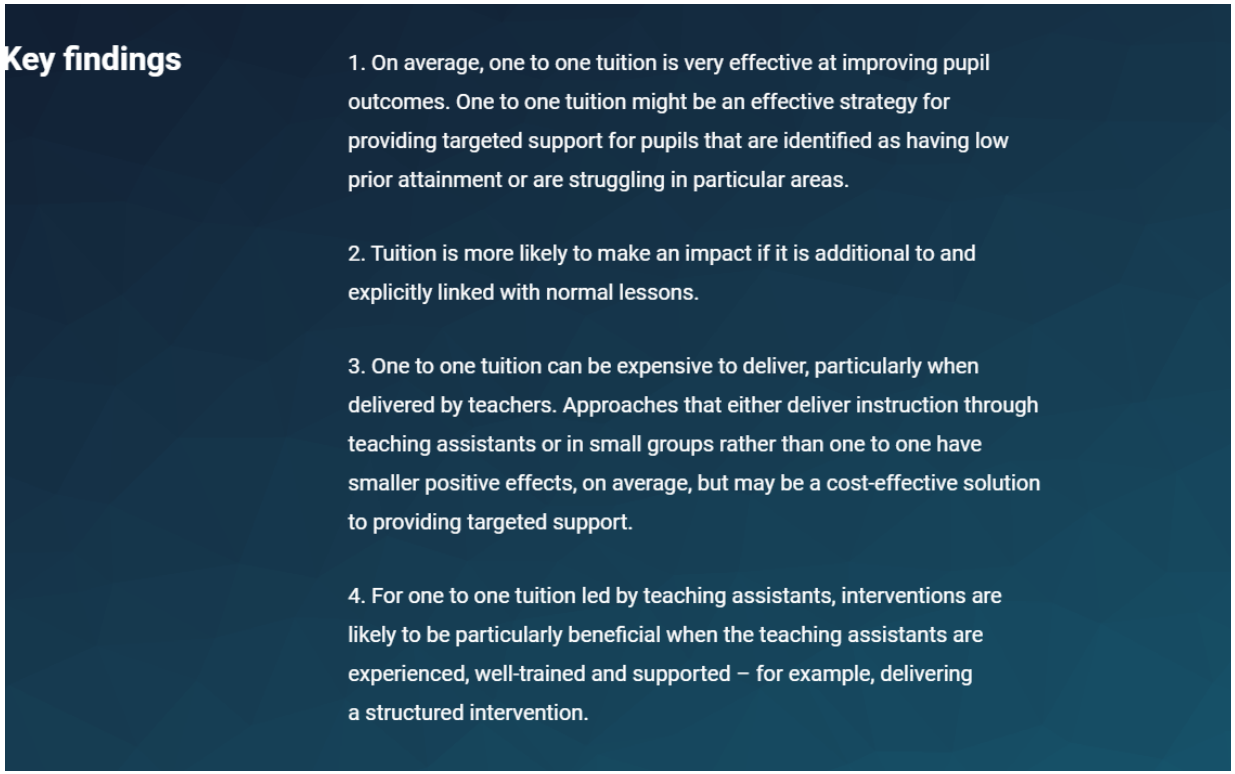
- Some attendance issues due to holidays which are not authorised
- Lack of support at home and issues where early help intervention is needed
- Some disadvantaged pupils have an identified SEND
- Early language and communication skills for some pupils
- Behaviour and emotional difficulties
- Friendships and conflict resolution
- Reading and comprehension difficulties
- Numeracy and reasoning difficulties including multiplication knowledge (times tables)

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of achievement, attainment and progress.

Provision is changed annually according to need. Our provision includes:

- Strong QFT – all teachers following the consistent practices and ensuring ALL children can access learning at all levels e.g. Word conscious classrooms / use of reciprocal reading strategies, knowledge organisers etc
- A strong phonics programme with catch up phonics and additional recovery built in for targeted pupils in EYFS and KS1
- Mastering number project for FS2, Y1 and Y2 – this is in it's second year and we are following the embedding programme with the South Yorkshire Maths Hub.
- Small group interventions and 1:1 tutoring daily – pupils targeted for support across all year groups (see below, evidence from the EEF to support our small group interventions)
- School Support Plans and SMART targets for SEND pupils built in to learning / B Squared small steps
- Building fluency in reading for bottom 20% in lower KS2 – target support on 1:1 – 3 afternoons per week
- National Tutoring Programme (NTP) for targeted pupils in Years 3, 4 and 5 to close gaps and recover lost learning
- Support with speech and language in the early years.

- SATs booster lessons for targeted Year 6 pupils – in school and after school
- Early help and nurture built in for both disadvantaged and non-disadvantaged pupils who need support
- Attendance - high priority across school. Attendance lead and headteacher employ specific strategies daily.



We ensure that we comply with guidance on reporting the use of Pupil Premium funding and recovery funding issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy document

- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.

Challenges

This details the key challenges to achievement that we have identified amongst some disadvantaged pupils and pupils who need recovery.

Challenge number	Detail of challenge
1	• **Friendship and conflict resolution**
2	• **Literacy/ Reading skills gaps – which can be also due to lack of input and support at home.**
3	• **Early language and communication– Speech and Language issues.**
4	• **There is an identified SEND and pupil need specific Wave 2/3 support**
5	• **Identified behaviour and emotional difficulty**
6	• **Vulnerable families– family difficulties and access to support for wider issues _ EH/ TAF/ Social Care**
7	• **Attendance issues due to holidays which are not authorised**
8	• **Access to cultural capital, sports, health and wider educational experiences for some pupils**
9	• **Mathematical fluency, unable to recall multiplication facts at speed.**

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
All pupils on track for progress including disadvantaged pupils – learning gaps have diminished.	Specific gaps have been clearly identified in learning Learning support has been put in place for targeted pupils
Pupils with issues around early Literacy skills and reading who lack support at home make rapid progress	Pupils are targeted for catch up phonics sessions and unknown graphemes/ phonemes Pupils are given extra support in writing and post/pre-teaching Pupils read with reading ambassadors. A new way of planning implemented to ensure that a high level of scaffolding is available so that children can access the curriculum. Small group support to complete literacy and numeracy tasks.
Early intervention for pupils in EYFS with poor speech and language so pupils make good progress in communication.	Pupils are supported by Wave 3 SALT team and given specific programmes to close gaps in speech, language and communication difficulties WELCOM and TIME TO TALK intervention is used regularly to support progress. Additional support from Speech and language. Additional transition for children moving from FS2 to KS1.
Mastering number programme to support the learning of fundamentals in numeracy.	Pupils in Y1, Y2 and FS2, all have designated discrete sessions to improve the fundamentals in numeracy, with an emphasis on place value and number bonds. They will learn: • To have confidence in exploring additive relationships • They will make good progress towards the Early Learning Goals and year group expectations • The teachers will work with colleagues either in school or in a local school to better understand how the Mastering Number resources can enhance teaching • Staff will build on the learning of the first year of involvement to embed and sustain the practice in future years
SEND pupils including those with School Focused Plans are making rapid progress in line with small steps outcomes	SMART targets are identified and built into daily planning. Pupils receive support at Wave 1, 2 and 3 where needed to make rapid progress Social groups are used daily to support friendship building and conflict resolution. Lunch time Clubs to support those children who find the playground difficult and the lunch hour too tricky.

Pupils with BSED are well supported and receive support in school with their mental health and immediate needs	Pupils with BSED issues are targeted for nurture support and help with the school EH team and given support to help them to manage their emotions in school. Parents are signposted for support where needed – CAMHS Children with social difficulties, have been invited in to lunch time clubs to support friendships.
Access to support for vulnerable families impacts positively for pupils– *including LAC pupils/ pupils under social care and those with EH plans*	LAC/ Social care Early Help – families are well supported through Core group and TAF meetings and can access to support for wider social issues As a result - outcomes for vulnerable pupils and their families is positive and improving and pupils are making good progress. CP lead ensures that LAC pupils have a plan to meet immediate need through the Virtual School.
All pupils attend school on time and there are no causes for concern around attendance issues.	School tackles attendance issues early on with a structured approach to managing attendance. Suite of letters to parents to support good attendance and to remind parents when there are problems. FPN1 forms actioned where there are issues. All attendance groups well monitored and a process carried out where there is need e.g. If a pupil becomes PA below 90%
School provides the Cultural Capital and wider experiences for pupils at Tankersley so that they can flourish and achieve well. **Pupils lead healthy and active lives.**	School will ensure pupils have a wide range of experiences in the arts, music and culture so that they have many opportunities to achieve in different fields. School will engage pupils in a wide range of sporting opportunities, including inter school competitions and other events as well as regular clubs so that children can enjoy and excel in sport and learn to keep healthy. Every class to visit their local library. Local walks in the community to visit woods etc. Y6 to Barnsley College ESPORTS department to boost aspirations. Y5 to Barnsley College Catering Department to improve aspirations. Y5 visit to Evri (local employer) to see what jobs are available. Y5 to Sheffield Cathedral Y5 Form brass band and play in local concerts. SEND children are given the opportunity to compete in local sporting competitions.
Friendships and conflict resolution	Children will be able to manage their conflicts with either support from their peers or with support from an adult. Social groups show a reduction in CPOMS incidents in relation to behaviour.
Pupils have additional support in reasoning and calculation so that they are able to access problem solving in their daily numeracy lessons.	Additional calculation lessons added to upper KS2. A strategy has been put into place to ensure multiplication is taught rigorously though KS2 Additional assessment in place for multiplication. Early boosting support, based on gap analysis in KS2. Mastering number project for FS2, Y1 and Y2 Additional training on TT Rockstars

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

Budgeted cost = ₤ £4680 intervention during some worship times + £840 for pre learning vocabulary and resources for vulnerable children.

600 for RWI videos

READING Diaries £868.3

Flash Cards = £420

Reading hampers = £500

Training videos RWI £810

National College Portal = £620

Gramasaurus Portal =£42

= £9380.3

Activity	Evidence that supports this approach	Challenge number(s) addressed

Catch up learning and gaps in learning addressed through Quality First Teaching for disadvantaged pupils	Teachers implement **carefully designed curriculum goals** and **sequences of learning** which are appropriate for ALL learners at Tankersley school and where opportunities for learning for disadvantaged pupils are considered including **cultural capital.** We do not follow an 'off the shelf' curriculum or published schemes. We ensure our bespoke curriculum is tailored to meet the needs of all our learners in the school at the time. Taken from July 2023 Ofsted report; " Leaders are ambitious that all pupils will do well. They have designed a curriculum that reflects this ambition. Pupils are keen to learn and they work hard. In lessons they are attentive and engaged because lessons are interesting." Teacher and TAs ensure that disadvantaged pupils and pupils at risk of falling behind due to the impact of Covid 19 are targeted in daily teaching and learning and for timely post and pre-teaching support as well as specific and carefully chosen interventions to close learning gaps. Teachers provide a **vocabulary rich environment** through **our 'Word Conscious Classroom' approach** – this supports the vocabulary deficit which hinders learning and reading comprehension for some disadvantaged pupils. *"Vocabulary is a critical factor in the development of reading skills. Vocabulary knowledge has long been identified as one of the best predictors of reading comprehension (Davis, 1972; Thorndike, 1917), reading performance in general, and school achievement (Beck, McKeown, & Kucan, 2002, 2008). Receptive vocabulary is also a predictor of decoding skills (Ouellette, 2006). The more words the reader knows, the easier it will be to read and understand what is read (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Kamil, 2004; National Institute of Child Health and Human Development [NICHD], 2000).*	1,2,3,4,5,6 and 9 *All pupils in school including disadvantaged benefit from QFT and consistent strategies*

Unfortunately, not every student comes to school with an adequate level of vocabulary knowledge to support reading success, and the diversity of vocabulary knowledge among children entering school is great (Blachowicz et al., 2006). Among students from different socioeconomic groups or with different learning abilities, there is a marked difference in vocabulary knowledge (Beck et al., 2002; Hart & Risley, 1995). Furthermore, these differences can be observed throughout the school grades (Beck et al., 2002; White, Graves, & Slater, 1990). Unless vocabulary becomes an integral part of everyday literacy instruction, the gap among groups will continue to widen, making it harder for low-performing groups to catch up to their peers. Vocabulary instruction is particularly critical for students with reading difficulties, as their improvements in comprehension as a result of vocabulary instruction are even greater than for students without reading difficulties (Elleman, Lindo, Morphy, & Compton, 2009).”

We have adapted our vocabulary sheets in KS2 to ensure that children have a simple picture (which is then used on a flip chart) and the definition of the word, as we thought this was more appropriate for our vulnerable pupils.

Above is an example of a Y6 pre-learning vocabulary sheet.

Clear and timely feedback is given and close the gap marking/ polishing pens used to inform next steps.

Pupils articulate knowledge learnt during the sequences of learning in sparkle and share knowledge sessions . *E.g. Tell me what you know about the Egyptians…*

	SLT will focus on impact and learning for disadvantaged pupils in Lesson Observations, learning walks and book scrutinies. The HT will look at progress for PP children in the upcoming Pupil progress meetings.	
Promote home reading and phonics for disadvantaged pupils and families / Celebrating reading	**Bespoke school home reading diaries** in EYFS KS1 and KS2 to promote reading at home – these contain our models of reading to use at home and support for parents, these are costed at £ 4.57 per child **The school buys parents the packs of our RWI flash cards for phonics** – Set 1 and Set2/3 speed sounds (these are also given to disadvantaged families). These are costed at £ 7.00 per pack. All pupils are encouraged to read at home and their home reading diaries are monitored by class teachers during reciprocal reading time – where there are issues with parental support the school carries out workshops for parents to attend and targeted support for children in the school day. EYFS have a family library time **World book day** - Many of these disadvantaged pupils don't get story time at home and therefore their language/vocabulary skills are restricted. We have invested in story boxes for the children to take home and read with their adult, this comes with a sachet of hot chocolate to make it even more appealing. Reading ambassadors are supporting our vulnerable pupils to read in the mornings. This is carefully monitored by our KS1 Deputy Head Teacher.	2
Quality Training and CPD – **Writing focused** **National college online training portal**	We are working hard to improve our numeracy results which have dipped slightly below national average. We have had additional training time on TT Rocks. Staff are supporting each other with the weekly testing of gigs and sound checks. More monitoring of TT Rockstars is in place. Parent's evening focus for KS2 is around multiplication facts **Launch pad for literacy approach in EYFS** – We have engaged in this programme which identifies learning gaps across all strands of literacy in EYFS – 8 pupils targeted. Grammasaurus support for SPAG Additional training has taken place for mastering number FS2, Y1 and Y2.	1, 2 and 9

	Additional arithmetic lessons has been put into UKS2, with training given where needed.	

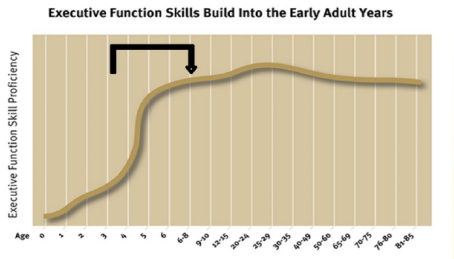
Targeted academic support

Budgeted cost = £ £2282 a year for PP tutoring above 50%. £6650 for 1:1 support + £3198(Time to talk and welcomm) + £8190 (non EHCP SEND) + £547 (RWI FS2) £546 for social group UKS2 = £546 social + Y4 intervention £1095.9 + Y5 intervention £2191.8 + £2191 speech and language intervention + £3297 (f1 bucket time, music and sensory play support), + £240 for training for the Mastering Number training programme + RWI afternoon phonics boosting + 7795 + B squared £175 = £38,944.7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programmes used in school and intervention support **We run a range of different types of intervention programmes to support disadvantaged pupils in closing gaps or with specific learning needs and also to support pupils with specific gaps identified as a result of lost learning during the pandemic**		
Ensure that pupils with early speech, language and communication issues are targeted early for Wave 2 or 3 support	***SPEECH & LANGUAGE/ COMMUNICATION*** *In EYFS some of our disadvantaged pupils need support with speech and Language/ communication. These pupils have extra support with their SLC with the staff in EYFS. WE broker specialist Wave 3 support from the SALT team and advice is built into learning programmes. Our pupils engage in weekly programmes in our EYFS setting:* • *TIME TO TALK* • *WELCOMM* • *ELKLAN*	3

	PSED – Music interaction *Time to talk* *The **'time to talk'™** programme is founded upon an established evidence base (The Cost to the Nation Report published by I CAN, 2006, and 'Save the Children, 2015, Investigating the role of language in children's early educational outcomes published by Roulstone et al., 2011) that recognises that:* 1. *Language acquisition in the early years is a strong indicator of later academic achievement* 2. *Social inequalities impact negatively upon a child's opportunities for language learning* *Welcomm* The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.	
Increase outcomes in phonics and spelling for disadvantaged pupils premium pupils through RWI programmes.	***READING & PHONICS/ SPELLING CATCH UP PROGRAMMEDS*** *Some of pupils including our disadvantaged pupils have specific gaps in their phonetic knowledge which impacts on their ability to read and spell new words. We are tenacious in ensuring that all disadvantaged pupils get the support they need to become fluent readers when they leave KS1.* *We use our funding to pay for an **experienced Teaching Assistant to lead on the Catch up RWI phonics programme every afternoon, who have spent time with a RWI specialist.** Targeted pupils engage in*	1, 2, 4

Daily Read Write Inc programme running in school to accelerate progress in phonics /spelling *High quality synthetic phonics resources and use of online portal* *Daily catch up 1-1 RWI phonics/spelling – high focus on disadvantaged pupils*	*additional support to learn their graphemes and phonemes so that they are on par with their peers and catch up very quickly.* *The school also purchases the **RWI online portal** to access training videos and resources to support phonics and reading. This portal is expensive but it ensures that the practise of phonics and reading remain consistent. Our parents also use the videos from the portal to support their children at home and to give them confidence in helping their child to close gaps in reading.* *We also use some of the funding **for RWI development days** to ensure our reading lead and the reading team are on track to provide the best support for our children.* *All pupils on the RWI phonics programme will be screened every 8 weeks – high focus on progress of disadvantaged pupils highlighted in tracking and analysis.* *All parents provided with pack of RWI yellow set 1 and blue set 2 phonics cards from joining Reception onwards. Letter sent weekly to direct parents to the correct sound on the RWI portal* *Access to reading and phonics workshops throughout the year – parents of disadvantaged pupils and those with gaps are targeted.* *<u>Evidence and rationale behind approach</u>* *Research from the EEF regarding teaching of phonics:* *Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months'* *progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.*	

	 *Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that* *effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. We also embed strategies such as time to talk through school as well.* *https://educationendowmentfoundation.org.uk/evidence-summaries/teaching*-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.	
Focus in Lower KS2 – bottom 20% readers **Building daily reading fluency and comprehension skills**	***READING FLUENCY & SPELLING RECOVERY – Lower KS2 – bottom 20%*** *An experienced Teaching Assistant specifically employed to support reading fluency, comprehension and Spelling. We are targeting the bottom 20% of readers in Lower KS2 to ensure that the gap does not widen for them as they are becoming fluent or may have specific issues like dyslexia.* *Targeted pupils including some disadvantaged pupils will have a focused reading and comprehension catch up session at least twice per week using the* ***Project x code scheme*** *and* ***Oxford owl scheme*** *The school has paid for additional materials (Project X and Oxford Owl books) We have also purchased the online portal of books to use at home and in remote learning where needed.* *Focus is mainly on building fluency (and comprehension work using our canine pals.)*	1, 2, 4

	Parents are encouraged to build on this support at home through regular letters and communication from the reading support adult leading this work. Pupils will always access the correct reading book within these schemes to ensure they progress in fluency and comprehensions. The school Reading overview for bottom 20% of readers will identify these pupils. We reward reading at home, but also support those who do not have those opportunities, our reading lead ensure that a love of reading is embedded throughout school. Ofsted report 2023 states; Leaders are passionate in their commitment to ensuring that every pupil learns to read. The school's chosen scheme for the teaching of reading is taught consistently by teachers who have been well trained. Children in the Nursery class learn the sounds that letters make andt here are daily phonic sessions for all those at the early stages of reading.	
Accelerating progress for pupils identified with gaps and who need recovery due to impact of COVID 19 and lost learning.	***PRE AND POST TEACHING IN ENGLISH AND MATHS*** *- Teachers plan and deliver appropriate booster and catch-up work for identified disadvantaged pupils and pupils needing recovery during school time. These are delivered by either the class teacher or TA at different times in the school day.* - *Maths boosters* - *Writing boosters* - *Spelling support – RWI spelling support* - *Vocabulary sheets sent to vulnerable learners in history*	1,2,4

Post teaching of Year 6 gaps for targeted pupils	***SATS BOOSTING SESSIONS*** *- 1:1 tuition after school with an allocated teacher is given for some of our disadvantaged pupils for SATS support in Year 6*	1,2,4
Additional support for disadvantaged pupils with SEND	All pupils with SEND including disadvantaged pupils have a **Support Plan (SP)** which outlines small steps of progress and **SMART targets** which the teacher and/or TA will work with them in class. We have invested in the **B squared online portal** to help teachers to identify objectives for small steps of learning – this includes identified targets linked to a specific need such as ASD, ADHD and dyslexia. 2 Teaching Assistants with experience of supporting children with SEND have been appointed to support 3 of our children with specific special educational needs. These children have an EHCP and are working well below ARE so they have very specific learning plans. The school has used SEND allocated LA funding and disadvantaged funding where the child meets both criteria to meet need. The SENCO works alongside class teachers to identify specific needs for learners including disadvantaged pupils and spends time in classrooms to monitor the quality of learning for SEND pupils and to offer advice and support to improve learning. We have purchased learning aids to help pupils including disadvantaged pupils to access their learning in the classroom – Termly review meetings involve the child, teacher, parents and SENCO so that there is a joined-up approach between home and school support. **B squared online portal** – purchased to help teachers to select SMART targets for SEND pupils (including disadvantaged and those pupils who need to recover lost learning)	4

	Widget resource – purchased to support instructional and communication strategies for pupils with SEND to help with visual prompts	

Wider strategies

Lunch time social groups with MH/CT = £2028

Breakfast club = £3040

One decisions =£555

Brass cost =£950

After school clubs = £1520

=£8093

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high attendance for all pupils (including disadvantaged pupils) and any vulnerable pupils at risk of becoming persistent absentees	We aim to improve attendance for disadvantaged pupils through weekly data capture and weekly head/ Attendance officer meets - to support vulnerable and disadvantaged pupils in attending school and readiness for school . This includes closing the gap in no. of persistent absentees/absence. Increasing parental engagement with vulnerable families - building relationships to increase chances of success for pupils We aim to champion and increase awareness of importance of attendance and ensure systems in school are robust -	7

	• *First day calls for all absentees including disadvantaged* • *Arrange free breakfast provision where needed* • *Attendance Pupil Ambassadors appointed to support with HERO message and racetrack for class attendance* • *Invite parents to meetings to discuss child's attendance where poor attendance is identified – head and Attendance lead meet weekly to identify issues.* • *Work closely with area EWO to monitor families of persistent absentees* • *Weekly analysis of Attendance data to monitor improvements in the data and causes of concern. Data is analysed and decisions made if any further actions necessary – close tracking e.g. PA pupils* • *Issue FPN1 fines where targets not met by family.* • *Reports for governors prepared every half term* **HERO awards**- 'Harry the Hare' to promote the here on time everyday message *Weekly attendance prizes and rewards- HERO, class £5 token. Termly Attendance Certificates* **Pupil Attendance Ambassadors** support our Attendance lead with all of the above strategies and initiatives.	
Providing high quality CULTURAL CAPITAL experiences is an essential part of the school offer. No child misses out. **We aim for all children to be immersed in high quality experiences and learning.**	**No disadvantaged child will miss the opportunity to participate in an activity. We aim to develop wider experiences for all pupils including disadvantaged pupils to engaging positively in the community and wider world.** **Trips, visits and residentials** for disadvantaged pupils in collaboration with parents according to type of trip and need (despite the real costs to allow visits to take place) at the discretion of governors and the head teacher. **All disadvantaged pupils learn a brass instrument in Y5 at Tankersley**	8

• **Subsidised Educational visits in and out of school including residentials.** • **Opportunities to engage in the Arts and Music**	**Some disadvantaged pupils have subsidised music lessons in other instruments at Tankersley** • *Brass Lessons* • *Flute Lessons* • *Violin Lessons* • *Recorder Lessons* • *Guitar lessons* Disadvantaged pupils attend choir **Disadvantaged pupils perform in annual performances and some are given lead roles/ costumes provided** to improve confidence and self-esteem – In class, group and solo acts / They are encouraged to shine and sparkle. Disadvantaged pupils take part in whole school events such as World Book day – school provides costumes for some disadvantaged pupils	
Opportunity to engage in high quality sports and competitive events	Disadvantaged pupils attend our after-school sports events and participate in a **calendar of inter school and intra school sporting events** in partnership with other schools – free of charge Pupils participate in lunchtime sports clubs and after school sports clubs School takes part in other sporting initiatives and healthy lifestyle opportunities - Active travel, Bikeabilty and healthy lifestyles week– Equipment is provided for disadvantaged pupils e.g - A school bike and scooters	8

Wellbeing and Nurture **Disadvantaged pupils are provided with appropriate support for their social and emotional well-being.**	Our Mental Health Champion (HLTA - HT) will support pupils, including disadvantaged pupils, to overcome issues linked to emotional wellbeing which may be impacting on their capacity to learn. Weekly nurture support is in place to support School buys into 1 decision PSHE and RSE scheme which includes a Nurture portal to support work in this area. Areas covered may be (but not exclusive to … • *Friendship or sibling issues* • *Anger* • *Divorce* • *Bereavement* • *Attachment issues*	5, 6
Increase general engagement and attendance for disadvantaged pupils and hard to reach families. • **EARLY HELP – EH Plans** • **TEAM AROUND THE FAMILY** • **SOCIAL CARE – CORE GROUP / CASE CONFERENCCE** • **IDAS – Domestic Abuse** • **OPERATION ENCOMPASS**	The above Wellbeing and Nurture work is linked into Early Help Process – HLTA supports SENCO to lead on EH pupils and their families (this includes disadvantaged pupils) This includes supporting and signposting vulnerable families and help them to support their child's wellbeing, learning, behaviour and personal development. Signposting to external services may include Social Care, IDAS etc Regular professional meetings take place to support vulnerable families including families of disadvantaged pupils (many who are in receipt of PP funding) Child Protection leads / Inclusion Leads- Liaise with, signpost and refers our families to multi agency teams and various sources of support – Eg IDAS, school nurse, CAMHS, ASD screening etc	6,7

	Our CP and EH team are tenacious in offering support to improve pupils and parent's emotional relationships and wellbeing. **Home visits** - Rec teacher visits all families for new starters – focus on need for early help, engagement of hard to Reach & Vulnerable families including disadvantaged pupils. **Breakfast club** – Free breakfast for pupils of vulnerable families including disadvantaged pupils/ supports good attendance and wellbeing.	

Total budgeted cost: £ 56.418

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils over a 3 year period in progress and attainment

ATTAINMENT End of year attainment – KS2 PUPIL DATA	FOR THE PERIOD End 2020/ End of 2021 NO DATA DUE TO COVID		2021/22 All pupils school	2021/22 Disadvantaged pupils	2022/23 All pupils	2022/23 Disadvantaged	2023/24 All Pupils	2023/24 Disadvantaged
% Reading - ARE	NO DATA	NO DATA	24/25 96%	5/5 100 %	18/21 86%	7/9 78%	22/27 81%	5/8 63%
% Reading above ARE	NO DATA	NO DATA	7/25	0/5 0%	6/21 29%	0/9 0%	7/27 26%	1/8 13%
% Writing - ARE	NO DATA	NO DATA	21/25 84%	2/5 0.4%	17/21 81%	7/9 78%	23/27 85%	5/8 63%
% Writing- above ARE	NO DATA	NO DATA	3/25 12%	0/5 0%	4/21 19%	1/9 11%	4/27 15%	1/8 13%
% Maths - ARE	NO DATA	NO DATA	24/25 96%	4/5 80%	16/21 76%	8/9 89%	19/27 70%	6/8 75%
%Maths – above ARE	NO DATA	NO DATA	3/25 12%	0/5 0%	4/21 19%	2/9 22%	2/27 7%	1/8 13%

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
READ WRITE INC – Phonics portal	Ruth Miskin Training
Writing training – Raising standards / Boys Writing / Talk for writing	Dandelion Learning
PURPLE MASH- Online learning platform for remote learning	2Simple Software
TT Rockstars	Maths Circle
White Rose Maths	White Rose Maths
RWI phonic videos	Oxford university Press
My Maths	Oxford university Press
RWI spelling	Oxford university Press
Churanga	Churanga
Project X	Oxford university Press
B squared	B squared