



Pupil Premium Strategy Statement 2021/22

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 over the next three academic years.

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	Tang Hall Primary School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Slack
Pupil premium lead	Jo Slack
Governor / Trustee lead	Jacqueline Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,600
Recovery premium funding allocation this academic year	£12,180
Catch Up funding carried forward from previous years (enter £0 if not applicable)	£8,000
Total budget for this academic year	£134,780

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

School Context

Tang Hall Primary School is a one form entry primary school set in the heart of its community. Eligibility for the Pupil Premium and SEND are consistently above the national average. The school population and staffing is very stable. Provision at Tang Hall begins with our 2 year old provision, upon entry the vast majority of pupils are significantly below in terms of ability and with increasing issues around speech and language and PSED. Our children are at the centre of all we do and we deliver an education that allows everyone to succeed. Ensuring that we care for the whole family is important in enabling us to support children within the school and we work hard to support all elements of our children's development. At Tang Hall Primary ‘we are proud to achieve together’ and we do all we can to enrich the lives of the children we have the privilege to teach. In January 2022, we will be welcoming a new Deputy Headteacher to the school and our current seconded Assistant Headteacher will move back to his Trust School.

IDACI Index for Tang Hall Primary School

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	64	25%	2175
2	10% to 20%	3285 to 6568	16	6%	5524
3	20% to 30%	6569 to 9853	17	7%	9829
4	30% to 40%	9854 to 13137	82	32%	11702
5	40% to 50%	13138 to 16422	47	19%	14023
6	50% to 60%	16423 to 19706	0	0%	
7	60% to 70%	19707 to 22990	3	1%	21535
8	70% to 80%	22991 to 26275	7	3%	23398
9	80% to 90%	26276 to 29559	13	5%	28221
10	10% Least Deprived	29560 to 32844	4	2%	31695
		UNKNOWN	0	0%	
		TOTAL	253	32.9%	10812

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing identified class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate School- Led Tutoring to specific Year Groups - providing small group work (1-3 pupils max) with an experienced teacher/TA focussed on overcoming gaps in learning
- 1-1 SALT support y trained ELKLAN staff
- Additional teaching and learning opportunities provided through trained and experienced TAs
- Pay for all equipment, activities, educational visits and residential breaks. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour, nurture and attendance support through providing activities to engage and promote Tang Hall values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils required.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the EYFS in the majority of areas
3	Cognition and learning difficulties
4	Attendance and Punctuality issues.
5	Chaotic family lives and Social Service involvement

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
Progress in Reading	Achieve national average progress scores in KS2 Reading (>0)
Progress in Writing	Achieve national average progress scores in KS2 Writing (>0)
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (>0)
Phonics	Achieve national average expected standard in PSC.
Other	Ensure attendance of disadvantaged pupils is above 95%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery/catch up premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To increase adult to child ratio in Year 6 for the academic Year 2021-2022 due to pupils experiencing 2 lockdowns and transitioning to secondary school in September 2022</i></p>	<p>The current Year 6 cohort only achieved 68% EXS in English at KS1, 71% in Maths and 57% CRWM. 17% of pupils were recorded as working PKF. Recent data recorded post January 2020 lockdown showed only 42% on track for writing and maths with 33% for reading.</p> <p>The Assistant Head will commence working in this year group alongside the Year 6 teacher from September to December 2021 and then will handover to a HLTA to continue this groups specific teaching and learning under the guidance of the Year 6 class teacher and KS2 Phase Leader.</p>	2,3
<p><i>Boosters during the spring term led by qualified teachers for pupils entitled to PPG who are not on track. (circa £3000)</i></p>	<p>Under the EEF Toolkit – Small Group Tuition provides a +4 months progress.</p>	1,3
<p><i>TAs in class to support quality wave 1 provision in Y1, Y2, Y6 and Y4 (circa £19,000)</i></p>	<p>Under the EEF Toolkit – Teaching Assistant Support provides a +4 months progress.</p>	1,2,3

Wider strategies

Budgeted cost: £ 45,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Behaviour Support Worker (£20,330) will work with vulnerable pupils to ensure they can access learning</i></p> <p><i>Lunchtime Support (£3000) to provide high quality games and activities to engage pupils</i></p> <p><i>Safeguarding Officer (£10,000)</i></p>	<p>Support for pupils post lockdown struggling with self-regulation while back in full classes.</p> <p>Support with the relaunch and day to day management of our new whole school behaviour policy including monitoring of class data to identify pupils struggling.</p> <p>TAs to support during lunchtimes to give a consistent approach for pupils and also offer a wider range of activities for pupils to engage with.</p> <p>With COVID home issues and safeguarding being the most important drive in our school, we have made the decision to take the DSL out of class and award further non-contact time.</p>	3,4,5
<p><i>Attendance Officer (£7,500)</i></p>	<p>Attendance and Punctuality issues. Attendance figures currently need improving across school. This is mainly due to covid and children starting to mix again and sharing winter colds etc. PA is also above the national standing at 27.27%.</p>	4
<p><i>Additional equipment, resources and support for trips inc. residential, PE kit, milk, planners (£5,000)</i></p>	<p>Many of our pupils do not bring a PE kit to school and live in busy households. We find providing PE Kits and planners it supports our pupils. Financial support is also put aside to ensure all pupils entitled to PPG can attend all schools trips and visits.</p>	1,2,3,4,5

Total budgeted cost: £134,943

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Quality of Teaching

The % of PPG vs Non PPG pupils achieving CRWM in 2021 will be reduced compared to the 2019 figure (21.3% gap)	Data for 2020/2021 did not go ahead due to the pandemic and therefore comparison data is not available. In house analysis shows an increase in gap to 31%
The average progress scores in maths for PPG vs Non PPG will be reduced compared to the 2019 figure (2.86 gap)	Data for 2020/2021 did not go ahead due to the pandemic and therefore comparison data is not available. In house analysis shows an increase in gap to 31%

Targeted Support

Diminish the gap between pupils eligible for PPG and identified as needing SLCN support compared to those pupils who are not entitled to PPG	No data available due to the school being in lockdown during the academic year.
No gap is recorded between PPG vs Non PPG attendance rates	No statistically significant data due to the school being in lockdown during the academic year
All pupils arrive at school ready to learn and can maintain the right behaviour for learning throughout the day as measured by a reduction in 'red' behaviour being recorded	In house data for the number of 'red's given out for behaviour: 20/21 Autumn 152 reds (53 Social time) 21/22 Autumn 48 (11 social time)

Other Approaches

All children will arrive at school in full school uniform each day and have access to a full PE kit and any other resources needed for their education. This will be measured during shared area observations.	All pupils seen participating in sessions offered. All pupils attending school trips and visits and offered significantly reduced costs for the residential trip in Year 5 (£50 instead of £200)
All children will have access to a healthy breakfast. This will be measured through attendance at our 'early bird' breakfast offer.	The majority of pupils now attend school from 8:30am and attend our early bird breakfast club.

**Disadvantaged pupil progress scores for 2019
(No updated data due to the pandemic)**

Measure	Score
Reading	+1.57
Writing	+3.41
Maths	-0.28

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	62%
Reading	69%
Writing	77%
Maths	69%
Achieving high standard at KS2 RWM	8%
Reading	31%
Writing	31%
Maths	8%

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
Reading Plus	800-Read-Plus
X Tables Rockstars	TT Rockstars
Spelling Shed	Ed Shed