



## Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Tonacliffe Primary School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	13% (38)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Joanne Heap Headteacher
Pupil premium lead	Liz Mooney Assistant Headteacher
Governor lead	Steve Oxford Chair of Governing Body and lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,885
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,885

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## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas including their personal development. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and be the very best they can be; including progress for those who are already high attainers.

We consider the challenges faced by all vulnerable pupils, such as those with adverse childhood experiences (ACEs), those who have a social worker, have additional needs and disabilities and those who have suffered trauma. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support; we know that improving speech, language and communication skills and reading are part of the key to success for these children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills on entry to the nursery and reception are lower than expected, which may be a result of the pandemic. Observations and use of WellComm and NELI assessments have identified underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils
2	Assessments, observations and discussions with pupils indicate that our current R/ KS1 cohorts have greater difficulty with phonics. There is a discrepancy between

	attainment of non-disadvantaged and disadvantaged in reading and writing.
3	Assessments, observations and discussions with pupils indicate that our current KS2 cohort are significantly behind their non-disadvantaged pupils in reading, writing and maths.
4	The gap in reading outcomes has widened for some disadvantaged children. This is evident in assessment data across the school.
5	Wellbeing of pupils has noticeably widened for disadvantaged pupils compared to non-disadvantaged pupils, which impacts on behaviour and engagement for learning.
6	Our attendance data indicates that attendance among some of our disadvantaged is lower than for non-disadvantaged pupils. Although attendance in general has lowered since the pandemic.

### 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.	Assessments and observations to 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 phonics, reading and writing attainment among disadvantaged pupils in the Y2 cohort.	Improved results to be in line with national or above. Current: June 2023 18 (Y2) 14 achieved the re-check 77.8%, 4 did not. Of these 4, all have SEND. June 2023 45 (Y1) 29 achieved the PSC 64.4%, 16 did not 35.6%. 4 children scored between 28-31/ 9 children scored between 21-27/ 2 children scored between 11-20/ 1 child scored between 0 – 10. 7 children/ 15.56% of this cohort have SEND. 45% disadvantaged achieved RWM at the end of KS1 56% of pupils achieved RWM overall at the end of KS1.
Improved reading, writing and maths attainment among disadvantaged pupils in Y6 cohort.	Improved results to be in line with national or above. Current: Of the 10 disadvantaged pupils 3 have SEND. 45% achieved RWM (55% achieved expected standard in reading, 64% writing and 45% maths) others made excellent progress given their starting points and ACEs.
Improved reading attainment across the school including for disadvantaged pupils.	Improved or sustained attainment in reading across year groups Y2 – 6.
To improve wellbeing for all pupils, in particular for disadvantaged pupils.	Improved wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• Improved engagement in learning and behaviour issues reduced</li> <li>• Positive outcomes from forest school activities</li> <li>• Improved uptake in music tuition</li> </ul>
To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul> <p>Current: 95% attendance/ Persistent absence 11.8%</p>

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training in NELI for reception and year 1 children in order to close the language gap and improve oracy skills for disadvantaged pupils.	A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children's vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children's language skills, adding the equivalent of three months of progress in language skills compared to non-participants.	1
Whole staff training in Red Rose Letters and Sounds to secure stronger phonics teaching for all pupils Lancashire Literacy Consultants.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths network meetings with maths consultants.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and</a>	4

	<u>3</u>	
Completion of apprenticeship training for forest school	<p>The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children’s sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 48,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language assessments for new reception starters to identify children for NELI intervention and complete. Complete NELI for children moving from	A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children’s language skills, adding the equivalent of three months of progress in language skills compared to non-	1

reception into year 1.	participants.	
Targeted one to one Better Readers intervention.	<p><b>Impact on Achievement</b></p> <p>Over 3,000 pupils in Years 1 to 8 have been supported by Better Readers Support Partners in 300 schools:</p> <ul style="list-style-type: none"> <li>• They made an average Reading Age gain of <b>12 months in only 3 months</b> – four times the expected progress.</li> <li>• They made an average <b>Comprehension Age gain of 10 months</b>.</li> <li>• <b>99% of them showed more interest and confidence</b> in reading after BRSP.</li> </ul>	2 3 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Providing mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And on small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 3 4
Speech and language assessments for nursery children using WellComm to identify speech and language needs and required support to complete.	<p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, focused teaching and intervention activities can be drawn up to meet individual needs.</p>	1

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 5568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and appointing attendance/support officers to improve attendance. This will also include training on the Attend Framework – Emotionally Based School Avoidance (EBSA)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The Lancashire EBSA Strategy and training closely aligns with the recently issued (September 2022) DfE Guidance on <a href="#">Working together to improve school attendance</a> including the following key elements:</p> <ul style="list-style-type: none"> <li>• Ensuring staff have adequate training on attendance</li> <li>• Early intervention</li> <li>• Building strong relationships with families, listen to and understand barriers to attendance and work with families to remove them</li> <li>• Multi-disciplinary support for families</li> <li>• Work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe</li> </ul>	<p>5</p>
<p>Extend use of forest activities into LKS2 to build upon wider personal development giving pupils confidence to take risks, work cooperatively become resilient.</p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children’s sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the envi-</p>	<p>4 5</p>

	ronment	
Support music tuition to help children learn to play a musical instrument.	Cambridge University Press: A great deal of previous research (e.g. Southgate & Roscigno, 2009; Hille & Schupp, 2014; Hallam & Rogers, 2016; Guhn <i>et al.</i> , 2020) has looked at the relationship between learning a musical instrument and a child's social, emotional or cognitive development. Much of it suggests a positive relationship between the two.	4
Use of PSED Pivats, Boxall Profile and pupil voice materials to support accurate assessment of children's social, emotional and mental health	The Boxall Profile® was developed over fifty years ago by the educational psychologist Marjorie Boxall. Since then, the assessment has gained a long-lasting evidence-based reputation. The materials support professionals in understanding underlying needs of children and young people and to improve access to education for all.	4
Developing the PACE approach in school with all adults so that children feel safe and discover they can make progress	<p><a href="https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf">https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf</a></p> <p><i>The experience of safety seems to have a profound effect on pupils Louise Bomber, 2013</i></p> <p>PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in staff interactions with young people. Children need to feel that staff have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.</p>	4

**Total budgeted cost: £ 75885**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Tonacliffe Primary School offers a broad and balanced curriculum to all pupils whatever their individual characteristics. All children have the right to be happy, to be safe and to learn in an environment that is inclusive and promotes equality for all. Our values are rooted in inclusivity.

We use the curriculum and teaching to enhance the self-esteem of all those it serves and provide a learning environment in which each individual is encouraged to fulfil their potential. Through our curriculum, children are equipped with the tools to be successful.

Pupils receive quality first teaching by teaching staff who hold high aspirations for all and equip pupils with the belief that anything is possible. Spending on improving teaching ensures an effective teacher is in front of every class – this is the key to success and CPD is strongly rooted within the school.

In the last academic year, Tonacliffe used its Pupil Premium funding to provide both individual and group intervention to ensure continued progress and academic achievement. This has focused on English and maths and also includes: guided reading, use of teaching assistants for precision teaching (reading and spelling), Beat Dyslexia, WellComm, NELI, additional phonics, Better Readers, Accelerated Reader, targeted reading support for lowest attaining 20%, pre-teaching vocabulary, comprehension support, curiosity corner activities to promote oracy skills, after school writing and maths clubs for year 6. Pupil premium children have continued to receive additional funds for trips and some for music tuition too.

The impact of COVID-19 continues to be an issue and this has affected outcomes for disadvantaged pupils across the school.

In considering wider strategies, the use of Forest School has been invaluable and positive for reception and KS1 cohorts and this has improved behaviour and attitudes. Having access to play provision in KS1 has also supported improved mental wellbeing of these pupils too. Forest School has been introduced in to LKS2 for the academic year 2022 - 2023. Additional music tuition has been directed towards disadvantaged pupils and this will continue in order to boost wellbeing.

Attendance across the school continues to be lower since the pandemic and this is the case for disadvantaged pupils too. Improving attendance is part of the school's wider strategy and the EBSA Attend Framework has been used to support those pupils who were struggling in 2022 – 2023. This will continue.

Intended Outcome	Progress and Analysis
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among children who have completed NELI. Children starting school in nursery and reception are still coming in with lower oral language skills and vocabulary. This is an area that staff continue to focus upon.
Improved phonics, reading and writing attainment among disadvantaged pupils in the Y2 cohort.	100% Year 1 disadvantaged children achieved the phonics screening check. 86% Year 2 disadvantaged children achieved the recheck. End of KS1 2023 56% achieved EXS in reading and 63% achieved EXS in writing.

	Targeted interventions are in place to support raising achievement in phonics and reading.																																																
Improved reading, writing and maths attainment among disadvantaged pupils in Y6 cohort.	<p>End of KS2 2023 73% achieved EXS in RWM.</p> <p>82% Reading</p> <p>84% Writing</p> <p>82% Mathematics</p> <p>Of the 10 disadvantaged pupils 3 have SEND. 45% achieved RWM (55% achieved expected standard in reading, 64% writing and 45% maths) others made excellent progress given their starting points and ACEs.</p> <p>Targeted interventions in place to support catch up work – 2022 – 2023 in mathematics and writing.</p>																																																
Improved reading, writing and maths attainment across the school including for disadvantaged pupils.	<table border="1"> <thead> <tr> <th rowspan="2">School Year</th> <th rowspan="2">No of eligible pupils</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">GPS</th> </tr> <tr> <th>Exp+</th> <th>HS</th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>HS</th> <th>Exp+</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>18/19</td> <td>43</td> <td>79.1</td> <td>27.9</td> <td>79.1</td> <td>11.6</td> <td>86.0</td> <td>23.3</td> <td>86.0</td> <td>34.9</td> </tr> <tr> <td>21/22</td> <td>43</td> <td>67.4</td> <td>25.6</td> <td>58.1</td> <td>16.3</td> <td>67.4</td> <td>18.6</td> <td>69.8</td> <td>20.9</td> </tr> <tr> <td>22/23</td> <td>44</td> <td>81.8</td> <td>29.5</td> <td>84.1</td> <td>13.6</td> <td>81.8</td> <td>15.9</td> <td>84.1</td> <td>29.5</td> </tr> </tbody> </table> <p>Reading remains a high focus across school because we know this has to be key in achieving in all subject areas.</p> <p>Maths CPD has taken place and was a key SIP priority.</p> <p>Targeted interventions used after school so the curriculum is not narrowed.</p>	School Year	No of eligible pupils	Reading		Writing		Maths		GPS		Exp+	HS	Exp+	GDS	Exp+	HS	Exp+	HS	18/19	43	79.1	27.9	79.1	11.6	86.0	23.3	86.0	34.9	21/22	43	67.4	25.6	58.1	16.3	67.4	18.6	69.8	20.9	22/23	44	81.8	29.5	84.1	13.6	81.8	15.9	84.1	29.5
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To improve wellbeing for all pupils, in particular for disadvantaged pupils.	<p>Improved wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• More children learning to play instruments – band in place. Y3/4 and Y5/6 choirs in place.</li> <li>• External events attended in music and sporting competitions.</li> <li>• School performances took place across R-Y6</li> <li>• Forest school established in EYFS/ KS1 and LKS2</li> <li>• Extra-curricular clubs attended</li> </ul> <p>All these activities have contributed to children building their self-esteem, confidence and leadership skills.</p>																																																
To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils	<p>Attendance 2022 – 2023 95%</p> <p>EBSA used and EHA used too to support families with specific issues.</p> <p>Attendance remains a high priority for school.</p>																																																

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Ltd
Red Rose Letters and Sounds	LCC

