



Pupil Premium Strategy

2021/22

Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months or who have been adopted from the care system
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can also benefit a wider group. For example, when a teaching assistant supports a disadvantaged pupil, other pupils might be part of the group, too. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support or additional challenge in school. Our particular strategy for the 2021 – 2022 academic year is to invest in 3 key strands: approaches which develop LANGUAGE, approaches which develop READING and approaches which develop SOCIAL AND EMOTIONAL LEARNING.

In the next few pages, you will find:

Pupil Premium Strategy 2021 -22 Overview: a summary of how we will invest to make sure pupils have the best possible outcomes

Pupil Premium Strategy 2021 - 22 Detail: this provides more detail of how we will invest the funding.

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost.

Contact us if you'd like to know more about how we use pupil premium in school.



Pupil Premium Strategy Statement 2021 - 2022 – outcomes, planned spend

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

Pupils in school: 316

Proportion of disadvantaged pupils: 3%

Publish date September 2022.

Review date July 2022

Statement authorised by: Kirsten Finley

Pupil Premium lead: Kirsten Finley

Governor lead: Clare Napoli

Disadvantaged pupil outcomes for last academic year:

Measure	Score
Meeting expected standard at KS2 RWM	100%
Reading	100%
Writing	100%
Maths	100%
Achieving high standard at KS2 RWM	0%
Reading	0%
Writing	0%
Maths	0%

Strategy aims for disadvantaged pupils 2021 - 2022 :

Measure	Score
Meeting expected standard at KS2 RWM	100%



Reading	100%		
Writing	100%		
Maths	100%		
Achieving high standard at KS2 RWM	0%		
Reading	0%		
Writing	0%		
Maths	0%		
Total number of pupils eligible for pupil premium (deprivation):		4 x £1,345	
		£5380	
Total number of pupils eligible for pupil premium plus (Post LAC):		6 x £2,345	
		£14,070	
Total pupil premium allocation:		£19,450	
Review of pupil premium strategy:		termly: Autumn, Spring, Summer	
What	Description and detail	Proportion paid for	Amount
Support Staff	Evidence shows that targeted, structured support can have a positive impact. 'The findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment'- Education Endowment Foundation. Teaching and learning time across the week totals approximately 25 hours. Across the week, at least 5% (minimum of 1 hour and 15 minutes weekly) of teaching assistant time is used to support pupils achieving below the Expected Standard for their year group. This allocation equates to 2.5 hours a week of dedicated support from a teaching assistant, either 1-1 or in a small group. If disadvantaged pupils are achieving below the Expected Standard, they are included in this intervention. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per TA class on average.	1%	Total support staff spend: £274550 1% of this figure: Total: £5490



	Information from Education Endowment Foundation shows that those involved in 1-1 and small group tuition on average make 4 months extra progress annually.		
Learning resources	<p>Various resources which have been purchased are listed below, for use both at school and at home.</p> <p>Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months:</p> <p>Nessie Digital Reading Programme – to support remote learning and provide additional reading resources which children are able to access from home</p> <p>Oxford Owl Digital Library – to support remote learning and provide additional reading resources which children are able to access from home.</p>	100%	<p>Agreed annually</p> <p>£200</p> <p>£250</p> <p>Total: £450 this academic year</p>
Tuition/Additional Support	<p>In addition to total staffing costs, we may invest in additional support for some disadvantaged pupils if they are working below expected levels or have needs which require additional support – this will be ascertained from in school attainment tracking and SEND records.</p> <p>We will also be providing 1-1 support for identified PPG pupils to subsidise the Catch Up Premium for the duration of the pandemic.</p> <p>We also provide homework club weekly with support from school staff free of charge to all attendees with PP pupils targeted Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</p>	100%	<p>Allocated annually dependent on need – 1-1 support to support identified PPG pupils maximum budget £1000 per pupil</p> <p>Total: £3430 this academic year</p>
Other resources and activities	<p>For our Pupil Premium plus pupils, we invest 100% of their PPG funding into therapeutic interventions which aid self-esteem, listening skills, self-regulation and developing key co-ordination skills which may not have developed in early childhood.</p> <p>The first of these is an off-site therapeutic intervention called “Think like a Pony” - we believe this will have a substantial benefit for pupils through impacting upon the social and emotional aspects of learning. TLAP runs all year round and is offered to all pupil premium plus pupils from Y3 onwards.</p>	100%	<p>£ 5400 TLAP</p> <p>£4680 SS</p>



	<p>'Singing Phonics' is an intervention which is offered to pupils from YR-Y2 which has beneficial impacts upon self-esteem, listening and self-regulation and oracy development.</p> <p>https://bettermoversandthinkers.com</p> <p>A further year-round intervention focusing upon the development of personal and social skills is an after school 'Forest Rangers' intervention which all PP+ pupils are offered a place at.</p> <p>Education Endowment Foundation evidence indicates that these therapeutic interventions can have positive impacts on learning – around 4 months.</p>		
Total		N/A	£19450



Pupil Premium Strategy 2021 -22 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths.

Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

Specific nature of investment	Rationale / aims	How we will measure impact	Review / Outcomes
In 2021 -22, we plan to invest pupil premium money in the following):	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
<p>Supporting individual Pupils Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</p>			
Provide opportunities for individual tuition when outcomes for PP are below expected levels	<p>To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months extra progress and one to one tuition makes 5 months.</p>	Attainment and progress. Staff feedback on engagement and learning behaviour	
<p>Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.</p>			
Arts events – music, dance, drama and the arts Target disadvantaged pupils for individual music tuition	To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC).	Attainment and progress. Pupil feedback	



	Education Endowment Foundation evidence: 2 months extra progress.		
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Support learning at home

From surveying parents and discussions with children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds. At Tranmere Park Primary School, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.

<p>Nessie Digital Reading Programme – to support remote learning Oxford Owl Digital Library – to support remote learning</p>	<p>Can significantly improve children's reading Encourages children and their parents/carers to read together Gives enjoyment to children through owning their own books Supports children over the summer as they move into the next school year Education Endowment Foundation evidence around parental support: 3 months' extra progress.</p>	<p>Reaching age related expectations</p>	
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Supporting social and emotional aspects of learning

At Tranmere Park Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress e.g. behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems

<p>Opportunities for all children to partake in educational visits and other experiences</p>	<p>To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.</p>	<p>Attendance on visits Pupil feedback Outcomes in Topic Books</p>	
<p>PSHE intervention and support: Thrive Project</p>	<p>To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more. Education Endowment Foundation findings indicate that those involved in extra PSHE support on average make 4 months of extra progress.</p>	<p>Staff feedback on engagement and learning behaviour Pupil and parental feedback</p>	



Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.

Therapeutic interventions which aid self-esteem, listening skills, self-regulation and developing key co-ordination skills which may not have developed in early childhood	To enrich learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). Education Endowment Foundation evidence: 2 months' extra progress.	Pupil feedback	
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