

Pupil premium strategy statement 2021-22

This statement details our school's use of Pupil Premium Recovery spend for the 2021 to 2022 academic year. This is allocated to help improve the attainment of our disadvantaged pupils.

It outlines our Recovery 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	Tudor Court Primary
Number of pupils in school	743
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	8.9.2021
Date on which it will be reviewed	
Statement authorised by	Mr P Kyriacou (HT) Governing Body
Pupil premium lead	Mrs S J Clifton (DHT)
Governor / Trustee lead	Mrs E. Sheppard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,067
Recovery premium funding allocation this academic year	£ 12, 470
School Led Tutoring Grant	£ 9315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 61,894
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	£193,746

Part A: Pupil premium strategy plan

Statement of intent

The government announced a one-off Recovery Premium as part of its package of funding to support education recovery (2021-22). At Tudor Court, this additional recovery funding will be used to support our most vulnerable children and build upon our existing 3 year [pupil premium](#) strategy.

It is our intent at Tudor Court to make every effort to support all of our children including our most vulnerable through a tiered and evidence based approach (EEF - guidance 2019). This includes using quality teaching for all, targeted academic support and the use of wider strategies.

Our ultimate objectives for our disadvantage children include:

- Addressing Speech and language/processing difficulties
- Identifying and closing attainment gaps in English or Maths where the need arises
- Improving the attendance of our PP children
- Ensuring that our Children have positive self- esteem and that barriers that are caused by poor mental health are addressed
- Keeping our children safe

Our current Pupil Premium strategy aims to holistically address the needs of our disadvantage children and details all of our approaches over a 3- year rag rated cycle. We aim to raise the aspirations of our children, support their mental well – being as well as their academic achievement. This plan works to fulfil our objectives by constantly reviewing the needs of children and to measure the impact/ evaluate its effectiveness over time in a strategic manner. The Recovery Funding will be used to both supplement this and ensure that our teachers/ teaching staff are best equipped to meet their needs through additional CPD focusing on Phonics in EYFS & KS1 and additional targeted support through the use of the National Tutoring programme.

Our key principles of the strategy plan are to ensure that the spending is utilised in the best possible way and impacts directly on the children's academic progress/ personal development from their starting points. Timely assessment will be used to inform and supplement our decisions throughout this academic year.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language/processing difficulties have arisen in KS1 due to the diminishing support capacity from external services and lack of continuous targeted programmes/exercises
2	The gap in maths attainment in KS2 between PP and non PP children in Years 3,5 & 6
3	The gap in reading attainment between PP and non PP Years 2, 4 & 6 and Yr 2 PP phonics.
4	Attendance- The PP attendance rate for the academic year 2020- 2021 was 90% for disadvantage children, FSM stood at 90% & whole school 96% with persistent absence at 13.6%
5	Social and emotional difficulties resulting in low self-esteem, anxiety towards learning and lack of confidence in an individual's ability to do well. This equates to 5.3% of the whole school population with 60% of these being PP.
6	Access to technology for disadvantaged pupils and the increasing use, especially for homework.
7	Following an extended period of remote learning and increasing use of mobile devices and apps, ensuring ALL pupils remain safe online.

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
<p>Children with speech and language difficulties will have access to specialist S&L support and an individualised programme to improve their language acquisition enabling them to easily access learning within a classroom and/or social settings.</p> <p>Children's learning is explicit through verbal expression. Oral language activities are matched to our learner's current stage of development and connections are made with the curriculum.</p>	<p>Speech and language therapist is employed for 1or 2 days a week.</p> <p>Individual speech and language programmes devised and implemented.</p> <p>Training from Speech and language therapist ensures adults model and develop pupil's oral language skills effectively</p> <p>Named LSA is upskilled and trained to regularly undertake S&L programme with identified children.</p> <p>Early years Talk Boost intervention will ensure that the children achieve a GLD in communication and language.</p> <p>Speech & Language link programme used to accurately assess children's language acquisition and provide a baseline/exit assessment, which identifies measurable outcomes.</p>
<p>Improve the quality of teaching of Phonics across EYFS and KS1 and implement a systematic synthetic programme (Read, Write, Ink)</p> <p>Narrow the gap in reading across KS1 and KS2 73% Pupil Premium Pupils are working at ARE by the end of the year in reading in years 2, 3 & 6</p>	<p>RWI Training delivered to all staff in EYFS and KS1</p> <p>Staff confidence and competence in delivering phonics has improved. Teaching of phonics is consistent across the year groups/classes.</p> <p>PP children attainment in phonics, as assessed by the phonics screening check, is in line with non PP children.</p> <p>Non-SEND PP Attainment in reading is in line with non-SEND PP children.</p>

	<p>Year 2- 7/11 are working at ARE Year 3- 9/12 are working at ARE Year 6- 9/12 are working at ARE</p> <p>Librarian hears targeted PP in Years 2 & 3 read weekly.</p> <p>All PP children have access to good quality texts.</p> <p>Exit reading assessments indicate accelerated reading progress for targeted Pupils.</p>
80% off Pupil Premium Pupils are working at ARE by the end of the year in Mathematics.	<p>Targeted year groups participated in the National Tutoring programme.</p> <p>Small group tuition takes place and is run by teachers and support staff.</p> <p>Gaps in Mathematical understanding and recall of addition/subtraction facts, timetables and calculation strategies between PP and NPP children are reduced.</p> <p>Year 3 11/13 are working at ARE Year 4 9/12 are working at ARE Year 5 13/16 are working at ARE Year 6 13/16 are working at ARE</p>
The attendance of the PP children improves and is in line with National Average for PP which is 94.3% with persistent absence at 5.7%	<p>Reduce the number of persistent absentees among pupils eligible for PP < 6%</p> <p>Attendance for the children is in line with National Average for PP. This will be achieved by half termly analysis and further targeted interventions in line /over and above our Attendance policy.</p> <p>Additional targeted support is offered from Family Support Worker and Educational Welfare service.</p>
Children have positive self- esteem and become more confident. They will be able to articulate their feelings in a controlled way and acknowledge problems can be solved.	<p>All pupils supported by the Inclusion team are monitored and tracked offering personalised support where needed.</p> <p>MHST's will support the identification of and address the Mental Health needs.</p> <p>Targeted children are able to retain friendships, confidence and self –esteem and have less low level fall-outs.</p>
<p>Children know how to keep safe online and staff have access to up to date CPD in regards to safeguarding and cyber security.</p> <p>Children have access to technology.</p>	<p>Teachers and parents have access to the National Online Safety materials which are used effectively to keep the school community safe and fully informed.</p> <p>Concerns raised within school regarding children's home exposure to or negative behaviours associated with gaming/social media are reduced (monitored on CPOMS).</p> <p>Disadvantaged children have access to iPads that can be loaned to them. This is to support them with the completion of their homework/ additional online learning.</p>

Spending for this academic year:

This details how we intend to spend some of our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. These approaches are on conjunction with our 3-year PP Strategy plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College CPD hub training (On demand training). CPD is linked to specific Appraisal targets/ school priorities (whether they're in relation to Teaching & Learning or subject specific areas). CPD access offers a personalised approach and is easily accessible to professionals. This will ensure that educational advances can be maintained and quality first teaching enhanced.	<i>"Professional Development can be supported remotely. School professionals can gain knowledge and skills through remote PD, ultimately leading to gains in pupil outcomes."</i> EEF Rapid Evidence Assessment Paper – Remote Professional Development 2021	2,3 & 4
National Safety Online Association awareness subscription and training for staff, pupils and parents.	Referrals and issues relating to Online Safety are on the increase. The National Online Safety materials can be used to keep the school community safe <i>and</i> fully informed. <i>Nationally 1 in 5, 10-15 year olds have a safeguarding concern relating to Online safety. – Office National Statistics.</i> <i>"Whole school approaches are likely to make teaching more effective than lessons alone. A school whole approach goes beyond teaching to include all aspects of school life, including culture, ethos, environment & partnerships with the family and the community."</i> DFE Teaching Online Safety in schools- GOV 2019	7
Phonics Training. Read write Ink training will ensure that there is a systematic approach to the	'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. The teaching of phonics should be	3

teaching of phonics across the Early Years and KS1.	explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written’.	
	EEF Toolkit + 5 months	

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

Budgeted cost: £83,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language Therapist and additional LSA Speech and Language link programme. Talk Boost	<p>Early KS1 teacher assessments indicate that there is a gap in reading attainment between PP and non PP children. 70% of these children have a Speech and language deficiency or issues with their language processing skills. Further identification of their needs will begin with using the Speak Link programme.</p> <p><i>“Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children... Overall studies of communication language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.”-</i></p> <p>EEF Toolkit- Communication & language approaches + 6 months</p> <p>Gaps in speech and language are increasing due to gaps in learning and regular socialisation. Evidence in the Foundation Stage has shown that children’s language acquisition has improved at least +4 months and has shown an increasing GLD in Language and communication. We wish to maintain and enhance this transitioning into Year 1 and to support those who are still experiencing difficulties in Year 2.</p> <p>EEF Toolkit- Early language development + 5 months</p>	1,3
National Tutoring programme	Teacher assessment data indicates that there is a gap in attainment for our PP children	2 & 3

	<p>specifically in maths for our Year 6 cohort whereby 7/12 are currently are at ARE.</p> <p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'.</i></p> <p>EEF T & L Toolkit + 5 months</p>	
1-2-1 tuition small group tuition for targeted pupils who are not making the expected progress	<p>This strategy has been effective in previous years ensuring that PP children make progress with 100% of them achieving ARE in 2018-19 in reading and maths.</p> <p>Those children receiving group tuition will be focusing on the area of reading and maths.</p> <p><i>"Evidence shows that small group tuition is effectivestudies suggest that greater feedback, more sustained engagement or work matched to the learners' needs explains this impact."</i></p> <p>EEF + 4 months for small group tuition.</p>	2 & 3
<p>Lexia- Reading programme</p> <p>To continue to improve and enhance reading engagement and fluency. The main aims are to improve:</p> <p>*Foundational reading skills to develop automaticity and fluency *Listening and reading * comprehension with complex text *Academic and domain-specific vocabulary to improve comprehension</p>	<p><i>"The independent evaluation found that children offered Lexia made the equivalent of 2 additional months' progress in reading...The programme also had a positive effect on skills that are important for further literacy development."</i></p> <p>EEF Toolkit + 2 months</p>	3
<p>Lexexplore</p> <p>This programme will be used to measure eye movements. Eye movements can offer us a valuable insight into the complex cognitive and linguistic processes behind reading and how children's eyes move in relation to the words they are reading. This enable us we can pick up on minor differences in the way children's brains process text allowing us to bespoke reading interventions.</p>	<p><i>"Lexplore's method is originally based upon data from the Kronoberg project; an entirely unique longitudinal study of reading and writing which began almost 30 years ago at the Karolinska Institute in Stockholm, provider of the Nobel Prize in Medicine and Physiology. As part of the project eye movement recordings were taken for hundreds of children both with and without reading difficulties. Their academic and reading progress was then followed from year 3 to adulthood.</i></p> <p><i>By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in the Swedish municipalities of Järfälla and Trosa, our researchers and founders Gustaf Öqvist Seimyr and Mattias Nilsson Benfatto were able to show that the statistical models they had developed could accurately predict which students would experience difficulties after as little as 30 seconds of reading. The cumulative results from their work were published in PLoS One (Benfatto et al., 2016)."</i></p>	2 & 3

<p>Library Assistants.</p> <p>Library Assistants will ensure that our children are being heard to read regularly. Phonics reinforcement and reading miscue will also take place.</p>	<p><i>“Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning or both. Oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. Oral language approaches may include targeted reading aloud book discussion with young children.”</i></p> <p>EEF Oral Language Interventions +6 months.</p>	3
<p>Nessy Programme and dyslexia screener.</p> <p>The Nessy programme will also continue to enhance both reading and maths. Pupils are also able to access both programmes at home.</p>	<p>100% of PP children in KS1 have reached the expected standard in reading, writing and maths and 75% at the end of KS2 in the academic year of 2018-19.</p>	3
<p>Access to technology</p>	<p>Our Remote Technology Survey (Sept 21) indicated that 1/3 of our PP families surveyed did not have access to technology such as an iPad or it had to be shared amongst siblings.</p> <p>Remote Learning Survey Oct 2021</p>	3
<p>Provision Mapping programme (Edukey).</p> <p>Individualised PP plans will be compiled to assess the children’s needs using the Provision Map programme.</p>	<p>This will be used to establish PP funding allocation and track impact of programmes.</p>	1-7

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

Budgeted cost: £ 62,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance.</p> <p>Family Support Worker.</p> <p>EWS service.</p>	<p>Persistent absence for PP children is not in line with NPP. We will continue to increase our challenge and support families with attendance concerns.</p> <p>Allocated Family Support worker and Educational Welfare Service. Family Support Worker offers early family intervention.</p> <p>EEF Toolkit- Parental engagement</p>	<p>1</p> <p>4</p>

Counselling	5/9 referrals were PP children for last academic year. Anecdotal evidence and case studies suggests that the children's social and emotional needs were met.	5
MHST- children/family mental health support	<p>Due to the National Pandemic and the lack social interaction with their peer's mental health concerns have risen. Evidence of this can be seen in the number of referrals to the team and the outcome letters.</p> <p><i>"Social and emotional learning approaches have a positive impact on average 4 months' additional progress."</i></p> <p>EEF Tool kit- Social and Emotional learning + 4 months</p>	5
Playground Pals	<p><i>"Social and emotional learning approaches have a positive impact on average 4 months' additional progress."</i></p> <p>EEF Tool kit- Social and Emotional learning + 4 months</p>	5
	<p>Poor motor skills and inability to pay for extra-curricular clubs can lead to low self – esteem. Past case studies have proven how access to such clubs can improve children's confidence and family dynamics.</p> <p><i>"Physical activity has important benefits in terms of health, well-being and physical development."</i></p> <p>EEF Toolkit- + 1month Physical Activity.</p>	5
Uniform/PE Kit	Children's self-esteem is enhanced and sense of belonging. Low income families are supported by the purchase of uniform where the need arises.	5
PGL & subsidised visits Children have access to team building and experiences outside the classroom setting that they wouldn't normally have the opportunities	Anecdotal evidence from the PP and NPP children suggest that such educational visits impact in the classroom by enhancing children's self-esteem, confidence and team building skills.	5
Enrichment visits	There has been a lack of cultural experiences and appreciation due to pandemic and financial implications for families.	5

Total budgeted cost: £ 175,956

Externally provided programmes

Programme	Provider
National Tutoring Programme	Third Space

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?	N/A

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome 2020-21

During the academic year of 2020 to 2021, all children were supported both emotionally and academically despite disruptions to face to face learning. High quality remote learning was provided which continued to cover our planned curriculum.

Our Inclusion Team (including our Family Support Worker) made regular phone calls home for individual pupils and families we considered vulnerable. Home visits were conducted, when necessary, to support and ensure safeguarding. Needs of different families were identified and targeted support was offered, in the guise of additional food parcels and/or bereavement counselling.

The Mental Health Support Team supported our vulnerable children in numerous ways. This including holding 'Talk Around the Learner' support sessions for teachers. These focused on addressing the concerns that the teachers raised focusing on the areas of behaviour, mental health, attendance, possible safeguarding and learning issues. Strategies were discussed in length on how to address our children's needs and were implemented accordingly.

Our Emergency Provision offered opportunities for vulnerable pupils and children of key workers to go into the setting and access the same quality remote learning that others were accessing at home with the additional support of adults on site. Ipad's were also loaned out to pupils during periods of remote learning, enabling all pupils to access the high quality remote teaching we offered daily. Additional reading material was offered in the form of school library loans and every disadvantaged child received a 'Story time' magazine subscription to ensure they had access to a range of good quality reading materials.

Upon their return to face to face learning in March, vulnerable pupils were supported by our Family Support Worker on a 1:1 basis and referrals were made to external Counselling for those who needed it. Additional therapy sessions were also conducted by our MHST's through the use of video conferencing. Referrals were made for those children who were experiencing heightened anxiety levels. These were fuelled by the pandemic crisis and manifested themselves in the forms of depression, increased anger issues or separation anxieties. The team used a Goal Based Scale (GBS) to track the progress of the treatment. They also used the Revised Children's Anxiety & Depression Scale (RCADS), which measured the severity of the anxiety disorders, depression and low mood. Additionally, a Strengths and Difficulties Questionnaire (SDQ) was used to monitor the impact of the difficulties on a weekly basis. Families received between 7-9 sessions with the MHST. The impact of these can be seen through the encouraging discharge letters which detail positive outcomes with 100% of cases (7 in total), displaying a significant reduction in the subscale scores. This indicates a fall in anxiety levels for these vulnerable children and shows that by the end of their treatment they were within the 'normal' clinical parameters.

Assessments were carried out once pupils had settled back into routines, following a keen focus on mental well-being and pastoral support. These internal assessments assessed key core skills and measured against age related expectations, providing staff with a clear set of data with which to plan interventions and map out additional 1:1 support. Data summaries identified where PPG pupils need further support and development as outlined in the PPG plan for the academic year 2021-22.

Targeted interventions such as the use of Lexia continued to be undertaken and whilst children made significant progress through the Lexia levels, the impact of this was less evident in their reading assessments. A longer period of analysis is required. The librarian also continued to work directly with our Disadvantaged children. 65% of these children made a least 3 months' progress in their reading age as per the results of their Hertfordshire reading test. This support will remain in place for the forthcoming academic year.

Further information