



Pupil premium strategy statement - Tonacliffe Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027 (1st year of a 3-year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Joanne Heap Headteacher
Pupil premium lead	Joanne Heap/ Charlotte Clutterbuck
Governor / Trustee lead	Steve Oxford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£68,080

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 including their personal development. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and be the very best they can be following our school's values statement of 'Where only our best is enough'.; including progress for those who are already high attainers.

We consider the challenges faced by all vulnerable pupils, such as those with adverse childhood experiences (ACEs), those who have a social worker, have additional needs and disabilities and those who have suffered trauma. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support; we know that improving speech, language and communication skill, phonics and reading are part of the key to success for these children. 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.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills on entry to nursery and reception continue to be lower. Observations and use of WellComm assessments have identified underdeveloped oral language and vocabulary gaps among many children including those disadvantaged.
2	Assessments indicate that our current R/ KS1 cohorts continue to have greater difficulty acquiring early reading and writing skills. There is a discrepancy between the attainment of non-disadvantaged and disadvantaged.
3	Assessments indicate our current year 6 cohort have greater difficulty with mathematics – in particular arithmetic skills which are underdeveloped, which then impacts on their ability to use and apply mathematics.
4	There is a growing number of children with complex SEND, in particular those with social, emotional and mental health difficulties. This requires skilled and adaptive teaching strategies to ensure access to a full curriculum. Staff need further access to CPD so that these pupils receive the best support.

5	Our attendance data indicates that attendance among some of our disadvantaged pupils is lower than for non-disadvantaged pupils.
6	Wellbeing and access to extra-curricular/ enrichment activities continue to be necessary in helping our disadvantaged pupils experience learning beyond the classroom so they aspire and are motivated to succeed.

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. (1)	Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing in reception and KS1 (2)	End of year assessments in phonics are in line with national or above for disadvantaged pupils. Reading and writing show that at least 65% of disadvantaged pupils met the expected standard.
Improved maths attainment in year 6 and UKS2 (3)	Maths outcomes show that more than 65% of pupils met the expected standard.
Greater understanding of SEMH needs for children with SEND (4)	Disadvantaged children with SEND/ EHCP plan are making good progress against individual targets (in line with their cognitive ability) and this is evidenced through rigorous 'plan, do, review' cycles and use of PIVATS PSED and Boxhall Profiles
To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils (5)	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
To improve wellbeing and ambition for all pupils, in particular for disadvantaged pupils. (6)	Improved wellbeing demonstrated by: <ul style="list-style-type: none"> Teacher observations Improved engagement in learning and behaviour issues reduced

	<ul style="list-style-type: none"> • Positive outcomes from forest school activities • Improved uptake in music tuition
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 2
<p>Staff training in phonics interventions and spelling via Lancashire Literacy Consultants.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

<p>key elements of guidance in school and to access Maths network meetings with maths consultants.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Completion of apprenticeship training for forest school</p>	<p>The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children’s sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>4 6</p>
<p>Renewed trauma informed training via the virtual school and LEHSS</p>	<p>LEHSS has seven current pathways of support that all education settings within Lancashire can access.</p> <p>These are:</p> <ol style="list-style-type: none"> 1. Core and Refresher Training Pathway – provides knowledge and skills on a range of topics related to children’s emotional health and mental wellbeing. 2. Relationships, Connectedness and Belonging Pathway – provides skills to develop compassionate relationships as well as cultivate an ethos and environment of connectedness and belonging in your setting. 3. Skills for the Mind Pathway – provides knowledge and skills to enable you to attend to your personal, team and organisational wellbeing needs. 	<p>4 6</p>

	<p>4. Identifying Need and Monitoring Impact Pathway – provides skills to identify the wellbeing needs of everyone within the school community, including ways to monitor the impact of interventions.</p> <p>5. Working with Parents and Carers Pathway – provides you with a framework and skills to work effectively with parents and carers.</p> <p>6. Targeted Support Pathway – provides you with knowledge and skills to provide targeted support to students with more urgent or significant mental health needs.</p> <p>7. Coaching, Consultation and Supervision Pathway – a range of dedicated spaces, facilitated by clinical psychologists, for coaching, supervision and consultation. This includes an offer of support to settings following critical incidents and peer support network meetings.</p> <p>Each pathway maps onto to one of the Department for Education (2021) eight principles of a whole school or college approach to promoting mental health and wellbeing, the Ofsted Inspection Framework as well as the Special Educational Needs and Disability (SEND) and National Institute for Health and Care Excellence (NICE) guidance where appropriate.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of curiosity corners in the EYFS (targeted, purposeful dialogue and interaction). Daily reading – targeted reading aloud and book discussion, including comprehension through structured questioning and explicit teaching of vocabulary.	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 2
Speech and language	The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham	1

assessments for nursery children using WellComm to identify speech and language needs and required support to complete.	<p>Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, focused teaching and intervention activities can be drawn up to meet individual needs.</p>	
Additional phonics / reading fluency sessions targeted at disadvantaged pupils <i>(Red Rose Bounce Back and Fast track phonics)</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Additional HLTA support for targeted daily arithmetic intervention	<p>Smaller group size to manage ratio between pupils and teachers/ HLTAs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	3

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

Budgeted cost: £12,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and appointing attendance/support officers to improve attendance.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use of EBSA strategy to support</p>	5
Maintain use of forest activities into LKS2 to build upon wider	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight</p>	4 6

<p>personal development giving pupils confidence to take risks, work cooperatively become resilient.</p>	<p>how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
<p>Support music tuition to help children learn to play a musical instrument.</p>	<p>Cambridge University Press: A great deal of previous research (e.g. Southgate & Roscigno, 2009; Hille & Schupp, 2014; Hallam & Rogers, 2016; Guhn <i>et al.</i>, 2020) has looked at the relationship between learning a musical instrument and a child’s social, emotional or cognitive development. Much of it suggests a positive relationship between the two.</p>	<p>4 6</p>
<p>Use of PSED Pivats, Boxall Profile and pupil voice materials to support accurate assessment of children’s social, emotional and mental health</p>	<p>The Boxall Profile® was developed over fifty years ago by the educational psychologist Marjorie Boxall. Since then, the assessment has gained a long-lasting evidence-based reputation. The materials support professionals in understanding underlying needs of children and young people and to improve access to education for all.</p>	<p>4</p>
<p>Developing the PACE approach in school with all adults so that children feel safe and discover they can make progress</p>	<p>https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf</p> <p><i>The experience of safety seems to have a profound effect on pupils Louise Bomber, 2013</i></p> <p>PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These prin-</p>	<p>4</p>

	ciples help to promote the experience of safety in staff interactions with young people. Children need to feel that staff have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Tonacliffe Primary School offers a broad and balanced curriculum to all pupils whatever their individual characteristics. All children have the right to be happy, to be safe and to learn in an environment that is inclusive and promotes equality for all. Our values are rooted in inclusivity.

We use the curriculum and teaching to enhance the self-esteem of all those it serves and provide a learning environment in which each individual is encouraged to fulfil their potential. Through our curriculum, children are equipped with the tools to be successful.

Pupils receive quality first teaching by teaching staff who hold high aspirations for all and equip pupils with the belief that anything is possible. Spending on improving teaching ensures an effective teacher is in front of every class – this is the key to success and CPD is strongly rooted within the school.

In the last academic year, Tonacliffe used its Pupil Premium funding to provide both individual and group intervention to ensure continued progress and academic achievement. This has focused on English and maths and also includes: guided reading, use of teaching assistants for precision teaching (reading and spelling), Beat Dyslexia, WellComm, additional phonics, Better Readers, Accelerated Reader, targeted reading support for lowest attaining 20%, pre-teaching vocabulary, comprehension support, curiosity corner activities to promote oracy skills, after school maths clubs for year 6. Pupil premium children have continued to receive additional funds for trips and some for music tuition too. Better readers will not continue as daily reading for all pupils is being developed so that more children can be targeted.

In considering wider strategies, the use of Forest School has been invaluable and positive for reception and KS1 cohorts and this has improved behaviour and attitudes. Having access to play provision in KS1 has also supported improved mental wellbeing of these pupils too. Forest School was introduced in to LKS2 for the academic year 2022 – 2023 and embedded during 2023 - 2024. Additional music tuition has been directed towards disadvantaged pupils and this will continue in order to boost wellbeing.

Attendance across the school continues to be lower since the pandemic and this is the case for disadvantaged pupils too. Improving attendance is part of the school's wider strategy and the EBSA Attend Framework has been used to support those pupils who were struggling. This will continue.

Intended Outcome	Progress and Analysis
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among children who have completed NELI. Children starting school in nursery and reception are still coming in with lower oral language skills and vocabulary. This is an area that staff continue to focus upon.

<p>Improved phonics, reading and writing attainment among disadvantaged pupils in the Y2 cohort.</p>	<ul style="list-style-type: none"> • June 2024 16 (Y2) 7 achieved the re-check 44%, 9 did not 56%. 7 children scored between 28 – 31/ 2 children scored between 25 – 27. 6 children/ 13.33% of this cohort have SEND. • June 2024 45 (Y1) 34 achieved the PSC 76%, 11 did not 24%. 6 children scored between 28-31/ 2 children scored between 21-27/ 3 children scored between 18-20. 11 children/ 24% of this cohort have SEND. • KS1 outcomes: <table border="1" data-bbox="496 439 687 539"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Exp+</td> <td>Exp+</td> <td>Exp+</td> </tr> <tr> <td>66.7</td> <td>53.3</td> <td>57.8</td> </tr> </tbody> </table> <p>Targeted interventions are in place to support raising achievement in phonics and reading.</p>	R	W	M	Exp+	Exp+	Exp+	66.7	53.3	57.8																																												
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<p>Improved reading, writing and maths attainment among disadvantaged pupils in Y6 cohort.</p>	<p>End of KS2 2024</p> <table border="1" data-bbox="408 703 1474 949"> <thead> <tr> <th rowspan="2">School Year</th> <th rowspan="2">No of eligible pupils</th> <th colspan="2">Reading</th> <th colspan="3">Writing</th> <th colspan="2">Maths</th> <th colspan="2">GPS</th> </tr> <tr> <th>Exp+</th> <th>HS</th> <th>EXS</th> <th>GDS</th> <th>Exp+</th> <th>Exp+</th> <th>HS</th> <th>Exp+</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>21/22</td> <td>43</td> <td>67.4</td> <td>25.6</td> <td>41.9</td> <td>16.3</td> <td>58.1</td> <td>67.4</td> <td>18.6</td> <td>69.8</td> <td>20.9</td> </tr> <tr> <td>22/23</td> <td>44</td> <td>81.8</td> <td>29.5</td> <td>70.5</td> <td>13.6</td> <td>84.1</td> <td>81.8</td> <td>15.9</td> <td>84.1</td> <td>29.5</td> </tr> <tr> <td>23/24</td> <td>42</td> <td>59.5</td> <td>31.0</td> <td>64.3</td> <td>0.0</td> <td>64.3</td> <td>57.1</td> <td>11.9</td> <td>66.7</td> <td>21.4</td> </tr> </tbody> </table> <p>Of the 11 disadvantaged pupils, 7 pupils had SEND (including 2 EHCP disapplied due to not being able to access the KS2 curriculum) 1 pupil was absent for the test.</p> <p>Targeted interventions in place to support catch up work – 2023 – 2024 in mathematics.</p>	School Year	No of eligible pupils	Reading		Writing			Maths		GPS		Exp+	HS	EXS	GDS	Exp+	Exp+	HS	Exp+	HS	21/22	43	67.4	25.6	41.9	16.3	58.1	67.4	18.6	69.8	20.9	22/23	44	81.8	29.5	70.5	13.6	84.1	81.8	15.9	84.1	29.5	23/24	42	59.5	31.0	64.3	0.0	64.3	57.1	11.9	66.7	21.4
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<p>Improved reading, writing and maths attainment across the school including for disadvantaged pupils.</p>	<p>Reading remains a high focus across school because we know this has to be key in achieving in all subject areas.</p> <p>Maths CPD has taken place and was a key SIP priority.</p> <p>Targeted interventions used after school so the curriculum is not narrowed.</p>																																																					
<p>To improve wellbeing for all pupils, in particular for disadvantaged pupils.</p>	<p>Improved wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Improved attendance • More children learning to play instruments – band in place. Y3/4 and Y5/6 choirs in place. • External events attended in music and sporting competitions. • School performances took place across R-Y6 • Forest school embedded in EYFS/ KS1 and LKS2 • Extra-curricular clubs attended <p>All these activities have contributed to children building their self-esteem, confidence and leadership skills.</p>																																																					
<p>To achieve and sustain improved attendance</p>	<p>Attendance 2022 – 2023: 95%</p> <p>Attendance 2023 – 2024: 94.9%</p> <p>EBSA used and EHA used too to support families with specific issues.</p>																																																					

for all pupils particularly for our disadvantaged pupils	Attendance remains a high priority for school.
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Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance
Timetables Rockstars	Maths Circle Ltd
Red Rose Letters and Sounds	LCC