# Tatt logoPupil premium strategy statement 2023 - 24

**VISION STATEMENT - ‘**We can do all things through Him who strengthens us,’ adapted from Philippians 4:13

**Turning Small Wonders into Shining Lights**

## This statement details our school’s use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Tattingstone CEVC Primary School |
| Number of pupils in school | 66 (April 2023) |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | June 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Beverley Derrett, Headteacher |
| Pupil premium lead | Beverley Derrett |
| Governor / Trustee lead | Theresa Vinnicombe |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,640 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £13,640 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Tattingstone is a small, rural, CEVC primary school situated in Suffolk that serves the villages of Tattingstone and Wherstead although the majority of our children come from out of catchment. A small number of pupils travel to and from school on the school bus. 23% 0f our pupils have SEN or additional needs.  At Tattingstone we strive to ensure that we understand and subsequently meet the needs of **all** pupils, irrespective of their background. We implement strategies and provide high quality opportunities to ensure that every child achieves as well as they possibly can.  All members of staff and our governing body take full responsibility for our disadvantaged pupils and are fully committed to support their pastoral, social and academic needs within a caring and nurturing environment. We take time to fully understand the strengths of each child along with the needs and challenges that each pupil faces and we ensure that we deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers. We are precise in our approach so that we know exactly where the gaps are for each child and can then address these within focused teaching sessions and bespoke interventions. We believe that, as with every child in our school, a child who is considered to be ‘disadvantaged’ is valued, respected and entitled to achieve as well as they possibly can, irrespective of need.  We ensure that the Pupil Premium funding is spent on improving the life chances of those most vulnerable and needy pupils in our care by planning and providing a high quality education. Levels of support enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life. High quality teaching is at the very heart of our approach and we enable this through a robust CPD programme that clearly focuses on ensuring that all staff know how to support and scaffold learning through carefully planned teaching strategies and approaches.  **At Tattingstone CEVCP School our policy is to:**  • Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals and therefore we reserve the right to allocate the Pupil Premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged and vulnerable to underachievement as a result of poverty or deprivation.  • Ensure that where there are pupils eligible for the `Pupil Premium who are not falling behind their peers, curriculum enrichment activities and PSHE are used to raise aspirations. (These pupils are clearly identified on the school’s tracking system so that evidence of their performance is clear).  • Identify the funding received through the Pupil Premium in the school development & budget plan and allocate it carefully to address the varying needs of our vulnerable pupils.  • Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils including those entitled to benefit from the Pupil Premium.  • Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Sutton Trust-EEF teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).  **Our priorities for our pupils identified for PP spending are**:   * To identify and address gaps in learning and knowledge so that children make at least good progress from their individual starting points ensuring that all disadvantaged pupils ***make or exceed national expected progress rates.*** * To focus on getting the basics of ***spoken language*** with pupils in Early Years and KS1. * Focus on embedding the basics of literacy and numeracy from Early Years. * To work with ***parents*** to maximise their ***involvement*** and confidence in supporting their child’s education. * To ***develop the personal, emotional and social skills*** which give young people the resilience, persistence and motivation to be independent and confident learners and be able to thrive socially and emotionally. * To ***enrich the experiences*** of all pupils through a rich menu of cultural experiences and opportunities that promote curiosity, knowledge and wonder.   **Provision - We do this through:**  Early intervention - we identify children vulnerable to under-achievement in the EYFS or as soon as they are admitted to the school.  Having high expectations and a determination that no child is ‘left behind.’ For those children that enter school already below age expectations there is a determination that they will close the gap if not able to catch up completely.  Teaching children strategies to plan, monitor and evaluate their own learning ('learning to learn') and correct / up-level their learning accordingly.  Half-termly pupil progress meetings to track and discuss pupils vulnerable to underachievement to ensure we are doing all we can to accelerate progress and monitor the impact of the support in place.  Giving effective feedback on learning – Assessment for learning: ensuring that children know where they are in their learning journey and to work with them to plan their next steps and recognise their successes.  Additional or supplementary one-to-one/small group tutoring from qualified teachers.  One-to-one and small group bespoke interventions to address identified needs from trained Teaching Assistants.  Providing experiences in order to broaden horizons and provide enrichment.  Funding after school clubs and extra-curricular activities where appropriate – looking at health and wellbeing and providing new opportunities. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Language and communication needs, including vocabulary knowledge and acquisition.** Assessments with a child in Reception and children in Year 1 show that a high number of children, including disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps which impact on their access to the broader curriculum and progress within reading and writing. |
| 2 | Assessments have **identified gaps in some pupils’ learning**. Some of this is due to lack of engagement with remote learning. Cognitive difficulties are observed to impact on the engagement of some pupils with their learning and outcomes in reading, writing and maths. Within **reading** children have identified gaps in their knowledge of vocabulary and their understanding of texts within comprehension activities. Within writing children need support to use ambitious vocabulary to enrich their writing and to master a range of sentence structures. In **maths** we have identified a need to develop greater fluency and recall and the ability to apply their learning and mathematical knowledge within problem solving and reasoning activities. |
| 3 | **Attendance at school** has been identified as an issue for some pupils, with parents choosing to take cheaper term time holidays, or keeping children off school for minor ailments. Lack of parental engagement and the impression that education and learning are not high priorities for some families. |
| 4 | Lack of **rich cultural** experiences beyond those offered from school. |
| 5 |  |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved oral language skills and vocabulary acquisition in EYFS and KS1 which will form the foundation of literacy and academic success and enable our children to become successful readers and strong communicators. 2. These skills will also foster their confidence. | Language assessments and observations indicate:   * improved oral language and communication skills * children will demonstrate improved understanding and use of vocabulary within class discussions and within their writing across the curriculum   Children will show improved outcomes in half-termly reading comprehension assessments – both oral and written. |
| 1. Identified gaps in reading, writing and maths are identified and successfully addressed leading to improved learning outcomes and sustained progress. | Outcomes of diagnostic assessments and teacher monitoring accurately identify specific gaps in learning and enable teachers to plan learning sequences and interventions to address specific aspects of reading, writing and maths for improvement.  Reading:  STAR reader, RWI and reading comprehension assessments show individual progress in decoding, fluency and comprehension skills with the majority of children attaining in line with age-related expectations.  End of KS2 reading outcomes is at least in line with the national average.  **Writing:**  Assessed writing will show:   * a greater understanding and confidence in using varying sentence structures * confident use of ambitious vocabulary * greater awareness and correct application of spelling patterns and rules .   End of KS2 writing outcomes are at least in line with the national average.  **Maths:**  White Rose Maths assessments show that the majority of children are able to apply taught number skills with fluency and confidence and to apply these to reasoning and problem solving questions.  Year 4 timetables screening outcomes are broadly in line with or better than the national average.  End of KS2 maths outcomes is at least in line with the national average. |
| Improved pupil attendance and greater parental engagement | Families will be supported and encouraged to take holidays out of term time so that the children can engage positively in their learning.  Teachers will share with parents suggestions of how they can support their children outside of school at Parent Consultation meetings.  Praise will be given to parents for supporting their children with home-learning activities. |
| Engagement in a variety and range of rich cultural experiences for all pupils and opportunities that promote curiosity, knowledge and wonder. | School trips and visitors to the school will be subsided for those financially unable to contribute to ensure the experiences are open to all pupils. |

## 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: £7,040

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Training disseminated from the leaders in school who took part in county/SLIN Meta-cognition and Self-regulation training in 2022/23. Training all staff in Metacognitive and Self-regulatory strategies.*  *£140*  *TAs to support disadvantaged pupils with specific strategies for planning, monitoring, and evaluating their learning.*  *£6,900* | EEF Very high impact for very low cost based on extensive evidence  There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.  There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. | 1 and 2 |
| **Identification of and support for language and communication needs:** *Training disseminated from the leaders in school who took part in Voice 21 training in 2022/23. Training all staff in Oracy strategies.*  *£ - included in £140 figure above.*  *TAs to support disadvantaged pupils with specific strategies to become confident speakers.*  *£ - included in the £6,900 figure above.* | Oral language is often called a "bedrock" of reading and writing. Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. “Good communication is one of the most important skills anyone could have.” (I Can Trust) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF | 1 |

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

Budgeted cost: £2,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **After school teacher led sessions for children in KS2.**  Identify gaps in learning and invite targeted pupils to attend the sessions (1 hour after school once a week).  *£1,000* | On returning to school after 2 lockdowns we found that some children needed support to catch up on lost learning (some children had not taken part in any online learning), address misconceptions, or simply make more rapid progress to reach end of key stage expectations.  2 teachers offered an hour per week to work on maths, SPaG or reading comprehension. | 2 |
| **Subscription to Renaissance Learning to enable pupils to continue to access Accelerated Reader.**  *£1,000* | **Top 10 Benefits of Reading**   * Reading Exercises the Brain. * Reading is a Form of (free) Entertainment. * Reading Improves Concentration and the Ability to Focus. * Reading Improves Literacy. * Reading Improves Sleep. * Reading Increases General Knowledge. * Reading is Motivational. * Reading Reduces Stress. * With this in mind, use of Accelerated Reader encourages pupils to read with motivational rewards. It ensures pupils read books which will continue to challenge them at the optimal level. It checks comprehension and the taking of quizzes ensures teachers can monitor pupil performance and frequency of reading. | 1 and 2 |

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

Budgeted cost: £6,600

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| Activity | Evidence that supports this approach | | Challenge number(s) addressed |
| **Improved social and emotional wellbeing through Enrichment activities/extracurricular clubs:**  Contribute to the costs of the residential trip for pupils in Years 5 & 6.  *£500*  Contribute to the costs of the school trips for all disadvantaged pupils.  *£500*  Pay to take the whole of KS2 to Snape to perform in the Music Celebration.  *£500*  To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts extracurricular clubs  *£500* | **Physical Activity**  Low impact for very low cost based on moderate evidence  Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge/subsidised, schools give pupils access to benefits and opportunities that might not otherwise be available to them.  **Arts Participation**  Moderate impact for very low cost based on moderate evidence  There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. | | 1,2 |
| **Wellbeing**  *£100* for new uniform or second-hand uniform given free of charge. | | To support the cost of new school uniform for families newly in receipt of FSMs. | 3 |
| **To enhance pupils’ cultural capital and development of language and vocabulary** by providing a breadth of enriched life experiences:  • Enable pupils to take part in school visits (including virtual visits and visitors into school,) which build on the skills and knowledge from our curriculum. Contribute towards the cost of:   * one trip to a place of religious interest linked to RE; * one trip of theatrical interest linked to English; * one trip of historical interest linked to the history topic; * one trip/visitor of cultural value exploring the values of another culture.   *£2,000*  To provide themed curriculum days to deepen children’s understanding of specific subject themes and aspects of learning.  *£500* | | Based on our experience, cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds. We have seen that cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum and developing a wider vocabulary. As a result we are working towards becoming an Artsmark school and embedding the arts across the curriculum. | 1, 2, 3 |

**Total budgeted cost: £13,640**

# 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.

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

Budgeted cost: £11,200

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| Activity | Evidence that supports this approach | Actual Outcome |
| *Embed Feedback (revised Assessment, Marking and Feedback policy*  *TAs to support disadvantaged pupils with specific strategies for planning, monitoring, and evaluating their learning.*  *£8,400*  *Staff training in Meta-cognitive and Self-regulatory strategies*  *£800* | EEF Very high impact for very low cost based on extensive evidence  There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.  There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. | Additional TA support in each class has enabled ‘live marking’ and feedback to be given to pupils throughout lessons and therefore increase the rates of progress, rather than written feedback that is given retrospectively. The new Marking policy has had a benefit on teachers’ work/life balance as well as being beneficial to pupils’ learning.  TAs support targeted pupils with specific interventions as well as general support as required in class, and hearing them read daily.  The Headteacher attended 2 whole days and 2 half days of Metacognition and Self-regulation CPD and is cascading this to all staff in weekly staff training sessions. The impact of this on the pupils is not yet visible as staff are still in the early days of developing their understanding. |
| **Identification of and support for language and communication needs:** Become a Voice 21 Oracy school.  *£2000* | Oral language is often called a "bedrock" of reading and writing. Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. “Good communication is one of the most important skills anyone could have.” (I Can Trust) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF | The school signed up to become a Voice 21 Oracy school in January 2023. The teacher leading this went on maternity leave in July and unfortunately took most of the knowledge with her.  Some strategies have been implemented such as sentence starters, and Teacher Talk Tactics. Different ways of grouping pupils rather than always having talk partners. Using the Listening Ladder and Discussion guidelines (see notes from Development Day 3). |

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

Budgeted cost: £2,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Actual Outcome |
| **After school teacher led sessions for children in KS2.**  Identify gaps in learning and invite targeted pupils to attend the sessions (1 hour after school once a week).  *£1,000* | On returning to school after 2 lockdowns we found that some children needed support to catch up on lost learning (some children had not taken part in any online learning), address misconceptions, or simply make more rapid progress to reach end of key stage expectations.  2 teachers offered an hour per week to work on maths, SPaG or reading comprehension. | 2 teachers lead Booster groups after school each week for 1 hour in either maths or aspects of English. The progress of these pupils is closely tracked using the STAR reading test, independent writing tasks, comprehension tests and cold/hot tasks in maths. From the Summer term 2023 pupils’ progress was tracked using Sonar Tracker. |
| **Subscription to Renaissance Learning to enable pupils to continue to access Accelerated Reader.**  *£1,000* | **Top 10 Benefits of Reading**   * Reading Exercises the Brain. * Reading is a Form of (free) Entertainment. * Reading Improves Concentration and the Ability to Focus. * Reading Improves Literacy. * Reading Improves Sleep. * Reading Increases General Knowledge. * Reading is Motivational. * Reading Reduces Stress. * With this in mind, use of Accelerated Reader encourages pupils to read with motivational rewards. It ensures pupils read books which will continue to challenge them at the optimal level. It checks comprehension and the taking of quizzes ensures teachers can monitor pupil performance and frequency of reading. | Reading is given high priority at Tattingstone and as a result pupils achieve well in reading and comprehension. Accelerated Reader supports teachers to track pupil progress and identify children for whom additional intervention is required. Incentives are given for word count and the most progress in the form of certificates. Stickers are given for 100% on quizzes. |

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

Budgeted cost: £1,385

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| Activity | Evidence that supports this approach | Actual Outcome |
| **Improved social and emotional wellbeing through Enrichment activities/extracurricular clubs**  Contribute to the costs of the school trips for all disadvantaged pupils.  *(included in £600 Cultural Capital below)*  Pay to take the whole of KS2 to Snape to perform in the Music Celebration.  *£600* | **Physical Activity**  Low impact for very low cost based on moderate evidence  Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.  **Arts Participation**  Moderate impact for very low cost based on moderate evidence  There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. | The whole school had a day at Walberswick which saw the children taking on new challenges. A day outside was good for their well-being.  Pupils in KS2 went to Felixstowe to take part in Beach Schools activities, the coach was funded by the school.  A range of sporting activity providers visited the school, including skateboarding which is a sport many children hadn’t tried before.  KS2 performed a medley from Joseph and the Technicolour Dreamcoat at Snape involving singing and movement. |
| **Wellbeing**  £185 | To support the cost of new school uniform for families newly in receipt of FSMs. | Mostly 2nd hand uniform has been given to parents in need. Only when pupils first register for FSMs do they received a free set of uniform; there have been no new applications. |
| **To enhance pupils’ cultural capital and development of language and vocabulary** by providing a breadth of enriched life experiences:  • Enable pupils to take part in school visits (including virtual visits and visitors into school,) which build on the skills and knowledge from our curriculum.  • To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts extracurricular clubs  • To provide themed curriculum days to deepen children’s understanding of specific subject themes and aspects of learning.  *£600* | Based on our experience, cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds. We have seen that cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum and developing a wider vocabulary. As a result, we are working towards becoming an Artsmark school and embedding the arts across the curriculum. | A coach was paid for to take the whole school to Wherstead Church for the Easter Service.  The whole school visited The New Wolsey Theatre to see the pantomime in January.  A coach was paid for to take pupils in Years 3 & 4 to the School Farm and Country fair to develop their cultural awareness.  The curriculum is delivered in a cross-curricular way, with drama and movement becoming increasingly embedded into teacher’s repertoire of skills.  The Eco-Council did a litter pick at Felixstowe; KS2 pupils sang at Young voices in May 22 and January 23; all classes had Forest School days; whole school Platinum Jubilee theme day; pupils in Years 5 & 6 went to Kingswood residential centre for 3 days; whole school trip to Walberswick; whole school spirituality day; whole school philosophy day; Early years and KS1 visited Jimmy’s Farm; the whole school celebrated World Religion Day; whole school number day; It’s Rocket Science whole school trip.  Grebes class held a Greek day involving dance and food tasting.  Urban Strides visited the school to do a workout routine with each class for cultural enrichment.  A dance workshop was held in preparation for the Football World Cup – each class expanded their cultural awareness of one of the countries participating. |

## 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*

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| --- | --- |
| Programme | Provider |
| None |  |
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## Service pupil premium funding (optional)

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

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| 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 |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |