



Bringing out the Best in Everyone.
'Encourage one another and build each other up.' Thessalonians 5:1

Overview of Pupil Premium Expenditure to 2021 – 22

Number of pupils and pupil premium grant (PPG) received: Academic Year 2021 / 22	
Total number of pupils on roll	101 9 Nursery Total=110
Total number of pupils Free School Meal Total number of pupils Ever 6	9 FSM PP Grant- 8 children £10,760 Based on numbers October 2020
Covid Recovery Premium)	£500
Total Pupils eligible for Armed Services Ever 4	0
Virtual Headteacher (contribution for mental health)	0
Post Looked After	0
Pupil Premium Funding Allocation for this academic year	£10,760
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£15,760
Publish Date	October 2021
Review Dates	Jan 22 / April 22
Pupil Premium Lead	Kelsey Mort (Head)
Link Governor	Rob Hall/ Sue Fryers

Tilston Parochial CE Primary School Statement of Intent

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers.

The school rigorously monitors and evaluates the impact of Pupil Premium funding. Tracking of progress over time is essential so that we can quickly identify need and develop strategies and interventions to accelerate progress.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	<p>In total 9 pupils are entitled to Pupil Premium Support: 100% FSM</p> <p><u>FSM</u></p> <p>0% of PP pupils are in receipt of additional SEN funding (1 pending)</p> <p>Reading – 62.5% low, 37.5% middle, 0% high Writing – 50% low, 50% middle, 0% high Maths – 50% low, 25% middle, 25% high</p>
B.	<p>25% of pupil premium have had recent support (within last year) from Social Care in some way. 25% currently under a TAF. Extent of social, emotional and mental health needs of our children as a consequence of environmental factors including parenting, health, bereavement, poverty, attachment issues.</p>
C.	<p>Early Years: Communication barriers (speech and attention)</p>

External barriers

D	Attendance/Punctuality: 37.5% below 90% attendance
E	Small numbers within each cohort across the school.

Our Intent for the strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1: To improve the quality of teaching through a range of strategies and effective feedback given to pupils in Reading Writing and Maths for all pupils to ensure progress of pupils in line with other pupils nationally.</p>	<ul style="list-style-type: none"> • Staff assess curriculum for pupils below level of age related curriculum using the new PIVATs programme and SEND has release time to moderate with staff and to identify effective next steps targets which are shared in books. • Further embed school's Feedback policy and formative assessment strategy through sharing of best practice and mentoring. • Staff have performance management targets focusing on implementing a range of strategies to support pupils with additional needs. • Appropriate training identified for staff based on meta – cognition. • Teachers who are new to role to receive CPD relevant to teaching of core curriculum subjects • Additional adult (Teaching Assistant) support in Year 6 (due to % of pupils with additional needs) for at least 4 mornings a week in Literacy and Maths so to improve the quality of the feedback given; group / marking / verbal feedback. • Additional support for Y6 pupils with specialist English and maths lead teachers once per week. • Additional adult (Teaching Assistant) support in Year ½ for 2 days a week in Literacy, Phonics and Maths so to improve the quality of the feedback given; group / marking / verbal feedback. • Additional teacher support to focus on Y2 Pathways to Spell program 5 X 30 minute session per week. • Literacy Leader released over the 3 terms to moderate writing in each class with the teacher to assess and set future targets; always focus of FSM pupils in these sessions. • Early Years: Embed new school approach to teaching writing through book led approach, using elements of Pathways to Write. • Early Years: Teaching Assistant trained to run Nuffield language intervention for Early Years pupils.
<p>Priority 2: To improve the quality of teaching in order to close the gap in attainment for Reading and Phonics for all pupils and progress in Reading in line with other pupils nationally</p>	<ul style="list-style-type: none"> • Staff training for EYFS and Key Stage 1 for the teaching of phonics using Little Wandle Revised Letters and Sounds Programme. • Purchased Little Wandle reading practise books to support the teaching of phonics and reading progressions from EYFS to Year 1 • Promote love of reading: New library set up by Cheshire library service and a full audit completed to ensure quality and broad range of texts- non-fiction and fiction. • UKS2 review completed of all guided reading texts and new books purchased to develop whole class sets. • Reading intervention program to be implemented through Keep Up phonics daily sessions- Little Wandle • Laptops/I Pads/ Chromebooks made permanently available in all classrooms to allow children to engage with additional intervention programs such as Nessy.

	<ul style="list-style-type: none"> • Release time for Phonics leader and school leaders to monitor phonics weekly and an adults de-brief each week. 	
Potential Barriers	<p>For all year groups, FSM pupil may well have been disadvantaged by the lockdown from Spring 1. Analyse NFER / Benchmark / Phonics baseline assessments in September.</p> <p>Recovering reading/Writing documents compiled to identify gaps and show next steps to narrow the gap.</p>	
Teaching Priorities for the Current Academic Year		
Aim	Target	Target Date
<p>Reading</p> <p>Teaching and feedback in sessions good with outstanding features with a focus on reading to learn and fostering a love of reading.</p>	Progress of PP pupils in line with other pupils nationally.	SATs results Summer And NFER scores Sum 22
<p>Writing</p> <p>Teaching or writing good and majority outstanding, embedding the school's approach and effective feedback given through whole class / verbal / marking / peer / feed forward.</p>	Attainment in line with pupils nationally for pupil premium and in school gap closed. Progress for prior attainment groups in line with others nationally.	Teacher assessment Aut 21 and Summer 22.
<p>Maths</p> <p>Middle and Low prior attainers suitably supported in sessions through adult support, suitable challenge, quality feedback, effective use of a range of learning strategies.</p>	In Yr6, progress for PP pupils in line or above to national for each prior attainment group – particularly middle and low priors through additional adult support in class.	NFER Scores Dec 21 NFER Scores July 22 SATs Sum 22
<p>Phonics</p> <p>Ensure lowest 20% receive adequate support in class and intervention.</p>	85% of pupils achieve the pass rate in phonics. Average score of at least 34 and in line with national. Maintain achievement for Yr 2 retakes (from internal assessment) with average mark over 34.	Phonics test in Yr 1 Sum 22 Phonics retake in Yr 2 Sum 22 from internal assessments
<p>Other:</p> <p>Support for pupils who are in receipt of the premium and are SEND and / or working below the age related curriculum.</p>	All pupils who are SEND and working below level of curriculum make good progress.	Termly assessment windows.

Targetted Academic Support for the Current Academic Year	
Measure	Activity
Priority 1: Target 50% of PP children through interventions to make progress in line with other pupils.	Catch up funding has been used to provide the highest levels of teaching assistant support in classes. Children have 'Keep up' interventions daily to ensure they have
Priority 2: Pupils achieving phonics pass rate at least over 85% and average score 34 or more and progress of PP pupils in line with other pupils within phonics.	Teacher to deliver Y2 spelling program to enable Y1/2 teacher to focus on teaching and ensure ALL children have high quality phonics teaching daily. Keep up intervention sessions- daily for all children in EYFS/KS1
Potential Barriers:	Timetabling of interventions and balancing this with the wider creative curriculum.

Wider Strategies for the Current Academic Year	
Measure	Activity
Priority 1: To support pupils with their social and emotional needs.	School to purchase on line training of Trauma enforced practice. Staff to complete the one page audit OWOW and set action plan to implement trauma informed practice. ELSA to attend ELSA sessions termly. To purchase additional Educational Psychologist time for premium pupils to support SEND application for additional funding. Teaching assistant to attend Healthbox training and implement strategies and referral systems in school. Makaton friendly school award – received training and then implemented. Attachment training completed Hello Yellow- Mental Health day celebrated in school annually. To identify effective after school clubs which will support nurture, social and emotional enrichment of pupil premium children, for example garden club, Digital Wizards, Book Club and sports clubs.
Priority 2: To give total access to the curriculum and ensure fully inclusive which positively impacts on pupils' self-esteem.	Purchase of uniform for low income families Use of premium to pay for trips, sports clubs and residential. Improve the curriculum for the wider curriculum to include sticky facts and key vocabulary. ELKLAN teaching assistant to produce "topic" facts sheet to pre learn the rich vocab.
Potential Barriers:	

Our Implementation Plan for the intended expenditure Academic Year 2021 - 22

	Quality of Teaching Action	Intended Outcome	Evidence and rationale for this choice	How ensure implemented well	Staff Lead	When will review	Cost
Priority 1	To continue to deliver a mastery curriculum for the teaching of mathematics and English through excellent formative assessment procedures, and quality feedback.	<p>All children including PP children at Tilston will continue to reach or exceed the expected standard and Tilston will continue to outperform the national average of end of KS2 attainment.</p> <p>PP children exceed other pupils nationally for the expected standard and the in school gap is closed.</p>	<p>Enhance the good quality first teaching provision delivered through our mastery curriculum, embedding the formative assessment procedures,</p> <p>Additional adult support can enhance the quality feedback, including on the spot marking, verbal, whole class, through excellent subject knowledge throughout all teaching staff.</p>	<p>Lesson Observations Strategic Planning meetings with HT and all core subject leads</p> <p>Work scrutiny Analysis of in year assessment information.</p> <p>Coaching via the Writing lead through paired moderation meetings.</p> <p>Training identified to support the delivery and feedback of additional adults in classroom.</p> <p>CPD to be identified to support newly recruited staff in core curriculum subjects</p>	<p>KM JC MH</p> <p>Teaching Assistants</p>	Half termly	£5000

				All teachers with SEND children to complete Action plans for Inclusion, identifying strategies for enabling children to fully access curriculum and cater for specific needs – in line with Quality First Teaching.			
	To implement a curriculum for children who are SEND that supports and evidences their progress at their cognitive level. .	Assessments against new PIVATs matched to new curriculum will determine personalised next steps to ensure accelerated progress for all learners and specifically learners with special educational needs.	Diagnostic assessment which enables us to track the progress and next steps of all children working towards that standard or who are SEND. These assessments take place half termly and inform the next focus. Moderation takes place with SEND leader. Leader also focuses on FSM pupils who are on a SEND or are low prior attainers to support teachers.	Half termly SLT meetings with Interventions SEND lead Analysis of diagnostic assessment data PIVATs Provision maps and pupil progress meetings Lesson Observations of small group interventions	PE (SEND lead)	Half termly	

	<p>To deliver high quality teaching of Physical Development, early reading and writing within the early years phase through mentoring via leadership colleagues and CPD to ensure good quality first teaching.</p>	<p>School to be at least in line or above national averages for expected standard in Reading, Writing and Moving and Handling. And the same applies to greater depth.</p>	<p>PP Pupils in the previous year were below age related in these areas. The school as a whole were above national for Reading and Writing expected standard.</p> <p>The school aims to improve standards through a clearly defined curriculum using elements of training form narrative immersion and Pathways to Write. Also, implement Squiggle when you wiggle and Dough Disco to develop fine motor control tasks within the setting. Finally, use Nelly intervention with 10 weeks of training for TA.</p> <p>Additional adult in EYFS so one in each classroom.</p>	<p>Lesson Obs</p> <p>Dives into the Learning Journals</p> <p>Moderation of assessments and next steps targets.</p>	<p>SLT</p> <p>PE</p>	<p>Half termly</p>	<p>£1000</p>
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	Quality of Intervention Action	Intended Outcome	Evidence and rationale for this choice	How ensure implemented well	Staff Lead	When will review	Cost
Priority 2	To continue to deliver bespoke maths interventions focussing on lower/upper KS2 pupils who are low prior attainers	The percentage of all children including pupil premium children achieving expected standard in maths will meet national average for other pupils. Progress in line with other pupils nationally.	Majority of pupils low prior attainers and aim of the intervention is to “plug” gaps and accelerate learning through the use of 1 to 1 TA/Teacher support	Analysis of in year assessment data Pupil Voice and Staff Voice Lesson Observations Work scrutiny Moderation	MH Maths lead	Half termly	£1000
	To continue to deliver bespoke maths interventions focussing on lower/upper KS2 pupils and infants.	The percentage of all children including pupil premium children achieving expected standard in maths will meet national average for other pupils. Progress in line with Other pupils nationally.	Keep up interventions implemented daily following White Rose scheme of work. TT Rockstars	Analysis of in year assessment data Pupil Voice and Staff Voice Lesson Observations Work scrutiny Moderation	MH Maths lead	Half termly	£250
	To deliver quality phonics curriculum using Little Wandle Letters and	The percentage of all children including the pupil premium children achieving the pass mark in phonics is at	School has been consistently in line with national average.	Scrutiny every week to ensure consistency Pupil Progress meetings Learning walks	PA to monitor phonics	Half termly	£5000

	Sounds Revised and include targeted support for pupils in early reading and phonics.	least in line with national and the average mark is 34 or above.	School needs to develop clear end points and texts that relate to the teaching of phonics. Implement daily 'Keep up' Little Wandle sessions.	Analysis of in year assessment	PE& CB to deliver phonics everyday in EYFS & KS1 JHew/MH & DG in class support		
	Quality of Wider Strategies	Intended Outcome	Evidence and rationale for this choice	How ensure implemented well	Staff Lead	When will review	Cost
	Action						
	To continue to deliver a comprehensive programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. Achieved through additional	The mental health needs of our pupils will be met in school irrespective of the socio economic background of the child. This in turn will maximise the potential for the majority of our pupils to meet or exceed the national average expected standard.	Emotional health and well-being has been highlighted as a barrier to learning and therefore meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes. Use Health Box workshops for mental health week and 1 to 1	Pupil and Parent Voice Assessment data Attendance data analysis Feedback from Health, CAMHS, Ed Pysch and Social Care.	JHux/PE Mental health week PE Ed Pysch time	Every half term	£1000

	Ed Pysch time, ELSA support and Mental Health week.		counselling where appropriate. Identify enrichment opportunities in the form of school clubs which support nurture and social, emotional health. Mindfulness Program			Mindfulness program £500
	To give pupils access to the full curriculum ensuring we are fully inclusive through support with school uniform, residential and extra-curricular events.	Attendance to remain above national average for all groups of pupils. Those pupils defined as disadvantaged have levels of absence and persistent absence in line with national figures. A high percentage of attendance is an indicator of good academic attainment and positive attitudes to learning and high self-esteem.	Family Liaison teaching assistant meets with Safeguarding teams to share those in need of uniform and additional extra-curricular activities. KM & JF to review attendance for school every half term and identified pupils every 2 weeks. 96% target 2021-2022	Regular weekly meetings with Safeguarding Team supporting attendance. Analysis of attendance data.	AH	Attendance checks every 3 weeks Clubs termly. £500
Total Expenditure of money for the strategic plan for 2021 - 22						£15,760

