

Pupil premium strategy statement – Bishop’s Tachbrook CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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	241
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25-2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027
Statement authorised by	Cathryn Kilbey
Pupil premium lead	Cathryn Kilbey
Governor / Trustee lead	Deborah Fance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,010
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ N/A

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	Due to interventions introduced in recent years, more PPG children are making expected or better progress in phonics and reading. 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 at the end of KS2.

	<p><u>Reading at the end of 2023/24:</u></p> <p>Attainment 41% of PPG children (15 children) working below ARE (25% of all children working below ARE) 22% of PPG children (8 children) working at GDS (37% of all children working at GDS) Of the PPG children (21 boys and 15 girls in KS1/KS2), 11 boys were working below ARE compared to 4 girls.</p> <p>Progress 80% of PPG children made at least expected progress in reading, with 27% making better than expected progress. EC and EH!!!!!!</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. Many of our disadvantaged children are not adventurous in their use of vocabulary. Gaps in phonic knowledge has also impacted spelling for many of our disadvantaged children.</p> <p><u>Writing at the end of 2023/24:</u></p> <p>Attainment 50% of PPG children (18 children) working below ARE (31% of all children working below ARE) 11% of PPG children (4 children) working at GDS (17% of all children working at GDS) Of the PPG children (21 boys and 15 girls in KS1/KS2), 13 boys were working below ARE compared to 5 girls.</p> <p>Progress 82% of PPG children made at least expected progress in writing, with 32% making better than expected progress.</p>
3	<p>Attainment in maths of our disadvantaged children is also 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><u>Maths at the end of 2023/24:</u></p> <p>Attainment 44% of PPG children (16 children) working below ARE (24% of all children working below ARE) 24% of PPG children (7 children) working at GDS (27% of all children working at GDS) Of the PPG children (21 boys and 15 girls in KS1/KS2), 9 boys were working below ARE compared to 7 girls.</p> <p>Progress 82% of PPG children made at least expected progress in maths, with 44% making better than expected progress.</p>
4	<p>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. (25 children have been identified in the 24/25 cohort as requiring support with SEMH or social skills)</p>
5	<p>Our disadvantaged children are less likely to access clubs out of school, and some are still unable to swim.</p>
6	<p>Observations, and analysis of CPOMs incidents have shown that readiness for learning in the mornings is an issue for some of our disadvantaged children,</p>

	coming into school unsettled and being unable to focus on learning until issues have been resolved.
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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, 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	<p>Children will use scaffolding and manipulatives to increase ability to tackle tasks more independently and with greater 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>
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 through play therapy, school counselling service as well as teaching and interventions within school.</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 on-site extra curricular clubs and music lessons will be part-funded for our PPG 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to National College CPD for all staff members to refresh and improve areas identified</i>	<i>Research into Practice – Evidence-informed Continuing Professional Development in Rochdale was a pilot intervention aimed at supporting teachers to use evidence-based teaching and learning strategies to improve pupil progress.</i>	1, 2, 3, 4
<i>Use of Drawing Club as a whole school strategy to further increase the range of vocabulary taught and enjoyment of reading.</i>	<i>Greg Bottrill’s Drawing Club will be used in Reception and adapted to use across school to create a time at the end of the 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.</i>	1, 2, 4
<i>Use of Jane Considine ‘The Write Stuff’ across school</i>	<i>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. This results in reducing the cognitive load for pupils. 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.</i>	2, 3, 4
<i>CPD for emotion coaching and growth mindset strategies</i>	<i>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.</i>	5, 6

<p><i>Thrive approach and counselling provision</i></p>	<p><i>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.</i></p>	
<p><i>Further development of the use of WalkThrus within the BASIC coaching structure to further improve pedagogy.</i></p>	<p><i>WalkThrus will ensure that all teachers pedagogy is further developed, including feedback, scaffolding and retrieval practice.</i></p> <p><i>Access to training to further develop the BASIC coaching model within school.</i></p>	<p>1, 2, 3, 4</p>
<p><i>Use technology effectively within classrooms to improve attainment across the curriculum.</i></p>	<p><i>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 knowledge within history, MS Office to share findings in science.</i></p>	<p>2, 3</p>
<p><i>Access to high quality music provision for all children in school</i></p>	<p><i>High-quality music provision provided by specialist teachers across school.</i></p> <p><i>Music is 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 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</i></p>	<p>1, 2, 3, 4</p>

	<i>improving EF as it activates multiple cortical and subcortical brain areas, including the prefrontal cortex, which is linked to EF (Särkämö et al., 2014).</i>	
<i>Consistent and rigorous approach to phonics in EYFS and KS1</i>	<i>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. English Lead has been given additional subject leadership time to implement and monitor the plan in EYFS and KS1. Bug Club Phonics is used across EYFS and KS1 to teach phonics, supplemented with Twinkl to consolidate and secure learning.</i>	1
<i>Becaon Behaviour Support for Schools CPD directly linked to behaviour support to ensure low-level behaviours are managed and children's basic needs are met to enable them to learn</i>	<i>As stated in the EEF Improving Behaviour in Schools document: Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. We are seeing the need for more CPD for staff to address occasional low-level behaviour challenges in the classrooms.</i>	1, 2, 3, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for intervention and closing the gaps in reading, writing and maths</i>	<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.</i>	1, 2, 3
<i>SEL for children struggling to access learning through provision in The Den, and Thrive or counsellor support.</i>	<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</i>	4

	<i>young people even where this doesn't translate directly into a reading or maths score.</i>	
<i>Structured interventions linked to specific needs of individuals: Precision Teach; Numberstacks; Lexplore; SHREC High Quality training provided for TAs delivering interventions.</i>	<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. Numberstacks: Number Stacks is a whole-school intervention to help address gaps in understanding for 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. 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. 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.</i>	<i>1, 3</i>
<i>Swimming provision for all non-swimmers</i>	<i>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. Sports Premium funding will be used and topped up with Pupil Premium funding for those children</i>	<i>5</i>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Purchase and use of 'Marvellous Me' to further engage parents in the learning of their children.</i></p>	<p><i>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.</i></p> <p><i>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.</i></p>	<p>1, 2, 3, 4</p>
<p><i>Access to breakfast club is provided for children struggling to be ready for learning in the mornings.</i></p>	<p><i>EEF research based around 'Magic Breakfast' found that, where improvements are seen, it is not just eating 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.</i></p> <p><i>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.</i></p>	<p>4, 6</p>
<p><i>Access to EP support and play therapy or counselling for individuals</i></p>	<p><i>Providing strategies for individual children to access learning in the best way possible is key to the progress in attainment of those children.</i></p> <p><i>Counselling or play therapy will support children with SEMH needs.</i></p>	<p>4</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><i>Planned opportunities for PPG pupils to receive part-funded tuition in music and school residential/trips to ensure 100% participate and boost self esteem/status.</i></p> <p><i>Planned opportunities to participate in after school sports clubs.</i></p> <p><i>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 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</i></p>	<p>4, 6</p>

	<i>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).</i>	
<i>Purchase of Beacon Behaviour Support for Schools</i>	<i>Low-level behaviour is disrupting learning for many children in some lessons. CPD to further develop understanding of behaviour challenges has been purchased to ensure that wave-one teaching is as good as it can be for all students, including our pupil premium children. The EEF guidance 'Improving Behaviour in Schools' recommends that teachers are trained in specific strategies if they're dealing with pupils with high behaviour needs. As a school we need to ensure we have a consistent approach to behaviour and make adaptations for individual children with specific needs to be successful.</i>	<i>1, 2, 3, 4</i>

Total budgeted cost: £75,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the school year 2023/24 we had three disadvantaged pupils in Year 6. One of these pupils was also supported through SEND.

None of the disadvantaged pupils attained ARE in the KS2 SATs assessments in reading, writing or mathematics. All three pupils made significant progress through KS2 as they returned from COVID lockdown working below their year group in reading, writing and maths – due to significant small group coaching and support through targeted interventions 2/3 finished working just below ARE in Year 6: one child with standardised scores of 97 in reading and maths papers and the other child with a standardised score of 97 in reading and 94 in maths. The third child was identified as requiring support with SEND provision and started secondary school with an EHCP in place.

All three students finished Year 6 with more confidence and more metacognitive strategies to support them to work independently after training regarding ‘Learned Helplessness’ and use of scaffolding and whole class feedback was utilised through Year 5 and 6.

In the school year 2022/23 four of the five pupil premium pupils attained ARE in maths, two attained ARE in reading with two others attaining standardised scores of 99 and three attained ARE in writing, with the other two working just below ARE.

Our previous pupil premium strategy enabled most of our pupil premium children to close the gap in attainment post Covid lockdowns. Progress for the children was monitored at least termly and adaptations were made to ensure individual children’s needs were considered through RAPs (Raising Attainment Plans).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Write Stuff	Jane Considine
Bug Club Phonics	Pearson
Numberstacks	Numberstacks

Power of Reading	CLPE
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

As a school all of our teachers are involved with a coaching system using EEF documents and Tim Sherrington WalkThrus to ensure we are constantly reflective in our practice and working to ensure we continue to develop our pedagogy to make our wave-one teaching as effective as possible. This impacts the culture of our school where teachers are considering how to improve practice for whole classes, groups and individuals within their care.

We also have begun our Thrive journey and are excited to see how this will impact our most vulnerable children.

As a school that uses emotion coaching and restorative practice, such as comic strips to help children understand emotions and incidents that may occur, we feel learning time is maximised with children more ready to learn in lessons.