

Pupil Premium Strategy Statement 2024 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 C.E. (A) Primary
Number of pupils in school	115 (including Nursery)
Proportion (%) of pupil premium eligible pupils	17/115 = 14.8% 8/115 (NLEBP) = 7.0% Total: 25/115 = 21.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	24.01.23
Date on which it will be reviewed	24.01.24
Statement authorised by	FGB
Pupil premium lead	Mike Mulhall
Governor / Trustee lead	Scott Lees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,245
Recovery premium funding allocation this academic year	
National Tutoring Programme	£1,958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2810
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	£49,013

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	Increase the number of children in EYFS who achieve GLD
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 reading, writing and maths (KS1 and KS2)

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

Children in the early years will be able to express themselves clearly and participate confidently in the classroom environment.	Improved language scores evidenced by language screen. Lesson observations to show high levels of engagement and participation by all children.
Pupils to engage in a wide range of cultural activities including music, art and dance. Pupils to have authentic experiences working with arts practitioners.	Artsmark award by September 2023. Surveys to ensure that all pupils have engaged with a wide variety of cultural experiences each year.
Pupils behaviour is better as identified through CPOMS review with SEMH interventions well established.	Staff Trained, CPD in place, outside support engaged – leading to a reduction in the number of behaviour related incidents.
Pupils in KS1 will be confident, competent mathematicians with a sound knowledge of age appropriate mathematical concepts.	KS1 mathematics results to meet or exceed national averages.

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: £19,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Streaming Teacher (0.4 at UP3) £19,633	Class Size Reduction Reducing Class Sizes (EEF)	2, 5
<ul style="list-style-type: none"> Data for academic year 2024/2025 shows a significant improvement in attainment for the highlighted groups, evidenced through data comparison with 2023/2024 data drop for this cohort. 		

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

Budgeted cost: £12,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School TA (Grade 8, Level 12 (£14.26/hr) – x 3hrs/week x 37 weeks) £1582.86	Outdoors support (linked to curriculum – e.g. science and plants) to enable disadvantaged children time in nature to develop better teamwork, motivation and resilience and improve academic outcomes.	2,3,4
<ul style="list-style-type: none"> Forest School continues to be enjoyed across the school and is an example of outstanding practice as evidenced through monitoring of sessions (including wraparound – which continues to be oversubscribed and generates income for us to enable further development of Forest School 		
School led tutoring £1958	As recommended by DfE	1,5

<ul style="list-style-type: none"> 3 x targeted children have received additional support but one of the identified children has not made progress due to significant attendance issues 		
Phonics tracker £144	Required to evaluate effectiveness of interventions.	1
<ul style="list-style-type: none"> Implemented and highly effective, evidenced through 100% pass rate for Y1 		
NELI delivery £800	Recommended by DfE and EEF	2
<ul style="list-style-type: none"> Implemented and highly effective, evidenced through monitoring of EYFS. GLD has improved again from 2023/2024, however this is cohort specific. 		
Additional SEND TA hours for classroom support (Grade 8, Level 12 (£14.26/hr) – x 15 hours/week x 38 weeks) £8128.20	Delivery of maths mastery in EYFS and KS1 recommended by DfE and EEF. Support of interventions in KS2	5
<ul style="list-style-type: none"> All children with SEND are well supported and on the correct pathways. Funding is in place for key children who now have Pupil Profiles Grey area SEND children have been identified for 25/26 Work is underway for Maths Mastery through Maths Lead and Sarah Bott delivering the Maths Hub Programme – this needs to be embedded in 25/26 		

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

Budgeted cost: £17,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Afternoons (Grade 8, Level 12 (£14.26/hr) – x 2hrs/week x 37 weeks) £1055.24	Benefits of engaging with nature for mental health widely documented.	4
Art Specialist Afternoons £30/hr x 2 hrs/wk x 37 weeks)		

£2220		
<ul style="list-style-type: none"> Children have been well supported to engage in the wider curriculum through enrichment afternoons and there has been a significant reduction in behaviour issues since the removal of Golden Time. Art specialist links learning to the whole school curriculum to reinforce learning. Attendance has not been consistent from specialist throughout the year so may need some consideration as to full effectiveness so may not be on strategy for 25/26 		
After School Specialist Provision (wider opportunities) Specialist Afternoons £30/hr x 4 hrs/wk x 37 weeks) £4440	Benefits of wider skills e.g. cooking, art skills, sporting opportunities, forest school, well-being, leads to better behaviour. Some evidence shows arts participating can improve educational outcomes.	3,4
<ul style="list-style-type: none"> Wraparound Care Figures demonstrate the significant number of PP and Vulnerable children who have attended wider curriculum opportunities. LAC children have been very well supported through wraparound care. Forest School has been the most popular and most effective Wraparound for 2025/2026 needs to be planned to increase participation with Cooking Club and other skills e.g. money management and computing being put on for 2025/2026 		
Subsidies for residential trips £2500	Development of independence, team work, resilience and skills necessary for successful transfer to secondary schools. STEM Adventure Class 4 – Day Trip White Hall	3,4
<ul style="list-style-type: none"> We have offered significant reductions in residentials to ensure full participation as evidenced through Parent Pay and Finance We continue to receive further support from the LA to deliver heavily discounted STEM residential and we are now rolling this out to Y4 Y3 will continue to attend 2 x day visits to White Hall 		
Subsidies for day trips and visits £2000	Understanding of the rights of all pupils to access cultural capital.	3,4
<ul style="list-style-type: none"> We continue to discount school trips by a minimum of 50% to ensure full participation. 		
Milk for pupils on free school meals £1170	Required by law	

Additional Lunchtime Support £15/hr x 7.5 hrs/wk x 38 weeks) £4275		
<ul style="list-style-type: none"> We have struggled throughout the year with staffing lunchtimes due to staff and coach absence/lateness. We have managed to secure a strong midday team for 25/26 		

Total budgeted cost: £49,906

-£893

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.

1	Increase the number of children in EYFS who achieve GLD
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 reading, writing and maths (KS1 and KS2)

Challenge 1:

- How many children achieved GLD in 2022 – 2023 and how many in 2023 – 2024?
- What were the identified areas which the setting has been working on during the past two years?
- Target PP children – AJ BN CA TA – How did they get on?
- Target PP children this year – NL HLP CA EB
- Staff training/resources/support needed?
- GLD- 2022-2023- 12/17 children achieved GLD. (IS was one of these chn).
- 2023-2024- 8/12 children achieved GLD.
- Identified area- Personal Social and Emotional Development / Physical Development (Fine motor skills) and Writing.
- Targeted children- Last year:
- AJ- Achieved ELG in all areas.
- TA Wasn't expected in Literacy/Maths/ Understanding the World. SEND Aware- Struggles to retain information, needs lots of support. She has fine motor, Talk Boost and Phonics interventions last year.
- CA- SEND- Going for an EHCP. Had lots of support to access nursery phonics/maths last year. Working within nursery this year (now in reception).
- BN- Lots of support regarding her PSED. She made good progress in most areas last year.

- HLP- Extra phonics/reading (twice a week)
- CA- Nursery phonics in a small group, 1:1 reading x3 a week, 1:1 handwriting x2 a week.
- EB- 1:2 support to access all learning. Lots of support with CL needs.
- Staff training- Trained in phonics/ jungle journey (fine motor group), ST- Austim training, all staff epilepsy training for EB.

Challenge 2:

- How many children in EYFS and KS1 required S&L support and which programmes were in place for identified children?
- What are the challenges this year?
- Target PP children –CA TA FR – How did they get on?
- Target PP children this year – NL HLP CA EB?
- Staff training/resources/support needed?
- SALT support- Last year 6 children. SALT targets.
- This year- 2 chn (a few need referring), 1 has been discharged as parents haven't attended the appointments.
- Challenges this year:
- TQC/EB need
- Fine motor/ Phonics intervention as a priority.
- Not enough staff to complete talk boost this year (if we get an extra member of staff- this might be possible).

Challenge 3 & Challenge 4:

- See table below:

No. of PP & FSM Ever 6 Pupils	% of PP/Ever6 children who have accessed provision/enrichment (16/25)	Average number of sessions with PP children in per week	% of PP/Ever6 who have not accessed provision/enrichment	Amount of PP Funding spent on provision/enrichment in academic year 2023- 2024
25	64%	6/10	48%	£9570 (includes White Hall offset)

- CAMHS/FSW – PP children accessing?
- Suspensions 2022 – 2023 compare to 2023 – 2024 (PP Children)

2022 – 2023 – 1 x PP child suspended 9/358 sessions (2.51%)
2023 – 2024 – 1 x PP child suspended 6/376 sessions (1.60%)
- CPOMS Review for PP children (highlights) TBC
Challenge 5:
- PP Pupil Attainment 2023 – 2024 in Reading, Writing and Maths TBC

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.