Pupil Premium Strategy Statement – Tyndale Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	01/09/2023
Date on which it will be reviewed	01/07/2026
Statement authorised by	Ms K Parkhouse
Pupil premium lead	Mr L Crouch
Governor / Trustee lead	Mary Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,545
Recovery premium funding allocation this academic year	£8,990
Pupil premium (and recovery 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*	£99,535

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is that their socio-economic status has no impact on their academic outcomes or ability to access wider opportunities.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas through accessing a broad and balanced curriculum giving all children 'the best chance of success'. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

Our main focus is on our culture: We want to be experts in our disadvantaged children so we are able to develop positive relationships, mitigate the impact of issues outside of our control and foster a warm, welcoming environment focussing on belonging and built on high expectations through a whole-school approach to tackling educational disadvantage linked to our overall aims of our Academic, Behaviour and Character Curriculums.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our teaching and learning is structured around our Playbook and Rosenshine's Principles of Instruction. This is proven to have the greatest impact on closing the disadvantage attainment gap. 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 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	Summative assessments across all year groups suggest learning loss for disadvantaged children in Maths and English
2	End of Key Stage Two assessment data suggests many disadvantaged pupils are not making sufficient progress
3	Attendance data suggests significant attendance concerns for pupil premium children
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have acquired less knowledge across our curriculum subjects and have significantly less cultural capital and experiences than their peers.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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
Improved reading attainment among disadvantaged pupils enabling children to be confident readers and able to access the breadth of the curriculum.	KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. ensuring minimal learning time is missed.	Sustained high attendance by 2025/26 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 0.5%, and the attendance gap

	between disadvantaged pupils and their non-disadvantaged peers removed. ● the percentage of all pupils who are persistently absent being below 15% and the persistently absent gap between disadvantaged pupils and their non-disadvantaged peers removed.
Improved oral language skills and vocabulary among disadvantaged pupils through a whole-school vocabulary strategy.	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 retention of a broad range of knowledge across all subjects among disadvantaged pupils through a substantive knowledge retrieval strategy and a wide range of cultural capital experiences.	Assessments and observations indicate significantly improved retention of knowledge across subjects among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including quiz results, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in phonics for disadvantaged pupils in KS1.	Phonics Screening Check in 2025/26 shows that more than 80% of disadvantaged pupils achieve the expected standard.

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: £11,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge-rich Curriculum and Resources	It is better for children to have explicit and clear recall of curriculum content than a vague recollection of some experiences acquired as a kind of "rubbing off" of content on memory. Tom Sherrington: https://teacherhead.com/2018/06/06/what-is-a-knowledge-rich-curriculum-principle-and-practice/	5, 1, 2

	Joe Kirby: https://joe-kirby.com/2016/10/08/knowledge-transmission-improves-teaching/ https://www.tes.com/magazine/archive/knowledge-rich-curriculum-helps-poor-students	
Diagnostic Assessments	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	1, 2
Vocabulary Strategy	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	4
Substantive Knowledge Retrieval Strategy	Understanding the role of memory in the learning process is essential for all educators. It is important for those planning and designing lessons to be aware of the limitations of working memory and recognise how regular retrieval practice can strengthen long-term memory. Retrieval practice involves recalling already-learned information from long-term memory to make that learned information easier and quicker to retrieve in the future. https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice https://my.chartered.college/impact_article/assessment-as-learning-the-role-of-retrieval-practice-in-the-classroom/	5, 1, 2
CPD on The Playbook Cycle - research-informed T&L strategies	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1, 2, 4, 5, 6
CPD - Subject Knowledge Programme	Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.	5, 1, 2
CPD - Data-Driven Instruction and Interventions (All Teaching Staff)		1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	

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

Budgeted cost: £28,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Academic Data-Driven Interventions	This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Phonics Intervention (Year 2 and 3 Children)	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	6

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

Budgeted cost: £60,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital Map - Experiences and Instrumental Lessons (Whole-Class and Small Group)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Behaviour Curriculum	Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Character Curriculum	Significant impact on the importance of belonging. Controlling and changing ourselves is possible and has a profound impact on others. Conflict as an opportunity to teach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://consciousdiscipline.com/methodology/	3
Breakfast Club	Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	3

Total budgeted cost: £99,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 Academic, Behaviour and Character Curriculum. The school has also implemented The Playbook and Rosenshine's Principles of Instruction as its key drivers for developing the quality of education. A new assessment system is in place and ensures robust focus on all pupils but particularly disadvantaged pupils.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.