

Pupil premium strategy statement – Tolleshunt D’Arcy St Nicholas C of E Primary Academy

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	108
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025 and 2025-2026
Date this statement was published	07.12.23
Date on which it will be reviewed	07.12.23
Statement authorised by	L. Osborne
Pupil premium lead	E. Reece
Governor / Trustee lead	H. Steele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25 430
Recovery premium funding allocation this academic year	£2030
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£27 460

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Tolleshunt D'Arcy St Nicholas C of E Primary Academy, irrespective of their background, receive effective support and are appropriately challenged to make progress and attain high standards across the curriculum. We are committed to diligently monitoring the performance of all our pupils against national benchmarks. In cases where achievement falls below expectations, including for those identified as high attainers, we thoroughly analyse potential hindrances to their attainment and devise effective responses.

We base our decision-making on evidence to prioritise efforts on practices that are most likely to be effective for pupils from lower socio-economic backgrounds. Our goal is to ensure they achieve highly and enjoy ample opportunities, regardless of their family background. Recognising the potential setbacks caused by the pandemic, particularly in closing the educational gap, we acknowledge that children identified as disadvantaged may face significant challenges in educational recovery. This fuels our commitment to focusing on evidence-based strategies for the benefit of our disadvantaged pupils.

At Tolleshunt D'Arcy St Nicholas C of E Primary Academy, we take pride in our thorough understanding of all our children and families. This enables us to conduct a diagnostic assessment rather than make assumptions about the impact of disadvantage. Aligned with our School Development Plan, our strategy aims to:

- Promote early intervention when a need is identified.
- Set high expectations for all pupils, ensuring that disadvantaged pupils are appropriately challenged.
- Foster a whole-school approach, where every staff member takes responsibility for all pupil outcomes, sustaining high expectations for what children identified as disadvantaged can achieve.

To realise these aims, we prioritise the following key principles:

- High-quality and inclusive teaching remains the top priority for pupil premium spending. We invest in developing high-quality and inclusive teaching through professional development, training, and support for early career teachers. We ensure an effective teacher is present in every class, and every teacher is supported in continuous improvement.
- Targeted academic support is crucial, as evidenced by its consistently positive impact, especially on those not making satisfactory progress or disproportionately affected by the pandemic. Structured small group

interventions, linked to classroom teaching and the curriculum, form an integral part of our pupil premium strategy.

- Wider strategies are implemented to address significant non-academic challenges impacting success in school and academic attainment, including attendance, behaviour, and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Weak oracy skills and gaps in vocabulary – observations and discussions with pupils indicate that disadvantaged pupils, across the primary phase, are vulnerable to underdeveloped oracy skills and vocabulary knowledge.
2	Phonics – assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers, which can hinder their rate of development as readers.
3	Core subject attainment – assessments and observations indicate that disadvantaged pupils are less likely to achieve expected standard or greater depth at the end of KS2.
4	Social and emotional needs – discussions with teachers, pupils and their families have identified a greater need for support with social and emotional needs amongst our pupils identified as disadvantaged. At times this is due to less opportunities for enrichment activities that promote social and emotional development.
5	Attendance and punctuality – Attendance amongst disadvantaged pupils was noted as 4.7% lower than for non-disadvantaged pupils. Authorised absences are 3.5% higher for disadvantaged pupils than non-disadvantaged pupils.

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 indicate significantly improved oral language amongst 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 amongst disadvantaged pupils.	Improved phonics and reading outcomes in 2025-2026 that show more than 75% of disadvantaged pupils met the expected standard.
Improved core subject attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2025-2026 that show more than 75% of disadvantaged pupils met the expected standard in reading, writing and maths.
Sustain improved wellbeing for all our pupils, including those identified as disadvantaged.	Sustained high levels of wellbeing by 2025-2026 demonstrated by: <ul style="list-style-type: none"> - School community surveys, including pupil and parent voice, a teacher observation - Sustained involvement in enrichment activities, particularly amongst disadvantaged pupils
Sustain good rates of attendance and punctuality for all our pupils, including those identified as disadvantaged.	Sustained good rates of attendance and punctuality by 2025-2026 demonstrated by: <ul style="list-style-type: none"> - The overall authorised absence rate for all pupils being no more than 4% (3.8% national December 2023). - Whole school attendance, including the attendance of disadvantaged pupils being no less than 95%, (94.7% national December 2023).

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: £11460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide training and development for all teaching staff to ensure they are confident in using standardised diagnostic assessments to</i>	Standardised tests can provide reliable information about pupil performance. This can be used to inform future planning through the universal and targeted offer so that instruction and feedback is matched to the learners' need.	3

enable early identification and response to pupils falling behind.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	
<p>Provide coaching so that all teaching staff understand how to implement the English curriculum to impact positively on progression in speaking and listening, reading and writing.</p> <p>Fund release time for the English subject leader to ensure the English curriculum remains aligned to DfE and EEF recent guidance.</p>	<p>Language and literacy provide children with the foundation not just for academic success but for fulfilling careers and rewarding lives.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
Provide coaching to teaching staff to ensure our DfE validated Systematic Synthetic Phonics programme is taught with fidelity, to secure stronger phonics teaching for all pupils.	<p>Systematic Synthetic Phonics has a strong evidence base that indicates positive impact on the accuracy of decoding, particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
<p>Ensure all teaching staff are confident with the CPA approach so they can deliver our Maths curriculum with fidelity for strong impact.</p> <p>Fund release time for the maths subject leader to ensure the maths curriculum remains up-to-date with DfE and EEF guidance.</p>	<p>Mathematics is essential for everyday life and a foundation for fulfilling careers in technology, science and engineering.</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows mastery learning is effective. This is where learning outcomes are kept constant but the time and resources needed for pupils to become proficient or competent at these objectives is varied.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deliver an oracy programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</i>	<p>Oral language interventions are shown to have a very high impact for a very low cost based on extensive evidence.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 3
<i>Implement additional phonics targeted interventions for disadvantaged pupils, who require further phonics support.</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
<i>Using the National Tutoring Programme provide tuition for pupils who have fallen behind. A proportion of children who receive the tutoring will be disadvantaged.</i>	<p>One to one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Implement same day targeted intervention for core subjects to support low attaining pupils or those falling behind.</i>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
<i>Introduce Forest School to our youngest learners and KS2 pupils who are disadvantaged or lower attaining</i>	<p>Development of: communication skills, confidence, participation, social skills, metacognition and self-regulation.</p> <p>EEF: metacognition and self-regulation Forestry Commission (www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/)</p>	1, 3, 4 and 5

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhance the universal and targeted offers for delivering social and emotional learning to enable early intervention and sustained support for all pupils.</i>	<p>Social and emotional learning can improve children's decision-making skills, interaction with others and their self-management of emotions. It can support children to work effectively with their peers, teachers, family or community. Social and emotional learning can be effective through:</p> <ul style="list-style-type: none"> - School-level approaches to developing a positive school ethos to support greater engagement in learning - Whole class teaching - Specialised programmes that form targeted interventions for pupils with particular social and emotional needs. <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4
<i>Enable all pupils to access a breadth and depth of rich experiences and opportunities.</i>	<p>A broad and balanced curriculum offer that is enriched a variety of experiences and opportunities, particularly linked to the arts and sports, can impact positive on a child's cultural capital, wellbeing and success in school.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 3 and 4
<i>Track, monitor and respond to attendance and punctuality data for all pupils.</i>	<p>Daily monitoring of attendance and punctuality and can help to ensure all pupils are in school, on time, when they are fit and well.</p> <p>Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)</p>	5

Total budgeted cost: £27460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Tolleshunt D'Arcy St Nicholas C of E Primary Academy undertook a reset last academic year with a focus on enhancing effective teaching and learning to enable all pupils, especially those identified as disadvantaged, to achieve highly. The school's commitment to this objective has resulted in a renewed focus on the academic success and wellbeing of all pupils.

The development of the following initiatives began last academic year:

Enhanced Phonics Instruction - implementation of a validated phonics scheme during the summer term ensures that all teachers possess the necessary guidance and materials for delivering high-quality phonics sessions. Disadvantaged pupils, in particular, benefit from this approach, as it paves the way for a rapid mastery of decoding and early reading skills.

Early Intervention and Catch-Up Strategies – a swift identification process for children falling behind allows for prompt and targeted interventions. A tutor has been engaged to support disadvantaged pupils who require additional assistance, ensuring a catch-up mechanism that addresses individual learning needs.

Inclusive Enrichment Opportunities - all pupils, regardless of background, have equal access to a range of enrichment opportunities and experiences, fostering a holistic educational experience. This inclusive approach contributes to breaking down barriers and promoting a sense of equality among pupils.

Continuous Improvement and Impact Assessment - regular reviews of the impact of implemented practices have led to adjustments for the current academic year, ensuring a sustained and high-level impact on the academic progress of disadvantaged pupils. The commitment to ongoing improvement demonstrates a dynamic and responsive approach to meeting the evolving needs of the students.

Access to Online Learning Resources - pupils have been provided with online resources, enabling them to practise key skills in English and maths at their convenience and from any location. This initiative promotes independent learning and bridges potential gaps in access to educational materials.

Emotional Support for Readiness to Learn - In-school emotional support is available to facilitate co-regulation, ensuring that children are emotionally prepared for learning. This approach recognises the importance of emotional well-being in fostering an environment conducive to effective teaching and learning.

The adoption of a three-year strategy marks the beginning of a sustained effort to provide high-quality and inclusive teaching for all children. The strategy sets the stage for continuous improvement and a commitment to unlocking the full potential of every pupil, irrespective of their background.

In summary, we continue to work towards ensuring the outcomes for disadvantaged pupils at Tolleshunt D'Arcy St Nicholas reflect a comprehensive and proactive approach, demonstrating progress in academic achievement, wellbeing, and inclusive education. The school's commitment to ongoing improvement ensures a sustained positive impact on the learning experiences of all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Further information (optional)

In addition to the work that is funded by the pupil premium funding, there is an active PTFA within the school that raise funds to support all children to access enrichment opportunities linked to the school curriculum.