

Tatsfield Primary School

Pupil Premium Strategy Statement

Reviewed December 2024

[Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK](#)

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

The PP grant is allocated to academies for 2 separate objectives:

- raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- providing support for children and young people with parents in the regular armed forces

School overview

Detail	Data
School name	Tatsfield Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Jewitt, Headteacher
Pupil premium lead	Rachel Jewitt, Headteacher
Governor / Trustee lead	Jenny Bradshaw

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with our school motto 'Aim High, Achieve More', high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 approach will be 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:

- focus on a strong sense of belonging for all – focusing on our under-served learners
- 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	Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills, speech and language needs and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to the end of KS1 and some in KS2. In general, this is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with staff suggest disadvantaged pupils make slower progress in phonics than their peers. This negatively impacts their development as readers.
3	Referrals for mental health and emotional support have increased.
4	Emotional support (including regulation strategies) is needed to support pupils' behavioural needs.
5	Attendance and punctuality – the school is focussing on reducing the % of persistent absence and improving pupil punctuality.

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
1	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils by the end of KSI. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Improved Phonics attainment for disadvantaged pupils at the end of KSI.	<p>KSI Phonics outcomes in and 2024/2025 will show an improvement of pupil attainment from 2023-2024, specifically disadvantaged pupils.</p> <p>The % of pupils in Year 2 who did not meet the expected standard in Phonics at the end of Y1 will increase from 2023-2024 data.</p> <p>The number of disadvantaged pupils (without SEN) meet the phonics check standard by the end of Year 1 is in line with national data.</p>
3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • attainment in core subjects will be in line with, or better than, national data in 2024-2025
4	Improved behaviour for all pupils.	<p>In 2024-2025:</p> <ul style="list-style-type: none"> • behaviour incidents to reduce over the year 2024-2025 • the number of suspensions to reduce from 2023-2024 • specialist support for individual pupils to support behaviour • behaviour incidents to reduce for individual pupils by the end of 2024-2025
5	To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1% • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers • punctuality rates to improve each term during 2024-2025

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

Budgeted cost: c.£16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce a specific language intervention (ELCi) in Early Years</p> <p>Ensure all relevant staff (including new staff) have received training to deliver the Pearson Phonics Bug scheme effectively</p> <p>To deliver SaLT interventions to targeted children in Year 3</p> <p>To train staff and deliver Literacy for All to support reading skills in Years 1,2,3</p>	<p>EYFS intervention listed in the Teaching and Learning Toolkit by EEF as having moderate impact on pupil attainment.</p> <p>Enhanced Language & Communication pilot from scerts.com</p> <p>Digital technologies and phonics listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.</p> <p>Oral Language interventions listed in Teaching and Learning toolkit, EEF, as having moderate impact.</p> <p>Programme outcomes to include accelerated reading accuracy and fluency, increased vocabulary and improved comprehension skills</p>	<p>1,2</p> <p>1,2,3</p> <p>1,2</p> <p>1,2,3</p>
<p>To further develop Quality First Teaching strategies and approaches specific to Tatsfield Primary School</p> <p>To provide CPD to teachers and TAs to support Quality First Teaching to have an impact on outcomes for disadvantaged pupils</p> <p>To provide extra staff for small focussed group teaching in classes and provide sets for year and 6</p>	<p>Quality First Teaching is especially significant for children from disadvantage backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.</p> <p>Quality First Teaching is especially significant for children from disadvantage backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.</p> <p>Reducing class size listed in EEF Teaching and Learning toolkit as having moderate impact.</p>	<p>3</p> <p>3,4</p>
<p>To provide support (in school and via external agencies) to support pupil mental health and wellbeing</p>	<p>Social and Emotional Learning listed in EEF Teaching and Learning toolkit as having moderate impact. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3,4</p>

Targeted academic support

Budgeted cost: c.£4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote and monitor Lexia reading intervention and track children accordingly</p>	<p>Digital technologies listed in the Teaching and Learning toolkit by EEF as having moderate impact for PP children.</p>	<p>1</p>
<p>To boost reading comprehension and writing in the school through Talk for Writing initiative</p>	<p><u>Talk-for-Writing-Review-of-related-research.pdf</u> (talk4writing.com)</p>	<p>2,3</p>
<p>To provide CPD to teachers and TAs to support Quality First Teaching to have an impact on outcomes for disadvantaged pupils</p> <p>To provide extra staff for small focussed group teaching in classes and provide sets for year and 6</p>	<p>Quality First Teaching is especially significant for children from disadvantaged backgrounds. (Sutton Trust) and EEF feedback gives high impact for low cost.</p> <p>Reducing class size listed in EEF Teaching and Learning toolkit as having moderate impact on pupil attainment.</p> <p>Targeted teaching support.</p>	<p>2,3,4</p>

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

c. £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, regulation strategies, restorative practice and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Appoint an Attendance Champion, organise training and time to analyse data.</p> <p>Work in partnership with the local authority Inclusion Officer to monitor attendance and punctuality data.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF data – poor attendance and low reading levels are the biggest challenges affecting disadvantaged pupils' academic achievement Attendance and reading key barriers to disadvantaged pupils'... EEF</p>	3,5
Reviewing assessment procedures and introducing a new assessment program.	Greater detail with analysis of pupil progress – targeted support based on data	1,2
Wider opportunities, ensuring financial support is offered to disadvantaged pupils for trips and extra-curricular activities	<p>5 Reasons why school trips are an essential part of learning » SCIS</p> <p>Study by Oxford education group reveals positive effect of school trips News & Ideas School Travel Organiser</p>	1,2,3,4,5

Total budgeted cost: £21,000

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 2023-2024 academic year.

Our school and statutory assessments during 2023-2024 suggested that the performance of disadvantaged pupils though had improved was lower than in the previous years in key areas of the curriculum. Although numbers of groups of pupils were small in KS2 (1 pupil) progress was evident from starting points.

Overall attendance in 2023-2024 was higher than 2022-2023. EBSNA and increased numbers of pupils with anxiety and behaviour support affected overall attendance. Punctuality remains a focus but lower than preceding years. Absence among disadvantaged pupils was lower than their peers. This was due mainly to a few children with anxiety and behaviour support. Pupil premium funding was able to support pupils' return to school (EBSNA) or support improvements in attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be affected last year. Increased partnerships with external agencies (YMCA, MindUp, Clockwork) supported in-school pastoral and mental health support.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. The Behaviour Policy and behaviour strategies have been reviewed for the academic year 2024-2025 and specialist advice/support will be followed to support individual pupil needs. This aims to also have an impact on raising behaviour across the school. This will also have a positive impact on behaviour for learning and will support the improvements to be made with attainment in core subjects.

Externally provided programmes

Programme	Provider
Lexia Reading programme	Lexia Learning
Talk for Writing - Pie Corbett	Jamie Thomas
ELCi (Enhanced Language & Communication initiative)	Surrey Educational Psychologist Service
Literacy for All	Surrey Education Services