

Tenacres First School Pupil premium/Covid Recovery Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tenacres First School
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	19/09/2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Ceri Marshall-Headteacher
Pupil premium lead	Ceri Marshall/Jo Oakes - HT/SENCo
Governor / Trustee lead	Governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,280
Recovery premium funding allocation this academic year	£2,393
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,673

Part A: Pupil premium strategy plan

Statement of intent

Tenacres is committed to providing effective resources, enrichment opportunities and ensuring vital support is in place for these pupils to improve their academic outcomes. We aim to achieve this through key objectives as detailed below.

- To ensure that teaching and learning meets the needs of all the children
- To ensure that appropriate provision is made for children who are vulnerable, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- In making provision for socially disadvantaged children we recognise that not all children who receive Free School Meals/Ever 6 children are socially disadvantaged
- We also recognise that not all children who are socially disadvantaged qualify for Free School Meals/Ever 6. We reserve the right to allocate the Pupil Premium Funding to support any child or group of children the school identifies as being socially disadvantaged
- Pupil Premium Funding will be allocated following a needs analysis, which will prioritise individuals, groups, classes or year groups
- To facilitate and sustain parental engagement and support through initiatives such as one to one parent, teacher meetings to review progress, attainment, curriculum opportunities, support in school, target setting for school and home. This is to further strengthen links and continuity with approaches and support

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide Teachers and TA's with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to visitors, visits, first hand learning experiences and resources.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health -and the continued impact of the global pandemic to support children with BSE needs in order for them to access learning. Baseline reflects the % of children that are not 'Reception Ready' .
2	On average PP children can have lower attainment and make slower progress rates than their peers. Overall PP have gaps in their knowledge and can find it difficult to retain/recall prior knowledge. The ongoing impact/aftermath of covid has meant that this gap has widened for a number of PP children and although it is closing the impact remains.
3	Children typically enter Tenacres with lower levels of literacy and, more specifically oracy skills. This includes Speech, language and communication - to address gaps in acquisition of CAL.
4	Parental support including parenting skills and parents own mental well-being.
5	Access to wider opportunities. Some PP children have limited life experiences beyond their own home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books/technology.
6	Starting school resources

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. In addition, as a first school at key points EYFS entry/exit points/Phonic Screening/KS1 assessments will reflect continued improved for our PP children to 2025/256.

Intended outcome	Success criteria
Continued enhancement of the targeted provision in the 'Starlight Room' and further develop the Sensory Room for EYFS.	Support children in Years R-4 in developing their BSE skills including perseverance, resilience and self-management. Further development in children's speech and language skills. A designated 'safe' place for all children, in particular KS1 & KS2 (Starlight Room) children have access to if needed.
Increasing TA hours	Increased provision for smaller teaching groups/1:1 work and children make accelerate progress.

<p>To use Language Link in Reception & KS1 to improve speech and language outcomes</p>	<p>Effective and timely assessment of the children's language skills on entry in EYFS and programme of support in place.</p> <p>Continued provision for KS1 children that have made progress but have not achieved all aspects of language acquisition.</p>
<p>Curriculum Enrichment - visitors, coach travel, first hand experiences and additional provision/sessions including Forest School and swimming</p>	<p>All children have access to school trips and curriculum enrichment activities including removing the potential barrier of cost.</p> <p>All children to receive swimming lessons across the year in all Year Groups.</p>
<p>Implement targeted interventions including specialist provision with learning support.</p>	<p>Targeted interventions to ensure children make at least expected progress.</p> <p>Interventions include Nurture, Social Skills, Speech and Language, Reading, Writing and Maths and Motor skills for children.</p>
<p>Attendance initiatives</p>	<p>Activities include before and after school provision. Effective and timely interventions from school staff, EWO and FSW.</p>
<p>Family Support Worker (FSW)</p>	<p>FSW resident in school weekly and accessible to all families including 'drop in' sessions for parents/carers with follow up 1:1 sessions with parents/carers and children.</p>
<p>Phonics Screening Check</p>	<p>Speech and language specialist based in school weekly to contribute to the effective provision and interventions. Additional support for pupils with EAL. Support in phonics for targeted individuals across the school. Time to be increased from 1 day to 1.5 days.</p>
<p>Interventions EYFS and Yrs 1-4.</p>	<p>All TA's training in Speech and Language and lead interventions.</p>
<p>Mental Maths skills - Multiplication</p>	<p>Yr 4 outcomes reflect the intervention of Timetable Rockstars and the whole school focus on mental maths</p>

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: £10,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link	Language Link in place. Timely and effective assessments and provision in place. Children make progress.	3
<i>Speech and Language TAs attend update CPD</i>	Existing provision enhanced. SALT specialist based in school weekly.	3
<i>Phonics</i>	Further enhance existing provision through resources. Pupils make accelerated progress and are at least in line with those nationally.	2,3
<i>Mental Maths-Multiplication</i>	Further enhance existing support for pupils in school and the accessibility at home with Times table Rockstars.	2,3
<i>FSW</i>	Continued effective and knowledgeable support on offer which impacts on the families well being and children accessing learning and school life.	1,4
<i>PSHE Jigsaw</i>	Provision adapted to the needs of the children which impact on BSE, resilience in learning and mental well-being.	1
<i>Nessy</i>	Program is designed to support children with Dyslexia. Nessy Learning Program is an interactive learning system developed with specialist teachers at the Bristol Dyslexia Centre that teaches and reinforces reading and spelling through animated fun activities	2,3

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

Budgeted cost: £131,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Speech and Language</i>	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	3
<i>Phonics</i>	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	2,3
<i>Reading, Writing and Maths interventions</i>	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	2
<i>Starlight Room - Nurture</i>	From baseline to exit points children make progress in BSE and are able to transfer skills to the classroom which reflect in their attitudes to learning and accessing classroom provision.	1
<i>Gross Motor Skills (Squiggle whilst you Wriggle) and Fine motor skills</i>	Children make progress from baseline to exit points and is evidenced in accessing and using classroom resources/equipment to aid progress.	1,2,3

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance</i>	Whole school attendance is at least in line with National. No differential between groups of children. Purchase EWO support. Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Dedicated staff member based in the front office to monitor and work with the HT.	1,4
<i>Family Support Worker</i>	Increased % of families accessing support. Timely support reflects impact and progress.	1,4
<i>Starlight Room/Nurture Groups</i>	% of children accessing interventions and progress made from baseline to exit points. Range of interventions in place.	1,3
<i>Curriculum Enrichment</i>	Pupils have access to a wide range of activities within and beyond the	5

<i>Including swimming lessons</i>	curriculum experience to enhance their cultural capital.	
<i>Forest School</i>	Additional resources further develop provision and contributes to developing teamwork after the impact of the multiple lockdowns.	1
<i>Chadsgrove</i>	Specialist outside provider to support learning and BSE needs. In addition, assessments are completed and inform school of strategies to implement for children to access learning and impact of progress.	3
<i>Ed Psych</i>	Assessments contribute to the EHCP process and further strategies for staff to implement.	3

Total budgeted cost: £ 181,825

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Key areas of impact

- Over a third of the children in the school, approximately 150 children, accessed the Starlight Room at some point in the year. The vast majority were eligible for Pupil Pre. Average scores increased on interventions. Interventions such as Jimbo Fun (developing fine motor skills), Talkabout, Lego Therapy. Boxhall profile results reflected progress and impact of interventions.
- Increased number of staff trained in Language Link and Speech and Language strategies. The assessment showed that the children had major difficulties in certain aspects:
Concepts
Instructions
Negatives
Verb tenses
Pronouns
Instructions
Interventions were targeted around these specific areas. The outcome:
Y2 6 children across Yrs R-2 accessed this support. 11 passed the screening at the end of the year. The remaining had made significant progress and will continue to access Language Link during the current academic year (2024-2025).
- All children went on curriculum visits/received visits/workshops from external providers over the summer term from R - Y4 further enriching the curriculum. Children accessed additional Forest School sessions impacting on their self- management during class-based sessions.
- All children across the school received swimming lessons. Baseline data reflected the vast majority of children had not experienced a swimming pool/exposure to lessons. Exit point reflected the reverse; the vast majority of children had learnt the basics of swimming and water safety skills.
- Attendance for whole school was 94% (National 92%) and PP children 93%. There was a whole school differential of just 1.0%.
- FSW: Over 56 families accessed sustained provision, 37 of these families were Pupil Premium and feedback from parents/carers and children was extremely positive and impact of 1:1 sessions was seen by staff and parents/carers.
- FSW time in school was maintained at a whole day per week.

Phonics Screening Check: 82% (9/11) PP children achieved the pass mark in Year 1. This contributed to 93% of all children achieving the pass mark. The children that didn't pass has made good progress.

- Year 2 re-screening; By the end of Year 2 - 2 children achieved the benchmark and 2/4 PP children made significant progress towards the pass mark. Phonic support/interventions in 2024-25 in Year 3 will continue.
- EYFS Interventions: 10/11 PP children made progress and achieved typical level of development. Other children in the cohort also benefitted from support which impacted on CAL- at baseline 49% were Reception Ready and at exit 86% achieved GLD.
- The impact on the EYFS CAL subsequently impacted on the Writing as at baseline 18% were Reception Ready and at exit 76% achieved GLD in this aspect. This then impacts on PSED - with 43% at baseline and 86% at exit.
- Year 4 Multiplication Check - Children achieving 20+ increased from 39% to 78% (National 63%). Children achieving 25+ increased from 15% to 53% (National 29%) and the Mean Score rising from 17 to 21.6(National being 20.2).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	play.ttrockstars.com
Phonic Bug Club	Phonicbugclub.co.uk
Phonics Play	www.phonicsplay.co.uk
Letterjoin	www.letterjoin.co.uk
Nessy	www.nessy.com
Jigsaw	www.jigsawpshe.com
Signalong	www.signalong.org.uk
Squiggle whilst you Wriggle	www.spreadthesunshine.org.uk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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