

Pupil premium strategy statement 2022-23

School overview

Metric	Data
School name	Tetherdown School
Pupils in school	411 (420 PAN)
Proportion of disadvantaged pupils	3.2%
Pupil premium allocation this academic year	£21,476
Academic year or years covered by statement	2022-23
Publish date	November 2022
Review date	November 2023
Statement authorised by	T. Woodward
Pupil premium lead	T. McMeakin
Governor lead	Mark Hilton

Disadvantaged pupil progress scores for last academic year 2019

Measure	Score	
Reading	School +0.44	National +0.32
Writing	School +3.9	National +0.27
Maths	School +3.21	National +0.37

Strategy aims for disadvantaged pupils

Measure	Score
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Meeting expected standard at KS2	Focus on writing across the school will impact on pupil progress in writing overall. Promoting CPD opportunities for all teachers and teaching assistants to focus on handwriting, spelling and grammar over the course of the year to impact on writing standards. CLPE resources introduced to classes to support quality writing opportunities linked to reading. Included in performance management targets and reviewed termly through PPRs (assessments meetings with class teacher, DHT and Inclusion Lead).
Achieving high standard at KS2	Review of the timetabled week to identify spaces for supporting creative writing, time for reflection and self-assessment. Embed use of accurate reading assessment (PIRA) to support teacher judgements on quality of reading across Key Stage 2.
Measure	Activity
Priority 1	Ensure those children with barriers to learning are supported in developing rich vocabulary within children's writing.
Priority 2	Fluency and problem solving are part of the main lesson, referring to test style questions. No ceiling of expectation: all children supported to achieve highly.
Barriers to learning these priorities address	Language and comprehension.
Projected spending	£21,476

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Overall progress 2019 was 4.55. Continue with good practice.	June 2023
Progress in Writing	PM / SDP: increase writing at EXS by with a focus on vulnerable pupils <ul style="list-style-type: none"> Clarify expectations by year group through the writer's checklist (updated) Encourage a love of books and expression of creativity through whole school writing project (similar to The Journey) to be held in spring 2023. Introduce CLPE scheme across all year groups (Ks1 and KS2) Focus on modelled writing and embed practice described in Walk Thrus. Ensure appropriate support and scaffolding is identified at PPR meetings with teachers, whereby vulnerable pupils receive above the norm in terms of support. Embed good practice in teaching high quality handwriting lessons. 	June 2023
Progress in Mathematics	Ensure more pupils move from EXS (KS1) to GDS (KS2) in Maths. <ol style="list-style-type: none"> Continuous evaluation of Whiterose Hub scheme provides staff with a consistent approach to the teaching of Mastery in Maths All pupils are provided the opportunity to excel and receive work which stretches their ability whilst maintaining an inclusive approach to learning. Good scaffolding underpins learners progress in reaching high standards of expectation. Ensure effective teaching of measurement, geometry, ratio and proportion and statistics in KS2 Support Middle Leadership in consistent monitoring activity to ensure Quality of Education is in line with the school's high expectations. 	June 2023
Phonics 2019 97% (sch) 82% (nat)	Continue to set high expectations in teaching of phonics, particularly following lockdown and remote learning for Rec and Y1: <ol style="list-style-type: none"> Ensure CPD opportunities enable teachers to provide effective learning strategies for the children. Phonics Development Day (Read, Write, Inc.) for all KS1 teachers. Identify opportunities for continuing high quality teaching of phonics for those beyond Year 2 and Year 3 age as they continue to move through the school – appropriate resources / workbooks. Identify guidance and support for Y1 teachers in reaching the school's high standards of expectation: a guide as to what must be taught and when. Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1 	June 2023

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide social opportunities – trips, clubs to support pupils accessing cultural capital within the curriculum. Provide access to PE uniform / school book bag.
Priority 2	Ensure teachers in Year 2 and 3 are confident in promoting phonological awareness and support the transition in to spelling. Introduce appropriate materials for children (as above).
Barriers to learning these priorities address	Lack of Teaching Assistants in class due to funding constraints Pupil's mental health and well-being, under-supported because of lack of access to CAMHS and funding (internally) to provide counselling.
Projected spending	£21,476

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Raising standards in writing ensuring ALL children are challenged and supported through effective scaffolding, appropriate modelling and high expectations (checklist).	Book look identified necessary change and shared with staff via INSET.
Targeted support	Tail of underperforming pupils with EHCP and working memory challenges. EAL pupils provided interventions to enable access to learning using growth fund.	Review timetable overload (staff and pupils) and ways to reduce cognitive overload (vulnerable pupils). Additional funding identified to provide support in the classroom: TA.
Wider strategies	Buddy reading across the school promotes peer assisted learning and has a positive impact on outcomes. This will be rolled out to support Maths; whereby older pupils provide support to younger pupils – particularly in developing number fluency.	This is a long-term aim and will be reviewed on a termly basis.

Review: last year's aims and outcomes 2021-2022

Aims	Outcomes
<p>Meeting expected standard at KS2:</p> <p><i>Focus on writing across the school will impact on pupil progress in writing overall.</i></p> <p><i>Maths - Concrete, pictorial, abstract approach to mastery in maths. Encourage recall and fluency. Booster sessions in Maths (summer) led by SLT. Writers' workshop - "The Journey" implemented to promote responsibility for crafting writing outcomes.</i></p>	<p><u>Context:</u></p> <p>In Y6 there were 2 pupils disadvantaged pupils receiving Pupil Premium Grant funding to support their learning. They enjoyed access to a variety of Club Provisions. Children in KS2 accessed the National Tutoring Programme. Home-learning provided regular opportunities to practice handwriting, spelling, grammar and punctuation. Maths teaching was adapted to revisit gaps in pupils' learning.</p>
<p>Achieving high standard at KS2:</p> <p><i>Focus on writing across the school will impact on pupil progress in writing overall.</i></p> <p><i>Maths - Concrete, pictorial, abstract approach to mastery in maths. Encourage recall and fluency. Booster sessions in Maths (summer) led by SLT. Writers' workshop - "The Journey" implemented to promote responsibility for crafting writing outcomes. Reciprocal reading approaches used to ensure high quality dialogue and deeper understanding of texts.</i></p>	<p><u>Progress:</u></p> <p><i>[There is no national access to pupil progress data.]</i></p> <p>In house tracking data identifies that both Y6 pupils had additional barriers to their learning (EAL and SEND). Attendance was an issue for 1 pupil (at or between 85 - 90%).</p> <p>Reading: both pupils made expected progress.</p> <p>Writing: 1 child made greater than expected progress.</p> <p>Maths 1 child made expected progress. 1 child made greater than expected progress.</p> <p>SPAG: 1 child made expected progress. 1 child made greater than expected progress.</p> <p><u>Attainment:</u></p> <p>1 child met the expected standard in Maths. EXS</p> <p><u>Summary:</u></p> <p>The progress these children made contributed to the overall "significantly above" progress in Reading, Writing and Maths.</p>