

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Tintwistle CE (A) Primary
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	21.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	10.12.21
Date on which it will be reviewed	19.11.22
Statement authorised by	FGB
Pupil premium lead	M Mulhall
Governor / Trustee lead	S Lees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,520
Recovery premium funding allocation this academic year	£2,835
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	£25,355

Part A: Pupil premium strategy plan

Statement of intent

Through our strategy plan we aim to ensure that our disadvantaged pupils are supported to thrive, both academically and emotionally. We tailor support to the needs of the individual and consider the needs of all low income families, not just those in receipt of free school meals.

Early language skills are essential for a child to be able to access the wider curriculum and this is a key focus for us. We also emphasise early reading and phonics skills.

We believe that all children have a right to cultural enrichment and that as a school we are well placed to provide our pupils with a variety of rich experiences. We also aim to foster a love of nature and respect for the natural world and believe that time spent in nature promotes good mental health.

Challenges

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

Challenge number	Detail of challenge
1	Raise pupil attainment in early reading and spelling
2	Raise pupil attainment in early speaking and listening
3	Increase pupil participation in cultural activities
4	Improve pupil mental health and wellbeing
5	Raise pupil attainment in mathematics

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 to develop sound phonics skills leading to accelerated progress in early reading.	Y1 phonics screening to exceed national averages Y2 reading SATs to exceed national averages

<p>Children in the early years will be able to express themselves clearly and participate confidently in the classroom environment.</p>	<p>Improved language scores evidenced by language screen. Lesson observations to show high levels of engagement and participation by all children.</p>
<p>Pupils to engage in a wide range of cultural activities including music, art and dance. Pupils to have authentic experiences working with arts practitioners.</p>	<p>Artsmark award by September 2023. Surveys to ensure that all pupils have engaged with a wide variety of cultural experiences each year.</p>
<p>Pupils will be confident, competent mathematicians with a sound knowledge of age appropriate mathematical concepts.</p>	<p>Internal assessments to show children regaining ground lost due to covid. Y2 and Y6 mathematics results to meet or exceed national averages.</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: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support service £450	All evidence suggests mental health impacted by covid.	4
Nuffield Early Language (NELI) training for a further member of staff £200	As recommended by DfE	2
Educational Psychology support and training £1000	Including precision teaching training for staff to carry out interventions	1,2,4,5

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

Budgeted cost: £16,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandell Letters and Sounds £850	New DfE requirement to adopt a validated phonics scheme	1
Phonetically decodable reading books linked to Little Wandell £2200	New DfE requirement to have phonetically decodable books linked to validated phonics scheme	1
School led tutoring £2835	As recommended by DfE	1,5
Phonics interventions £3500	Catch up as recommended by DfE	1
Phonics tracker £144	Required to evaluate effectiveness of interventions.	1
NELI delivery £800	Recommended by DfE and EEF	2
Additional TA hours for maths support £6000	Delivery of maths mastery in EYFS and KS1 recommended by DfE and EEF. Support of interventions in KS2	5

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

Budgeted cost: £7,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools £2100	Benefits of engaging with nature for mental health widely documented.	4
Wider Opportunities music (clarinet lessons for all Y3 and Y4 pupils including trip to play at the Halle £1500	Understanding of the rights of all pupils to access cultural capital widely documented.	3
Subsidies for residential trips £1000	Development of independence, team work, resilience and skills necessary for successful transfer to secondary schools.	3,4
Subsidies for day trips and visits £1000	Understanding of the rights of all pupils to access cultural capital.	3,4
Delivery of Homunculi Programme £500	Recommended by Educational Psychologist	4
Milk for pupils on free school meals £1170	Required by law	

Total budgeted cost: £25,399

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Internal data has shown that following lockdown pupils' progress varied dramatically, in part due to vastly differing levels of engagement with home learning. Assessments in November 2021 show that pupils had made good progress and begun to catch up, with the data moving closer to that which would normally be expected of pupils of each age group.

Phonics catch up screening of the Y2 children who should have taken the assessment in Y1 showed that 90% had met the required standard, well above the proportion nationally who normally pass in Y1.

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
Early Years Maths Hub	Turing NW

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?	

Further information (optional)

Pupil premium funding is a part, not the whole, of our commitment to ensuring all our children receive a well-structured curriculum which includes a wide variety of enjoyable, memorable experiences.