



Tudhoe Colliery Primary School Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Tudhoe Colliery Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jim Smith
Pupil premium lead	Allison Boustead
Governor lead	Jill Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,264
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£73,264

Part A: Pupil premium strategy plan

Statement of intent

At Tudhoe Colliery Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children.
- Having high expectations for all pupils and ensuring all staff believe that all children can achieve well
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective
- Remembering that Pupil Premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points: Our disadvantaged pupils commonly show lower levels of literacy and language on entry to school, compounded by the fact our pupils come from up to 7 different nurseries, or have no nursery provision at all.
2	Less engagement with home reading: Less engagement in supporting children at home with reading means we need to ensure children have opportunities to read regularly in school. Additional reading interventions are often needed to support disadvantaged children's reading progress.
3	Weaknesses in Basic Skills: The Covid lockdown periods have particularly impacted our disadvantaged pupils basic skills of handwriting, spelling, basic punctuation and basic number understanding.
4.	Assessment for Learning: For strategies to address disadvantage to be effective, formative assessment across all aspects of the curriculum needs to be consistently strong.
5	Weaker oracy skills: Our disadvantaged children are often less confident when speaking in front of others and have weaker oracy skills.

6	Limited experiences outside of school: Our disadvantaged children often have less experiences outside of school, e.g. visits to places of interest e.g. museums, theatres etc.
7.	Lack of resilience and independence: School closure periods have had a negative impact on children's independent learning skills. Many children are struggling in terms of their social and emotional understanding.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	By 2023/24, more than 80% of disadvantaged children are meeting GLD at the end of Reception.
Ensure that disadvantaged pupils become fluent confident readers.	By 2023/24 numbers of pupils passing the phonics test in Year 1 and reaching ARE in Reading in all year groups higher than 80%. Assessment data shows disadvantaged children are becoming fluent readers.
Ensure interventions are targeted, effective and run by highly trained staff.	By 2023/24 interventions are consistently having impact: Data, book looks and other ongoing monitoring shows improvements in children's basic skills Smaller numbers of children are needing to access additional interventions Increased number of children working at ARE in Reading, Writing and Maths from Summer 2021 data.
Ensure staff are highly skilled in using formative assessment to identify specific areas children need to improve and ensure actions are taken to address these issues. Ensure assessment is accurate and effective in helping disadvantaged children keep up/catch up.	Data, book looks and other ongoing monitoring shows improvements in children's basic skills by 2023/24. Teaching is consistently adapted to meet needs. Increased number of children working at ARE in Reading, Writing and Maths from Summer 2021 data.
Ensure disadvantaged pupils are clear and confident speakers.	By 2023/24

	<p>Observations show speaking and presenting skills of disadvantaged children are significantly improved.</p> <p>Learning walks show regular opportunities for children to engage in talk activities.</p> <p>Curriculum planning for all subjects incorporate the explicit teaching of oracy.</p>
<p>Ensure all children have an opportunity for wide curriculum enrichment through the extra curricular activities and the Tudhoe 30.</p>	<p>By 2023/24</p> <p>Increase in numbers of disadvantaged children attending after school clubs – target 80% each year group.</p> <p>All disadvantaged children complete all Tudhoe 30 experiences during their time at Tudhoe Colliery.</p>
<p>Ensure disadvantaged pupils display effective independent learning behaviours and have strategies to communicate and deal with their emotions.</p>	<p>By 2023/24</p> <p>Independent learning tracking within each class shows increasing numbers of children hitting age related learning goals.</p> <p>Learning walks show high levels of independence of disadvantaged pupils.</p> <p>Children in social and emotional interventions on a short-term basis – progress from individual baselines is evident.</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: £42,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high quality targeted group work within Reception and Year 1, using an additional TA (full time Reception and 3 days a week in Year 1) to</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	<p>1</p>

<p>ensure high staffing levels and to allow for more targeted support.</p>	<p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.</p> <p><i>EEF Early Years toolkit: Early Literacy Approaches - additional 6 months progress</i></p>	
<p>Ensure all children are receiving high quality phonics teaching across Reception and Key Stage 1, by ensuring all staff are RWI trained and receive regular coaching in effective phonics teaching.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF Teaching toolkit: Phonics – additional 5+ months progress</i></p> <p><i>RWI is an approved DFE Phonics Programme</i></p>	2
<p>Embed the Maths No Problem programme for Maths from Reception to Year 6, ensuring all staff receive high quality training and regular coaching.</p> <p>Develop approach to teaching of basic number facts through the implementation of Number Sense across Reception and KS1 in combination with effective classroom teaching and additional intervention.</p>	<p>The EEF produced a guidance report on improving Mathematics in KS2 and 3 with several recommendations:</p> <ol style="list-style-type: none"> 1. Use assessment to build on pupils' existing knowledge and understanding 2. Use manipulatives and representations 3. Teach pupils strategies for solving problems 4. Enable pupils to develop a rich network of mathematical knowledge 5. Develop pupils' independence and motivation 6. Use tasks and resources to challenge and support pupils' mathematics <p><i>EEF: Improving Maths at KS2 and KS3</i></p>	3
<p>Develop effective assessment approaches in school:</p> <ol style="list-style-type: none"> 1. Ensure training for staff in effective formative assessment. 2. Develop assessment/data analysis system to allow accurate identification of 	<p>Effective Assessment Practices are referenced within several EEF Guidance Reports, including Improving Literacy and Maths at KS1 and KS2</p> <p>Identifying pupils who are struggling with their literacy is the first step. This requires teachers to collect accurate and up to date information about pupils' current capabilities, so that they can adapt their teaching to focus on exactly what each pupil needs to progress. <i>(EEF Improving Literacy in KS1)</i></p> <p>Target Teaching and support by accurately assessing pupil needs...Once pupils are</p>	4

target children/year groups.	<p>identified as struggling, the first step should be to accurately diagnose the specific issue(s) and then carefully plan how to support the pupil. (<i>EEF Improving Literacy in KS2</i>)</p> <p>Identifying pupils who are struggling with their literacy is the first step. Diagnostic assessments should then be used to understand the nature of the pupils' difficulty, and match them to an appropriate intervention (<i>EEF Improving Literacy in KS1</i>).</p>	
	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><i>EEF Evidence Based Guide for School Improvement Planning 2021-22</i></p>	3 and 4
Develop effective approaches to teaching spoken language and discussion skills, through involvement with Stage 3 of Voice 21 Oracy project.	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><i>EEF toolkit: Oral Language Interventions - additional 6 months progress</i></p>	5

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

Budgeted cost: £15,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield early Language Intervention within Reception.</p> <p>Implement WellComm Speech and Language intervention across whole school as appropriate.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional</p>	1

	<p>progress for the Nuffield Early Language Intervention.</p> <p><i>EEF toolkit: Communication and language approaches - additional 6 months progress</i></p> <p><i>NELI - additional 10 months progress</i></p>	
<p>Continue to develop intervention specialist roles where support staff are specifically trained in running structured interventions within a specific area e.g. phonics, reading, maths etc.</p> <p>Speech and Language specialism introduced from September 2023.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><i>EEF toolkit – additional 4-6 months progress</i></p>	3
<p>Train staff in effective whole class reading teaching strategies.</p>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><i>Impact of Reading Comprehension Strategies – additional 6 months progress</i></p>	2
<p>Ensure all interventions are rooted in effective assessment practices:</p> <ul style="list-style-type: none"> • Assessment is used to identify pupils and diagnose specific areas of need • Ongoing assessment used throughout intervention sessions • Assessment used to measure progress 	<p>Many research studies on targeted interventions highlight accurate assessment as being key to the success of an intervention, both in terms of identifying children for an intervention and in diagnosing specific needs:</p> <p>Target Teaching and support by accurately assessing pupil needs...Once pupils are identified as struggling, the first step should be to accurately diagnose the specific issue(s) and then carefully plan how to support the pupil. <i>(EEF Improving Literacy in KS2)</i></p> <p>Identifying pupils who are struggling with their literacy is the first step. Diagnostic assessments should then be used to understand the nature of the pupils' difficulty, and match them to an appropriate intervention <i>(EEF Improving Literacy in KS1)</i>.</p>	4

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

Budgeted cost: £14,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a range of effective Social and Emotional interventions to support children with developing independence and managing emotions.	<p>Research shows efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. <i>(EEF Social and Emotional Learning)</i></p> <p>EEF Toolkit: Additional 4 months progress</p>	7
Continue with a School Counsellor 1 day per week to support children's emotional wellbeing.	<p>Research from the University of Roehampton in collaboration with the BACP, showed School-based humanistic counselling is effective and led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p>	7
<p>Adapt systems for after school clubs to ensure greater access for disadvantaged pupils.</p> <p>Ensure all children have access to the full Tudhoe 30 of experiences.</p>	<p>In school data shows that take up of after school clubs is lower for disadvantaged pupils than non-disadvantaged pupils.</p> <p>A study by the Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of school. The findings show that disadvantaged children are less likely than other children to access many out of school activities including sports clubs, extra tuition and music lessons.</p> <p>Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.</p>	6

Total budgeted cost: £73,264

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data headlines:

- Data continues to show the impact of phonics and reading interventions, with **80% of PP children passing the Year 1 Phonics check**, and 70% of children scoring over 36/40.
- In Year 2 **67% of PP children achieved the expected standard in Reading and Maths and 56% in Writing**. Although this is below school target of 80% by 2023/24, our analysis suggests part of the reason for this was the ongoing impact of Covid-19, for example, a significant number of children were still working on the RWI Phonics programme in the spring and summer terms rather than completing in the autumn term as expected.
- Within the Times Table check, **PP children scored an average of 20.5** which was the same value as national non-disadvantaged pupils in 2022 and well above the National average score for disadvantaged pupils at 17.9.
- In Year 6, **83% of PP children reached expected standard in Reading and Maths**, exceeding our 2023/24 target of 80%, and **75% reached the expected standard in Writing**. It is worth noting the differing numbers of PP children within cohorts here as 2022/23 Year 6 had 40% of children eligible for PP whereas 2023/24 Year 6 has only 16%.

Reception data for PP GLD was lower than targeted however this is in part due to very small numbers in Reception 2022/23 with only 3 pupils eligible for Pupil Premium.

The Behaviour Wheel continues to have a strong impact and observations have shown positive independent learning behaviours of disadvantaged pupils. Behaviour log information also shows no significant difference between PP and non-PP children and where there are differences, this can also be attributed to SEND needs.

Data has shown the positive impact of Maths No Problem, with increased reasoning scores across the school.

In terms of basic skills, book looks and ongoing monitoring shows that basic skills, particularly in writing, have improved considerably this year, however this will

remain a focus for 2023/24. Basic number continues to be an issue and as a school we have trialled Number Sense as an additional resource and will be implementing this across Key Stage 1 from September.

Staffing changes, staff changing hours and reallocation of staff had an impact on specialist intervention roles this year, however these roles have now been reviewed and reallocated for next year meaning we can prioritise interventions in reading, phonics, speech and language and basic maths with specific members of staff taking on these roles. We have also adapted the interventions provided, including Wellcomm for Speech and Language, Number Stacks for basic Maths and ensuring more children have access to the KS2 fluency intervention.

These results mean that we are on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

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
Read Write Inc	Oxford University Press
Maths No Problem	Maths No Problem
Oracy Programme	Voice 21