



## **Tyndale Primary School Pupil Premium & C-19 Recovery Strategy Statement**

Policy Owner	Headteacher
GB Review Date	GB 2 2022
Ratified Date	GB 3 2022
Review Frequency	Annually

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	161
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3 years
Date this statement was published	GB 3 2021/2022
Date on which it will be reviewed	GB 2 2022/2023
Statement authorised by	Katie Parkhouse
Pupil premium lead	Katie Parkhouse
Governor / Trustee lead	Mary Hutton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,080.00
Recovery premium funding allocation this academic year	£ 9,280.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,360



## 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, with a structured programme 'Aspire, Success, Pride, Nurture' used across the school to enable all pupils to learn. This 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, notably in its targeted support through the National Tutoring Programme 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Incidents of fixed term exclusions and other <b>behaviour</b> incidents mean negatively impacting disadvantaged pupils' progress.
2	2020/21 <b>attendance</b> 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  Our assessments and observations indicate that absenteeism and poor punctuality is negatively impacting disadvantaged pupils' progress.
3	Assessments and observations indicate underdeveloped oral <b>language</b> skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in Reception.
4	Internal assessments indicate that disadvantaged pupils have greater difficulties acquiring <b>phonics</b> than their peers. This negatively impacts their fluency as <b>readers</b> , and access to a broad and balanced curriculum.  This has been further exacerbated by the pandemic.
5	Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by the pandemic.  This has resulted in gaps in learning in <b>maths</b> including times tables and number facts, as well as lack of experience in using manipulatives to support their understanding of key concepts.



## 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 behaviour for all pupils, particularly our disadvantaged pupils.	2019: 9 PP children with fixed term exclusions and 1 child permanently excluded  2020: 8 PP children with fixed term exclusions	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.
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"> <li>the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is eliminated.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
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: £ 8,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: Testbase and Salford Reading Assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3, 4 and 5
<p>Purchase of No Nonsense Phonics <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4.
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	5.



Teaching for Mastery training).		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches such as Zones of Regulation will be embedded into routine educational practices and supported by professional development and training for 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><a href="https://www.eef.org.uk/publications/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1.
<p>Ensure pupils have access to a broad and balanced curriculum which is delivered effectively through Primary Knowledge Curriculum, supplemented with 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><a href="#">Teaching a broad and balanced curriculum for education recovery</a></p>	1. 2 and 3.

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

Budgeted cost: £ 60,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Times Table Rock Stars: to secure number facts in KS1 through Numbots and and times tables recall for KS2 pupils</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</p>	5.





	<p>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.</p> <p><a href="#">Case study: Times Tables RockStars</a></p>	
<p>Purchase of a programme (Talk Boost and NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3.
<p>Additional phonics sessions targeted at KS2 disadvantaged pupils who require further phonics support through RWI Catch Up.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4.
<p>Engaging 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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4. and 5.



<p>Nurture provision: Self-regulation strategies through the Personalised Learning Club</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. <a href="#">Supporting children with challenging behaviour</a></p>	<p>1. and 2.</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and restorative practice approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1. and 2.</p>



Inclusion Support Officer to improve attendance and behaviour	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Evidence has shown that the support of the wider family has resulted in an increase in attendance and emotional wellbeing of families</p> <p><a href="#">Improving School Attendance</a></p>	1. and 2.
Breakfast club provision	<p>Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills.</p> <p><a href="#">Impact of Breakfast Club</a></p>	1. and 2.

**Total budgeted cost: £ 80,012**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The PP strategy was developed by the previous headteacher.

A range of strategies were used to support pupils during the 2020-21 academic year including reduced class sizes, uniform, SEMH trained staff and additional reading support.

A review of the impact of these strategies internal data (due to C-19):

2020-21 PP Attendance 91.66%

Fixed term exclusions:

KS2 Reading 69% Expected Standard

KS2 Writing 77% Expected Standard

KS2 Maths 62% Expected Standard

### Externally provided programmes

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

