

Bishop's Tachbrook CE Primary School

Pupil premium strategy statement

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	Bishop's Tachbrook CE Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Cathryn Kilbey
Pupil premium lead	Cathryn Kilbey
Governor / Trustee lead	Chris Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,165
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,080

Part A: Pupil premium strategy plan

Statement of intent

We work to ensure that all pupils at Bishop's Tachbrook Primary School make good progress from starting points and reach their full potential through having high expectations regardless of their background or any challenges they face. Through this pupil premium strategy we seek ways to support disadvantaged pupils to reach their full potential, whatever their level of attainment.

We consider challenges faced by children who are working with a social worker or any other vulnerable children regardless of whether they are disadvantaged or not.

Quality-first teaching is our main focus, ensuring that the areas that our disadvantaged children require most support with are of the highest priority. Research has shown that this will have the greatest impact on closing the attainment gap, but will at the same time benefit all pupils.

The strategy has been created after analysing assessments of all pupils. Gaps in attainment have been addressed through this strategy to ensure that our high expectations for all pupils are achieved.

We will ensure that our strategy is effective by:

- Having high expectations of all pupils and challenging children in their learning.
- Analysing learning and assessment data to ensure support for the disadvantaged children is timely and appropriate through the use of 'Raising Attainment Plans' (RAPs)
- Ensuring teachers take responsibility for the progress and attainment of the disadvantaged children in their care, having high expectations of these pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in phonic knowledge of children in Reception and lower KS2 are evident, including many of our disadvantaged children. This has had an impact on their attainment and enjoyment of reading.</p> <p>78% of disadvantaged children in school were working below the expected standard in reading at the end of the academic year 2020/21, with only 11% working above expected levels. 40% of our disadvantaged pupils made below expected progress.</p> <p>In 2021/22 our disadvantaged children's data showed Attainment in reading: ARE+ - 33% Below ARE – 68% Progress in reading: Expected – 38% Good/Very good – 38% Below – 24%</p> <p>Attainment in reading has improved slightly, and more PPG children are making expected or better progress. This trend needs to be maintained and consideration of raising the profile and enjoyment of reading across school needs to be addressed to ensure more PPG children are reaching ARE.</p>
2	<p>Attainment in writing of our disadvantaged children is below that of our non-disadvantaged children, with our expected or higher attaining disadvantaged readers not working at greater depth in writing. Opportunities to write about real-life experiences has been directly affected because of the period through lockdown.</p> <p>88% of our disadvantaged children were working below expected standards in writing at the end of the academic year 2020/21, compared to 31% of non-disadvantaged pupils. 27% of disadvantaged pupils made below expected progress in writing.</p> <p>In 2021/22 our disadvantaged children's data showed Attainment in writing: ARE+ - 29% Below ARE – 71% Progress in writing: Expected – 35% Good/Very good – 25% Below – 40%</p> <p>Whilst attainment in writing has improved slightly, too many PPG children are making below expected progress. Consideration of opportunities to write about real-life experiences need to be utilised more through 'exciting writing' and Power of Reading texts.</p>
3	<p>Attainment in maths of our disadvantaged children is also well below that of our non-disadvantaged pupils. Their ability to access reasoning and more challenging maths work is restricted as a result of not being secure with their basic competency of arithmetic.</p> <p>83% of disadvantaged children were working below the expected standard in maths at the end of the academic year 2020/21, compared to 31% of non-disadvantaged pupils. 27% of disadvantaged pupils made below expected progress.</p> <p>In 2021/22 our disadvantaged children's data showed Attainment in maths: ARE+ - 29% Below ARE – 71% Progress in maths: Expected – 24% Good/Very good – 34% Below – 43%</p> <p>Whilst attainment in maths has improved slightly, too many PPG children are making below expected progress. Retrieval practice and use of interventions</p>

	need to be further considered to increase the number of PPG children reaching ARE in maths.
4	<p>The closure of school in lockdowns over recent academic years has seen that many of the disadvantaged children whose parents chose not to access keyworker/vulnerable child provision at school and were learning at home made less progress during this time compared to their non-disadvantaged peers. This has resulted in more gaps in learning being seen in these pupils based on learning during these periods.</p> <p>Some parents are unable to engage with home learning tasks set by school post-lockdown. Where this occurs, our disadvantaged pupils are not making as much progress as their non-disadvantaged peers.</p>
5	Observations made by class teachers and SLT have shown that there is a lack of resilience linked to SEMH issues among several of our disadvantaged pupils linked to low self esteem.
6	Observations, and analysis of CPOMs incidents have shown that readiness for learning in the mornings is an issue for some of our disadvantaged children, coming into school unsettled and being unable to focus on learning until issues have been resolved.
7	Our disadvantaged children are less likely to access clubs out of school, and some are still unable to swim. School has been unable to take children for swimming lessons due to the recent lockdowns.

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
Pupils will gain a secure phonic awareness through consistent phonics teaching through KS1 and early KS2 and timely intervention where required.	<p>Children will make good progress from starting points in phonics.</p> <p>2024/25 data will show that a higher percentage of disadvantaged children are attaining the expected standard in the phonics screening test.</p>
Improved reading, writing and maths attainment among disadvantaged pupils	<p>2024/25 KS1 and KS2 outcomes will show an increase in disadvantaged pupils reaching expected standards in reading, writing and maths.</p> <p>Progress for disadvantaged pupils is at least expected, and better than expected for many pupils.</p> <p>Oral language for disadvantaged pupils is tracked and improved through relevant intervention and scaffolded support.</p> <p>The level of challenge for all pupils, including disadvantaged children is high.</p> <p>Life experiences enable all children to access the curriculum with greater understanding.</p>
Pupils will have high self esteem and resilience to tasks	Children will use scaffolding and manipulatives to increase ability to tackle tasks more independently and with greater

	<p>resilience across the curriculum, but particularly with written tasks and maths challenges.</p> <p>Engagement in lessons is high, and monitoring activities show that children are accessing more challenging learning tasks.</p>
Parents are engaged in the learning of the children	<p>Parent questionnaires show that all parents have a good awareness of what the children are learning in school and how to support their children at home.</p> <p>Children regularly complete home-learning tasks.</p>
SEMH issues are addressed enabling children to be ready to learn.	<p>Children will have their basic needs met to enable them to be ready to learn.</p> <p>Support will be given where SEMH issues are identified.</p> <p>Children accessing breakfast club where required are able to start the school day settled and ready to learn.</p>
Pupils will access swimming lessons and other extra-curricular clubs	<p>Attendance at extra curricular clubs provided on the school site will be encouraged for all pupils, but especially our disadvantaged children.</p> <p>All pupils who are unable to swim 25m will be offered swimming lessons through school.</p>

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implementation of Phonics Rapid Improvement Plan</i></p> <p><i>Additional support for staff new to EYFS and KS1</i></p>	<p>Due to a small drop in phonics data in the academic year 2022/23 the Literacy Leader has put in place a Rapid Improvement Plan with support from SLT. Please see appendix for more details. English Lead has been given additional subject leadership time to implement and monitor the plan in EYFS and KS1.</p>	<p>1</p>
<p><i>Purchase of new guided reading books to supplement the phonics scheme and to align all guided reading texts to the new phonics scheme.</i></p>	<p>Phonics improves the accuracy of the child's reading but engaging reading books will help to improve their comprehension skills. It is important that children are successful in making progress in both decoding and comprehension, as well as the development of vocabulary and spelling, which should also be taught explicitly. Reading books that enable children to foster a love of reading along with their comprehension skills are key to the attainment of children as early readers. Parents are also more likely to engage in the reading process at home if children are excited to share their book.</p>	<p>1, 2, 4</p>
<p><i>Use of Drawing Club as a whole school strategy to further increase the range of vocabulary taught and enjoyment of reading.</i></p>	<p>Greg Bottrill's Drawing Club will be used in Reception and developed to use across school to create a time at the end of each school day for the children to be immersed in a high quality story session. The emphasis on vocabulary acquisition will specifically support the children to broaden the range of vocabulary they know and are then able to understand and use for themselves. The engagement in these sessions will be monitored for impact as we trial the strategy across school.</p>	<p>1, 2, 4</p>
<p><i>CPD linked to Jane Considine 'The Write Stuff' further embedding Alan Peat Sentence Types.</i></p>	<p>Research has shown that Alan Peat Sentence types enables children to transfer learning of grammar to their written work. Write Stuff Sentence Stacking approach gives children the chance to see and learn from teacher modelling before applying to their own writing. It is highly structured and scaffolded at the sentence stacking stage, although more freely applied at the independent writing stage. Alan Peat sentence types will not be required to be taught explicitly within the Write Stuff approach as they</p>	<p>2, 3, 5</p>

	<p>are incorporated within sentence stacking without the children needing to name them. This results in reducing the cognitive load for pupils.</p> <p>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having a working knowledge of cognitive science principles. Theories from basic cognitive science imply principles for effective teaching and learning. Principles include 'spacing' learning out over time, providing worked examples or 'scaffolds' to support problem solving, and presenting information both verbally and visually.</p>	
<p><i>CPD for emotion coaching and growth mindset strategies</i></p> <p><i>Thrive approach and counselling provision</i></p>	<p>Supporting children to understand and evaluate emotions saw a 4 month improvement in progress of academic outcomes over the course of an academic year. Emotion Coaching strategies understood and applied consistently across school will help to enable children to make better progress.</p> <p>The Changing Mindsets project sought to improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results. Whilst the project did not find that this approach directly affected attainment, one of the conclusions was that it could be due to the approaches needing time to embed. After observing pupil resilience post lockdowns, it is necessary for the school to reteach and rebuild growth mindset strategies among the pupils so that they feel able to attempt more challenging learning.</p>	5, 6
<p><i>Further development of the use of WalkThrus within a coaching structure to further improve pedagogy. Using IRIS to further embed this coaching strategy.</i></p>	<p>Use of IRIS to further support coaching culture that is developing within the school - The overwhelming majority of teachers who responded to the EEF survey believed that the intervention was a good use of their time and had improved their practice. The intervention seems to operate in two ways: (i) by helping teachers to identify possible improvements in practice, and (ii) by helping teachers to become more comfortable with discussing their classroom work with others. The second of these processes takes longer to embed and this carries implications for the length of an efficacy trial.</p> <p>WalkThrus will ensure that all teachers pedagogy is further developed, including feedback, scaffolding and retrieval practice.</p>	1, 2, 3, 5
<p><i>Use technology effectively within classrooms to improve attainment</i></p>	<p>Encouraging independent research and using retrieval practice to secure learning in long term memory is essential for children. Sharing learning using technology as a resource will enable children to evidence their understanding of key concepts without needing to always write to share their knowledge. E.g. using iMovie to share</p>	2, 3

<i>across the curriculum.</i>	knowledge within history, MS Office to share findings in science.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for intervention and closing the gaps in reading, writing and maths</i>	EEF research has found that small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3, 5
<i>SEL for children struggling to access learning through provision in The Den, and Thrive or counsellor support.</i>	EEF research shows that social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be careful to monitor the efficacy of SEL approaches in their settings. The studies in the Toolkit focus primarily on academic outcomes, but it is also important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even where this doesn't translate directly into a reading or maths score.	5, 6 (1, 2, 3)
<i>Structured interventions linked to specific needs of individuals: Precision Teach; Numberstacks; Lexplore; Project X Code</i> <i>High Quality training provided for TAs delivering interventions.</i>	A wealth of resources has suggested that Precision Teaching is effective for individuals with specific gaps. Griffin and Murtach (2015), Lambe, Murphy and Kelly (2015). Catch Up Literacy and maths interventions are based on rigorous academic research. They involve 15-minute individual sessions delivered twice a week by teaching assistants, teachers or mentors. Project X Code intervention indicates that Project X CODE was very successful in supporting pupils who were experiencing difficulty in reading to make more than expected progress in phonics, sentence reading and comprehension. It also indicates that the programme is motivating to otherwise reluctant readers. It was found to have useful teaching materials that are easy-to-use. Numberstacks: Number Stacks is a whole-school intervention to help address gaps in understanding for	1, 3

	<p>pupils in all primary year groups. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills.</p> <p>Lexplore: Lexplore is a whole-school reading strategy to assess and monitor fluency of reading, identifying gaps quickly and providing intervention specific for the gaps identified.</p> <p>EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
<p><i>Swimming provision for all non-swimmers</i></p>	<p>External data shows only 35 per cent of children and young people with a low family affluence score can swim 25 metres unaided, compared to 76 per cent of those with a high family affluence score (Youth Sport Trust). Barriers to children reaching the expected level was due to lack of staff training. Using swimming coaches provided by the sports centre will negate this barrier. Continued provision aimed at only those children unable to swim 25m will improve the chance of them attaining this distance.</p>	7

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>MHFA CPD for staff to identify and support Mental Health needs of children and staff.</i></p>	<p>Impact research published by University College, London has shown that Youth MHFA training leads to a threefold increase in confidence in knowledge, skills and awareness to support a young person struggling with their mental health.</p>	5
<p><i>Purchase and use of 'Marvellous Me' to further engage parents in the learning of their children.</i></p>	<p>EEF research shows that parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Marvellous Me is designed to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	4, 5
<p><i>Access to breakfast club is</i></p>	<p>EEF research based around 'Magic Breakfast' found that, where improvements are seen, it is not just eating</p>	6

<p><i>provided for children struggling to be ready for learning in the mornings.</i></p>	<p>breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>Frontiers in Psychology (2022) found a positive relationship between longer term participating in The Daily Mile™ and school pupils' fitness levels. While longer term benefits for cognition and wellbeing were not apparent in this study, the health benefits of physical activity coupled with the acute benefit, which is likely to support learning, makes such physical activity breaks worthwhile and should be considered by class teachers and school management, as well as education policy makers.</p>	
<p><i>Access to EP support and counselling for individuals</i></p>	<p>Providing strategies for individual children to access learning in the best way possible is key to the progress in attainment of those children.</p> <p>Counselling will support children with SEMH needs.</p>	<p>5, 6</p>
<p><i>Targeted play-based learning opportunities for children in KS1 including development of outside learning environments in Reception and Year 1.</i></p>	<p>The evidence base for play-based learning is weak and inconsistent, but does indicate a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area.</p> <p>Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. There is no clear evidence whether play-based learning has a differential positive benefit on children from low-income families , so this would need to be carefully monitored.</p>	<p>5, 1, 2, 3</p>
<p><i>Participation in after school clubs and music tuition opportunities – school supporting PPG children to access music provision to include iRock groups</i></p>	<p>Planned opportunities for PPG pupils to receive free tuition in music and school residential/trips to ensure 100% participate and boost self esteem/status.</p> <p>Planned opportunities to participate in after school sports clubs.</p> <p>Music interventions are often said to have an influence on motor, language, social, cognitive, and academic abilities (Ho et al., 2003; Costa-Giomi, 2004; Schellenberg, 2004; Forgeard et al., 2008; Standley, 2008; Jentschke and Koelsch, 2009; Southgate and Roscigno, 2009; Yazejian and Peisner-Feinberg, 2009; Strait et al., 2010). Music may play an important role in meeting a child's educational needs as it provides a means of self-expression, giving the child an outlet for feelings and emotions. Music, aside from being a source of enjoyment, is also a means of communication with others (Suthers and Niland, 2007). Music may expose</p>	<p>7, 5, 2</p>

	<p>the child to challenges and multi-sensory experiences which enhance learning abilities and encourage cognitive development. In particular, music can also engage cognitive functions, such as planning, working memory, inhibition, and flexibility. These functions are known as executive functions (EF). Although there is no consensus on conceptualization, there is agreement on the complexity and the importance of EF for learning and development (Gioia et al., 2000). Music education may be a promising tool in improving EF as it activates multiple cortical and subcortical brain areas, including the prefrontal cortex, which is linked to EF (Särkämö et al., 2014).</p>	
<p><i>Attendance of children at 'Learning Celebrations' as a replacement for traditional Parents' Evenings.</i></p>	<p>By including children in the parents' evening process ensures they fully understand their important part in their learning journey. This will also enable them to have further experience of using AfL to share their areas of strength and areas for further development. Expected attendance of children will also encourage all parents to attend the Learning Celebration.</p>	<p>5, 4, 1, 2, 3</p>
<p><i>Purchase of new Interactive whiteboards to enable children in all classes to access teaching</i></p>	<p>The old projectors and boards are not displaying learning clearly, and this is making it difficult for all children to learn effectively. Having high quality teaching is essential for all children – especially PPG children – in order to make good progress. Stamina for learning is affected when the children are having to work hard to see the images on the teaching boards. Pupil engagement is key, and this requires them to be able to access the learning easily. Whole class feedback and retrieval practice are displayed on whiteboards and this is not effective when the children are not able to see the images clearly.</p>	<p>1, 2, 3, 5</p>

Total budgeted cost: £50,000

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 2021/22 academic year.

<p>1. Pupils will gain a secure phonic awareness through consistent phonics teaching through KS1 and early KS2 and timely intervention where required. ??% of PPG children (? children in Year 2 and 3) accessed Phonics tutoring to ensure gaps are closed in phonic knowledge. Good progress has been made and children are accessing reading within class more independently as a result. Tutoring will need to continue next year to continue to close the gaps.</p> <p>2. Improved reading, writing and maths attainment among disadvantaged pupils Attainment in reading for the year 2020/21: 30% ARE+ Attainment in reading for the year 2021/22: 40% ARE+ Attainment in reading for the year 2022/23: 49% ARE+ Progress in reading for the year 2022/23: Expected - 48% Good/Very good - 45% Below - 6% Attainment in writing for the year 2020/21: 21% ARE+ Attainment in writing for the year 2021/22: 33% ARE+ Attainment in writing for the year 2022/23: 44% ARE+ Progress in writing for the year 2022/23: Expected – 30% Good/Very Good – 33% Below – 36%</p> <p>3. Attainment in maths for the year 2020/21: 25% ARE+ Attainment in maths for the year 2021/22: 33% ARE+ Attainment in maths for the year 2022/23: 52% ARE+ Progress in maths for the year 2022/23: Expected - 36% Good/Very good - 39% Below - 24% The percentage of PPG children still making below expected progress (particularly in writing and maths) will need to be considered and monitored further next academic year through consideration of interventions used.</p> <p>4. Parents are engaged in the learning of the children Some parents have commented that Marvellous Me has enabled them to know more about what their child has been learning at school. Class pages are not used as effectively as they could be and a new Website next year that is easier to use will enable staff to keep parents more informed about learning in school. Paper copies of homework have been supplied to PPG children where access to online homework is a problem. Two children have also been given DfE laptops to borrow in order to access online homework.</p> <p>5. Pupils will have high self esteem and resilience to tasks Some children have improved resilience as a direct result of work with counselling, and this has been also commented on by parents where they have seen a change in their child's ability to self-regulate. There is still further work required to enhance resilience further, particularly for PPG children and further roll-out of the Thrive approach to target these children will be monitored.</p> <p>6. SEMH issues are addressed enabling children to be ready to learn.</p>

In 2022/23 24% of PPG children accessed counselling (9 children). Of these children, one parent noticed very quickly a change in attitude at home, and in school for her child. One child struggled with attachment and was struggling to come into school.

7. Pupils will access swimming lessons and other extra-curricular clubs

62% of PPG children (23 children) accessed swimming lessons including extra swimming lessons that were organised for children who were not yet able to swim 25m. As a result, children were able to talk about feeling more confident in the water. Lessons will continue in subsequent years with the aim that children will swim 25m unaided by Year 6

PPG children accessing extra-curricular activities last academic year:

Music – 14% (5 children)

PE Clubs – ??% (? children) (Including after school club)

Breakfast Club – 14% (5 children)

Swimming – 62% (23 children)

School Trips – 100% (37 children)

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

Programme	Provider
Alan Peat Sentence Types	Alan Peat
Literacy Shed	Literacyshed.com
White Rose Maths	Whiterosemaths.com
The Write Stuff	Jane Considine
Number stacks	
Iris Connect	
Lexplore	
Thrive	