



Tyndale Primary School Pupil Premium & C-19 Recovery Strategy Statement 2022/23

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| Policy Owner | Headteacher |
| GB Review Date | GB2 2023/4 |
| Ratified Date | GB 3 2022/3 |
| Review Frequency | Annually |

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Tyndale Primary School |
| Number of pupils in school | 169 |
| Proportion (%) of pupil premium eligible pupils | 46.2%, 78 No. pupils |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | GB 2 2022/23 |
| Date on which it will be reviewed | GB 2 2023/24 |
| Statement authorised by | Katie Parkhouse |
| Pupil premium lead | Luke Crouch (from 1.1.23) |
| Governor / Trustee lead | Mary Hutton |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £108,030 |
| Recovery premium funding allocation this academic year | £11,310 |
| 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 | £119,340 |



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the best chance of success at Tyndale Primary School than if they went to any other school. The focus of our pupil premium strategy is to support disadvantaged pupils to attend school regularly and achieve at least in line with their peers particularly in the key skills of reading, writing and Maths and are able to access a broad and balanced curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, underpinned by our vision that all pupils will leave us having developed the seven learning characteristics. Our teaching and learning is structured around Rosenshine's Principles of Instruction. This research-informed practice is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for example through the appointment of Raising Standards Teacher, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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



| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupils who are Pupil Premium or those who are double disadvantaged make slower progress and are below age-related expectations. |
| 2 | <p>2021/22 attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence is also higher amongst disadvantaged pupils compared with their peers</p> <p>Our assessments and observations indicate that absenteeism and poor punctuality is negatively impacting disadvantaged pupils' progress.</p> |
| 3 | Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in Reception and KS1. |
| 4 | Internal assessments indicate that disadvantaged pupils have greater difficulties acquiring phonics than their peers. This negatively impacts their fluency as readers , and access to a broad and balanced curriculum. |
| 5 | <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by the pandemic.</p> <p>This has resulted in gaps in learning in maths including times tables, fluency and number facts, as well as lack of experience in using manipulatives to support their understanding of key concepts.</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 | Baseline Data | Success criteria |
|---|---|---|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | In 2019 the overall absence (5.7%) was in the highest 20% of all schools in 2018/19. Persistent absence (18.5%) was in the highest 20% of all schools in 2018/19. The rates of overall absence (5.7%) and persistent absence (18.5%) in 2018/19 were in the highest 20% of schools with a similar level of deprivation. | Sustained improved attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is eliminated. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers. |
| To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils. | 19 PP FTE | Data and observations indicate a reduction in disruptive incidents indicated by fixed term exclusions and internal reflections. This is further evidenced through our quality assurance processes such as work scrutiny and engagement in lessons. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | In 2019 33% of PP children achieved a good level of development in the Early Years Foundation Stage. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved phonics and Reading attainment for disadvantaged pupils at key data points | In 2019 For disadvantaged pupils, key stage 2 progress in reading (-3.5) was significantly below national and in the lowest 20% of all schools in 2019. | Y1 Phonic Screening, Y2 Phonic Retake, KS1 and KS2 Reading outcomes in 2024/25 show that the gap between disadvantaged pupils and their peers who meet the expected standard is reduced |
| Improved maths attainment for disadvantaged pupils at key data points. | In 2019 Disadvantaged Progress score in maths -4.8 compared with 0.2 (Local authority) and 0.4 (nationally) | KS1 and KS2 Maths outcomes in 2024/25 show that the gap between disadvantaged pupils and their peers who meet the expected standard is reduced |





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: £ 2,360

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embed a whole school pedagogical approach based on Rosenshine's Principles of Instruction through CPD and 'developmental drop ins' for teachers and support staff. | EEF Guide to Pupil Premium states: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils". | 1, 2, 4 and 5 |
| Purchase and embed standardised diagnostic assessments (Testbase and Salford Reading Assessments). Provide on-going training for staff to ensure assessments are interpreted and administered correctly. | 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 3, 4 and 5 |
| Embed No Nonsense Phonics DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Provide on-going training for staff. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 4. |
| Further develop maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 5. |



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| <p>Improve the quality of social and emotional (SEL) learning, embedding approaches such as Zones of Regulation into all aspects of school life.</p> <p>Provide on-going professional development for all staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit- Metacognition and Self-Regulated learning</p> | <p>1.</p> |
| <p>Ensure pupils have access to a broad and balanced curriculum (Primary Knowledge Curriculum), supplemented with resources such as DT on a Page and Charanga.</p> | <p>A knowledge-rich curriculum places powerful knowledge at the heart of the curriculum. The knowledge content is carefully chosen and organised in a coherent way, ensuring it builds from year to year. In this way, the knowledge in the curriculum is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.</p> <p>Teaching a broad and balanced curriculum for education recovery</p> | <p>1, 2 and 3.</p> |

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

Budgeted cost: £70,318

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Subscription to Times Table Rock Stars to secure number facts in KS1 and times tables recall in KS2.</p> | <p>Purchase of Times Table Rock Stars: to secure number facts in KS1 and times tables recall for all pupils in KS2 Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Case study evidence which shows An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it. Case study: Times Tables RockStars</p> | <p>5.</p> |
| <p>Purchase and embed an oracy programme (e.g. Talk Boost and NELI) to improve listening,</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> | <p>3.</p> |



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| <p>narrative and vocabulary skills.</p> | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Provide additional phonics sessions for disadvantaged pupils in KS2 who need them using the RWI Catch Up scheme.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>4.</p> |
| <p>Engage with the National 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, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>4. and 5.</p> |
| <p>Create and sustain a nurture space and programme to (a) support children to develop self-regulation strategies and good learning attitudes and (b) support disadvantaged children with social, emotional and mental health needs.</p> | <p>Nurture provision: The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds. Supporting children with challenging behaviour</p> | <p>1 and 2.</p> |

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

Budgeted cost: £ 46,662



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide whole staff training on behaviour management and restorative practice approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1 and 2. |
| Employ an Inclusion Support Officer to improve attendance and behaviour. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence has shown that the support of the wider family has resulted in an increase in attendance and emotional wellbeing of families Improving School Attendance | 1 and 2. |
| Provide a breakfast club. | Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills. Impact of Breakfast Club | 1 and 2. |



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Over the academic year 2022/23 a move was made to a Raising Standards Teacher rather than the tutoring programme. There was also the successful appointment of a family support worker and a new child and family team established to support the most vulnerable pupils and families. A new behaviour policy has been introduced to support positive behaviour and attitudes for all pupils, as well as the most disadvantaged. There has also been a launch of a new character education to focus on learning behaviours. The school has also adapted Rosenshine's Principles of Instruction as its key driver for developing the quality of education. A new curriculum is under construction to be launched in April 2023. A new assessment system is in place and ensures robust focus on all pupils but particularly disadvantaged pupils.

| | 2020-21 PP Data | 2021-22 PP Data |
|--------------------------------------|-----------------|-----------------|
| Attendance | 91.7% | 88.7 |
| Fixed term exclusions | 36 | 55 |
| Permanent exclusions | 0 | 2 |
| KS2 Reading Expected Standard | 67% | 63% |
| KS2 Writing Expected Standard | 67% | 18% |
| KS2 Maths Expected Standard | 58% | 36% |
| KS1 Reading Expected Standard | 71% | 46% |
| KS1 Writing Expected Standard | 57% | 28% |
| KS1 Maths Expected Standard | 64% | 46% |
| Yr 2 passing phonics screening check | 64% | 46% |



Externally provided programmes

| Programme | Provider |
|--|-----------------------|
| PE and Sport | Sports Plus |
| Integra | South Gloucestershire |
| Traded Services - Educational Psychologist and Behaviour Inclusion Support | South Gloucestershire |