Tittensor First School – Pupil Premium Strategy for 2023-2024

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment and improve outcomes for disadvantaged pupils and close the gap between them and their peers. Funding is allocated according to the number of children who are, or have been, eligible for free school meals (FSM) at any point over the past six years. In addition, pupils who are designated as 'Looked After', adopted or service children, are also classified as Pupil Premium.

Schools are accountable for how they have used the funding to 'Narrow the Gap' between disadvantaged Pupil Premium children and Non-Pupil Premium pupils and are required to show the impact that the money has had for these pupils.

At Tittensor First School, we believe Pupil Premium is about Equity, not Equality.

The challenges our pupils and families face are varied and we recognise that no 'one size fits all'. When making decisions about spending the Pupil Premium Grant, we feel that it is important to consider the context of the school and the challenges faced.

The Pupil Premium Grant gives us an opportunity to boost the life chances of children and we are committed to ensuring that the money is spent to the maximum effect. We believe that one of the biggest barriers to children can be poverty of expectation and therefore we foster a Growth Mindset climate that encourages all pupils to maximise their potential.

Aims

1. To ensure that additional funding meets the unique and individual needs of all pupils

2. To close the gap between Pupil Premium achievement and Non-Pupil Premium achievement

3. To use the additional funding to address any underlying inequalities between children eligible for Pupil Premium.

Background research

The Sutton Trust research built upon the work of John Hattie and demonstrated clearly that different types of intervention had different levels of impact on pupil attainment and progress. The Sutton Trust Toolkit (https://educationendowmentfoundation.org.uk/toolkit/) shows that the most successful strategies in terms of improving learning gains are:

> **Effective feedback**
> Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.
> *Average Impact: +8 months*
>
> **Meta-cognition and self-regulation strategies**
> Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.
> *Average Impact: +8 months*

Mastery learning

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. Here the use of interventions during lessons to secure deepening of knowledge, skills and understanding. Lower attaining pupils may gain more from this strategy, by as much as one or two months' progress.

Average Impact: +5 months (+7 Months for lower attaining pupils)

One to One Tuition

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

Average Impact: +5 months

Reading comprehension

Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.

Average Impact: +5 months

Oral language interventions

Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language interventions have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups.

Average Impact: +5 months

Collaborative learning

Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned.

Average Impact: +5 months

Digital technology

The use of digital technologies to support learning. Approaches in this area can be made using programs for students, where learners use technology in problem solving or more open-ended learning – eg Use of 3-D printing

Average impact +4 months

Pupil Premium Qualification Criteria

Schools are allocated an additional £1455 (2023/24) per pupil registered as Pupil Premium. In addition to 'Looked After', adopted and service children, families qualify if they are in receipt of any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of state Pension Credit

- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16190)
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working TaxCredit or Universal Credit

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,455
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,530
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,530
Service Children	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£335

The school urges and supports all families that qualify to apply so that the school can claim their £1,455, releasing much needed funding to benefit the children. An application form is available on our website and our office staff will support any parent to fill it in.

At Tittensor, we have identified the following 'barriers to learning' for many of our Pupil Premium pupils:

- **Lack of cultural capital/ expectations/ self-belief - narrow experience of life outside school;**
- **Emotional barriers to learning;**
- **low aspirations and/or low self-expectations from pupils and parents**
- **Language poor environments;**
- **Attendance and punctuality issues;**
- **poor literacy/numeracy levels - less support at home (with school work)**
- **Broken family structures – family stress and low resilience**
- **Socio-economic disadvantage i.e. poverty**
- **Safeguarding and welfare issues which may lead to Social Services involvement**

Using both evidence-informed research and our knowledge of the needs of our pupils, we have identified the following

1. Improve the progress made by all, particularly the disadvantaged with low and high prior attainment - Knowledge of starting points will enable staff to target the curriculum and their teaching approaches to maximise the potential for progress. Accountability for progress from starting points is improved. Targeted support will improve outcomes for disadvantaged pupils

- Data knowledge to enrich quality teaching
- Pupil Progress Meetings identify disadvantaged pupils to ensure teaching is adapted accordingly
- New 'Feedforward Policy' to be developed and implemented
- Metacognition (Learning how to learn) to be discussed and modelled across the whole school
- 'Mastery' learning to be enhanced and embedded across the curriculum
- Develop use of/access to latest digital technology (eg VR Goggles)
- Extend opportunities for reasoning and problem solving through STEM activities

2. Increased attendance rates and reduced lateness for disadvantaged pupils - Attendance is key to progress

- Weekly monitoring/analysis of class attendance
- Providing appropriate support to help parents ensure that their child attends school regularly and on time

3. To identify and use strategies to close the gap between Pupil Premium and non-Pupil Premium; disadvantaged and non-disadvantaged - Highly trained staff provide support and deliver interventions enabling pupils to catch up. Pupils need to be ready to learn and demonstrate appropriate learning behaviours so that they can access the curriculum.

- Targeted support from Teaching Assistant to deliver interventions
- Specialist staff to provide SEMH support for individual and groups of pupils
- One-to-one tuition used as appropriate
- Oral language interventions to be embedded across EYFS and developed across KS1
- Phonics 'catch up' interventions

4. The self-awareness and confidence of disadvantaged pupils has improved - Pupils that are engaged with their education and are motivated to learn will achieve better outcomes. Remove where possible physical barriers that exist to enable pupils to be ready to learn

- Enrichment activities – visits, trips, cultural events, specialist tuition
- Collaborative learning opportunities provided across year group/school/groups of schools
- Specific support for pupils to be 'ready for learning' e.g. Mindfulness
- Wellbeing support provided

5. Increase parental involvement - Evidence suggests parental support has the greatest impact on a child's academic success

- Parent workshops, SATs support, exhibitions
- Maintain effective parental communication – dojo, social media, website
- Parental support – Assistant Head to lead

6. Provide a safe and engaging environment to improve behaviour at play time/Lunch time - Pupils who have active and engaged lunchtimes and playtimes will ready to learn and have a greater ability to engage with learning. Teaching Assistants who support children in the classroom will provide a seamless transition between structured and unstructured times

- Improve and increase the equipment available.
- Alter the playground use to maximise space.
- Employ Teaching Assistants to provide support/purposeful activities at lunchtimes
- Improvements to the 'dining experience' of pupils

7. Emotional Support –

- An Emotional Wellbeing Worker will support any pupils to help remove barriers to their learning
- Development of Wellbeing/Nurture Room to host emotional wellbeing activities/support
- Providing a 'Wellbeing Mentor' to support pupils with emotional/mental health needs
- Assistant Headteacher to oversee and deliver mental health/wellbeing initiatives for pupils and parents

8. To monitor and review interventions and actions taken to ensure that disadvantaged pupils have made accelerated progress –

- Ensure that our use of Pupil premium funding is effective and provides good value for money

Our Pupil Premium Policy is based upon providing <u>equity</u> for our disadvantaged pupils

EQUALITY   EQUITY

Tier One

- **Universal Offer**
- High priority for ALL staff
- Half termly data capture/monitoring
- Half termly pupil progress Meetings - Any potential barriers to learning identified
- Access to consistent 'quality first' teaching
- Access to high quality marking & feedback (All staff trained)
- Socio-economic support - Activities /trips/music tuition may be subsidised/funded
- Training in metacognition/self regulation (All staff trained to deliver)
- Access to 'mastery' learning
- Opportunities for collaborative learning - with class/ other year groups/ pupils from other schools (Seven Stars)
- Opportunities to participate in Extra-curricular activities
- Provision of 'Homework Club'

Universal offer is the basic entitlement of ALL disadvantaged pupils – if underperformance is identified then the pupil will move to Tier 2.

Tier Two

- **Targeted Initiatives**
- Phonics Interventions
- Reading interventions
- Maths reasoning interventions
- Oral language intervention
- Collaborative sporting opportunities/events
- Parental involvement
- Aspiration interventions
- Social skills groups
- Attachment aware staff to offer support where required

Interventions/Initiatives will be based on individual pupil need and rooted in current high impact educational research (EEF).

Tier Three

- **Firm/Crisis Support**
- One to one interventions
- Social/emotional intervention
- Nurture/wellbeing / self esteem interventions
- Attendance support
- Behaviour intervention
- Healthy lifestyle choices
- Councelling support
- Bespoke multi-agency support
- Directed before/after school /lunch interventions