

Pupil premium strategy statement – Tetherdown Primary School

This statement details our school's use of pupil premium (and recovery 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	402
Proportion (%) of pupil premium eligible pupils	3.2%
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)	Final of 3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	A.Ashraf
Pupil premium lead	T. McMeakin
Governor / Trustee lead	D.Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,595
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>	£21,965

Part A: Pupil premium strategy plan

Statement of intent

At Tetherdown Primary School, we are dedicated to ensuring that every child attains exceptional academic progress, feels content within themselves and their friendships, and participates in diverse extracurricular activities to bolster their academic and social development. We recognize that some children, particularly those from disadvantaged backgrounds, may face significant challenges in their education and lack the life experiences and opportunities that many of their peers have.

One of the obstacles in our strategy is that our group of children does not form a distinct group: approximately 50% are in each key stage, and around 50% either have Special Educational Needs and Disabilities (SEND) or speak English as a second language. To address this, we use the Pupil Premium Grant at Tetherdown to provide targeted and effective support for disadvantaged children. Our aim is to improve their academic performance, support their wellbeing, and ensure they have equal access to clubs and cultural enrichment.

For our Pupil Premium Spending Strategy to be effective, Tetherdown's leaders have conducted an in-depth analysis of the specific challenges faced by our disadvantaged students. The findings from this analysis, outlined in the Challenges section below, inform the primary objectives of our expenditure strategy.

Our strategies for meeting these objectives are based on practical, evidence-backed research. These methods have a proven track record of efficacy and delivering optimal outcomes for students.

At the core of our approach is high-quality teaching, with a particular focus on areas where disadvantaged pupils need the most support. This approach has been demonstrated to significantly reduce the attainment gap for disadvantaged children, while also benefiting their non-disadvantaged peers at Tetherdown, fostering broader interests

Challenges

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

Challenge number	Detail of challenge
1. Oral, Vocabulary and Phonics	Assessment, observations, and conversations with students reveal that many disadvantaged pupils have underdeveloped oral language skills and vocabulary deficiencies and phonics. These issues are apparent from Reception to Key Stage 2 and are generally more common among our disadvantaged students compared to their peers.
2. Writing attainment is working towards or well below.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Most disadvantaged children are working either below or at working towards attainment levels
3. Reading at Greater Depth	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Their challenges lie in the higher order comprehension skills which means that they are unable to reach greater depth.
4. Social and emotional issues	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to trauma and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5. Access Cultural enrichment	Analysis of the membership of extra-curricular clubs shows that children from disadvantaged backgrounds are less likely to participate in sporting activity or cultural enrichment experiences than their peers.

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 oral language skills and vocabulary among disadvantaged pupils. Improved outcomes in phonics	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 50% (2 children) of disadvantaged pupils show expected progress.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 to show more than 50% (2 children) of disadvantaged pupils show expected progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • following the behaviour policy (trauma-based approach) <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved levels of participation in sports clubs and cultural enrichment activities for disadvantaged children	Children's engagement via the curriculum cultural capital and better engagement with school. The percentage of disadvantaged children accessing before and after school clubs, is at least equal to the percentage of non-disadvantaged children using the same services.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2

<p>(Reading wise, PIRA for SPAG)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>		
<p>Embedding dialogic activities across the school curriculum.</p> <p>Embedding vocabulary and etymology across the school curriculum</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Use of adaptation</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2 and 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme</p> <p>Read Write Inc</p> <p>Phonics Review Nov 23</p> <p>to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Bespoke Reading passports to promote Reading for Pleasure (RfP) at home</p>	<p>Evidence suggests that there is a strong positive relationship between RfP and attainment Reading for pleasure DfE. It is also evident that reading frequency and enjoyment is more important for children's educational success than their socioeconomic status. Clarke and Akerman</p>	1,2,3

<p>Improve the quality of social and emotional (SEL) learning. This includes: Trailblazer outreach for parents Peer Mentoring Anchor Work (RIST) Zones of Regulation SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p> <p>The Zones of Regulation is based on evidence that has shown positive, measurable outcomes for children and young adults across multiple studies in clinical practice and school-based settings Research and Scholarly articles</p>	3,4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with a bespoke Tutoring Programme (Home Learning Club) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Management and training of Y12 Fortismere students to support with the one-to-one reading.		1, 2, 3

Wider strategies

Budgeted cost: £ 9,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and trauma approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,4
One day a week counselling service provided by trained child psychologist		As above. 3,4
Engaging with positive partnership. Encouraging on visits and within the classroom. Workshops: Reading, Relationship Sex Education, Online Safety	EEF blog: Promoting Positive Partnerships with Parents EEF (educationendowmentfoundation.org.uk)	3 and 4
Subsidisation and/or free provision of, extracurricular clubs and cultural enrichment activities for disadvantaged children Whole staff training on curriculum and providing a wider cultural visits or directing parents (curriculum letters) to support the learning.	Participation in cultural enrichment activities, such as dance, drama or music is shown to have a positive impact on children's attainment in other areas of the curriculum Arts Participation EEF toolkit Ofsted - Learning outside the classroom has also shown how learning beyond the classroom has contributed significantly to raising standards and improving pupils' personal, social and emotional development. Extra-curricular sports clubs also help to promote good mental and physical health.	3,4

Total budgeted cost: £ £21,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage2 data

6% of the year group were identified as disadvantaged.

Our successes include outcomes is that in reading 75% reached expected and 25% reached at greater depth. Whilst at Maths 75% reached expected. The challenges lie in Writing where only 50% reached expected.

Key Stage 1 outcomes of which 3% of the year group are disadvantaged.

Outcomes were reading and maths where 50% reached expected. Writing was more challenging with 0% reaching expected.

Phonics scores continue to be strong of which 3% of the year group are disadvantaged. All children passed the phonic score. Thus the RWI training, resources and instructional coaching, which links to Masterclasses continue to enhance our provision and outcomes.

Review of Intent

Advances in reading instruction have been significant, particularly with the introduction of more focused and effective questioning techniques, boosting children's learning. This change was prompted by an analysis of SATs papers, which revealed that children weren't encountering the right types of questions in various lessons and grade levels. Consequently, children now engage with a broader and more challenging range of question styles. Regular professional development sessions have bolstered staff confidence in teaching reading. Moreover, revising the selection of texts in our curriculum to ensure their relevance has given students access to a diverse and age-appropriate range of vocabulary.

In the area of writing, staff have participated in multiple professional development sessions focused on aiding children in independently writing and editing their work. This approach has significantly increased the children's confidence in their writing abilities.

Mathematics remains a strong point throughout the school, with the mastery program fully integrated across all levels. Students have spent more time with this curriculum, gaining extensive experience in problem-solving and reasoning activities. This has enhanced their ability to apply these skills in independent testing scenarios. Our Multiplication Tables Check results are impressive (average score of 22), contributing positively to our arithmetic scores at the end of Key Stage 2. Despite these successes,

we plan to revise our approach to multiplication facts, as our data indicates that students' understanding in this area is not as robust as we had anticipated.

Our evaluations and observations last year showed a notable impact on children behaviour. We identified key students with social, emotional, and mental health (SEMH) needs and developed a behaviour program centred on trauma. This program was created in collaboration with the Haringey Learning Partnership to assist these children in handling challenging situations.

At Tetherdown, our constant goal is to offer exceptional support to all our pupils and their families, with our staff deeply integrated into the school community. We approach our families with respect, ensuring that our staff consistently exceed expectations to foster a sense of belonging and assurance that the school is a safe environment for sharing concerns or worries. We are always accessible to our families and pupils, as we believe it's essential for the well-being of our community