

Pupil premium strategy statement

1. Summary information					
School	Tweeddale Primary School				
Academic Year	2022/23	Total PP budget	£248,300	Date of most recent PP Review	Autumn 2022
Total number of pupils	409	Number of pupils eligible for PP	190	Date for next internal review of this strategy	July 2023

2. Current attainment Yr6		
	<i>Pupils eligible for PP</i>	<i>All</i>
% achieving in reading, writing and maths	34%	48%
% achieving greater depth in reading, writing and maths	6%	5%
% making progress in reading		0.1
% making progress in writing		0.8
% making progress in maths		1.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children enter school with poor oral language skills and the result is that less children gain GLD in Foundation Stage.
B.	In KS1 the retention of phonic knowledge and independent ability to blend and segment is a barrier to progress in reading and writing
C.	Not enough PP pupils reach the expected standard in Reading, Writing and Maths at the end of KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for some pupils eligible for PP are lower than the expected 96%. This reduces their school hours and causes them to fall behind on average.
E.	Access to external services such as EP and CAMHS is becoming harder to achieve.
F.	Pupil Premium children were less likely to access online learning during the lockdowns, the gap in attainment between those who accessed online learning daily and those who did not is demonstrated in attainment in July 2022.

4. Desired outcomes	
---------------------	--

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For the gap between Foundation Stage disadvantaged pupils and non-disadvantaged to decrease	A greater proportion of pupils are assessed as being at GLD at the end of the Reception year
B.	For the gap between Key stage 1 disadvantaged pupils and non-disadvantaged to decrease	Identified journey from FS to Y2 clearly defined and pupils are targeted in all areas of learning.
C.	To maintain the attainment score for maths and increase it in Reading and Writing to national attainment. To ensure that a higher percentage of PP pupils reach the expected standard in Reading, Writing and Maths at the end of KS2	Attainment and progress Y2 to Y6 clearly defined and pupils are targeted and assessed throughout to ensure interventions have the intended impact.
D.	For more PP pupils to reach the expected attendance rate of 96%	Reduce the % of pupils below the 96% attendance rate. For those remaining below expected have an action plan to increase attendance in both the long and short term
E.	For more pupils to be able to access external services as/when required	All children who need a CAMHS or EP assessment are seen within one academic year
F.	For the gaps in learning through the pandemic to be reduced due to in school initiatives.	Catch up funded Pixl interventions. Targeted in class interventions Targeted tuition out of school hours

5. Planned expenditure					
Academic year		2022/23			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For more EYPP pupils to be working at GLD at the end of the Reception year	EYFS lead monitors progress of EYPP pupils across Nursery/Reception	As a member of SLT the EYFS lead is able to monitor the progress of these pupils	EYFS lead reports regularly to SLT and LGB regarding progress of EYPP pupils	EYFS lead (SLT)	July 2023
	EYFS lead to produce data presentation to present to other staff including info on EYPP pupils including lowest 20% across Rec		Additional time for EYFS led to support learning across the unit and to identify children who need additional SEND support.	EYFS lead	April 2023
	EYPP pupils identified on planning	Enables teaching staff to be clear about needs of EYPP pupils			
For the gap between Key stage 1 disadvantaged pupils and non-disadvantaged to decrease	KS1 lead, DHT's monitors progress of PP pupils across Ys1-2	As a member of SLT the KS1 lead is able to monitor the progress of these pupils Y1 / 2 phonics scores from June 2022 Y2 SATs results May 2022	KS1 lead reports regularly to SLT and Governors regarding progress of PP pupils in KS1	KS1 lead phonics leader	July 2023
For a greater percentage of PP pupils to reach the expected standard at the end of KS2 To further improve the progress score for Writing for PP pupils at the end of KS2	KS2 leads & DHT monitors progress of PP pupils across Ys3-6	As a members of SLT the KS2 leads are able to monitor the progress of these pupils	KS2 lead reports regularly to SLT and Governors regarding progress of PP pupils in KS2	KS2 leads DHT (T&L)	July 2023
	DHT (T&L) & DHT (Inclusion) monitor progress of PP pupils across the school LKS2 lead, UKS2 lead and English Subject Leader monitor progress of PP pupils across the school	Attainment & progress of disadvantaged pupils is a focus this year and is part of PMR for all staff Writing progress score is still below 0.0 and needs to be targeted GLT writing scheme introduced and regularly monitored in Yr6	KS2 lead and English Subject Lead report regularly to SLT and Governors regarding progress of PP pupils across the school	DHTs DHT (T&L) GLT	July 2023

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For more EYPP pupils to be working 'at goal' in writing at the end of the Reception year	<p>Early Years LSA's to deliver relevant interventions. NELI</p> <p>Tales Tool Kit and Phase 1 phonics to be timetabled in nursery</p> <p>Additional phonics keep up sessions for children assessed as below expected standard.</p>	Additional high quality teaching and learning enhances progress and attainment. Gives opportunity for gap analysis and interventions to fill these and progress learning pathways.	<p>Inclusion lead reports regularly to SLT and Governors regarding the success of interventions across the school.</p> <p>Regular reassessment of interventions.</p> <p>Rec- 1 hour daily Keep up support. NELI from January 2023.</p> <p>Y1 - Intervention group NELI to continue in Aut term. Y1, Y2, - Catch up Phonics, SaLT, Talk Partners, OT, Handwriting, Precision - no additional charge to the school</p> <p>Y3, Y4 - Phonics, Talk Boost, OT, Handwriting, Precision - no additional charge to the school Y5 - Precision, Handwriting and Readers- - no additional charge to the school Y6 - HLTA support - no charge to catch up funding. Existing school budget. Y6 - Maths and Writing support groups x4 weekly. KS2 Pixl intervention</p>	DHT (Inclusion) EYFS lead KS1 lead	July 2023
For the gap between Key stage 1 disadvantaged pupils and non-disadvantaged to decrease	<p>LSA's to deliver relevant interventions, target reading, precision teaching, Pixl (y2) and talking partners. NELI (Aut Y1)</p> <p>Additional phonics sessions for children assessed as below expected standard.</p>			DHT (Inclusion)	July 2023 NELI Dec 2022
<p>For a greater percentage of PP pupils to reach the expected standard at the end of KS2</p> <p>To further improve the progress score for Writing for PP pupils at the end of KS2</p>	<p>Use of additional group and PiXL groups, tuition and booster teaching to accelerate learning and secure concepts, attainment and progress.</p> <p>GD PP children to have booster sessions with JC.</p>			DHT (Inclusion)	July 2023
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>For more PP pupils to reach the expected attendance rate of 96%</p>	<p>Use of FLO to monitor pupils and follow up quickly on absences. First day response provision. Attendance rewards in place. Use of family Liaison Officer to improve outcomes for families; e.g. housing, debt management, finance, relationships, parenting etc</p> <p>Work with JC (GLT Attendance) on project to improve attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school. Social needs for families cause stress and non-engagement in education, housing affects attendance through journey times and health.</p>	<p>GLT Attendance Officer, Inclusion Leader, FLO, Headteacher will collaborate to ensure provision and standard school processes work smoothly together.</p>	<p>GLT FLO DHT (Inclusion)</p>	<p>July 2023</p>
<p>For more pupils to be able to access external services as/when required</p>	<p>Use of additional EP purchased time, and FLO access to clinical nurse specialist to support CAMHS referrals</p>	<p>Early identification of mental health and wellbeing and learning needs prevents ongoing poor progress, attainment, engagement and attendance</p>	<p>Close work between Inclusion Lead and FLO to identify children through data from assessment and attendance, analysis of improvements in attainment and progress</p>	<p>FLO DHT (Inclusion)</p>	<p>July 2023</p>

6. Review of provision

Previous Academic Year

2021/22

Early Years

Early Years data- All - GLD 61% (-1%) Disadvantaged GLD 54% (+4%)

Nursery – All 61% (+9%) , disadvantaged 71% (+26%) Very small cohort for PP, at expected level in all 12 areas for GLD

Y1 Phonics

- The percentage of pupils achieving the expected standard in phonics was 69% (+2%), disadvantaged %.

Y2 Phonics (combined scores for year 2 Nov 21 and retakers in June 2022)

- The percentage of pupils achieving the expected standard in phonics was 85% (=%), disadvantage %

Key stage 1:

- The percentage of pupils achieving the expected standard in Reading was 75% (+13%), disadvantaged 70%
- The percentage of pupils achieving the expected standard in Writing was 67% (+7%), disadvantaged 65%
- The percentage of pupils achieving the expected standard in Maths was 75% (+7%), disadvantaged 70%

Key stage 2:

- The percentage of pupils achieving the expected standard in Reading, Writing & Maths 48% , disadvantaged 34%
- The percentage of pupils achieving the higher standard in Reading, Writing & Maths combined was 5% disadvantaged 6% .
- Average scaled score in reading 102, disadvantaged 100.7
- Average score in maths was 103, disadvantaged 100.7
- Average score in GPS was 103 , disadvantaged
- Progress scores for Reading were 0.1 , disadvantaged
- Progress scores for Writing were 0.8, disadvantaged
- Progress scores for Maths were 1.4 , disadvantaged

Issues for consideration: -

Raising the percentage of pupils who achieve the expected standard in Reading, Writing & Maths combined

Continue to improve the progress score for Writing and maintain results in Maths and Reading.

Continue to improve Speaking and Listening and Literacy in the Foundation Stage through NELI, Tales tool kit and Little Wandle Phonics.

7. Additional detail

PP expenditure can be found on the website.

School -led Tutoring provision for 2022/23 to target PP marginal and LA pupils.