



THIS IS A NEW STRATEGY FOLLOWING A CHANGE OF ALL SENIOR LEADERS, THEREFORE THERE IS NO REVIEW OF PROVIOUS YEAR.

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.

School overview

| Detail | Data |
|--|-------------------------------|
| School name | Tivetshall Primary School |
| Number of pupils in school | 16 |
| Proportion (%) of pupil premium eligible pupils | 9/16 57% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 |
| Date this statement was published | 7 th November 2024 |
| Date on which it will be reviewed | August 2025 |
| Statement authorised by | Karen Millar |
| Pupil premium lead | Tom Henry |
| Trustee lead | Roger Margand |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £19,190.00 |
| Recovery premium funding allocation this academic year | 0 |
| National Tutoring Programme funding allocation this academic year | 0 |
| 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 | £19,190.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Tivetshall Primary School, the attainment and progress of children from disadvantaged backgrounds is a priority. Our vision: to provide a world-class education locally, enabling every child to flourish

We strive to ensure that all children are provided with opportunities to have the best possible start to school life, working hard to prevent attainment gaps from growing and striving to close them between disadvantaged pupils and their peers. Our strategy works towards a three-tiered approach that balances approaches to improve *quality first teaching, targeted academic support and wider strategies*. We also recognise that in order to succeed pupil premium underpins whole school improvement strategies.

At Tivetshall Primary School, we ensure that practice is based on research which identify the best possible CPD, interventions and support to ensure pupil progress.

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence-based sources of information:

- The Rose Review (2006)
- *The EEF Guide to Pupil Premium*
- Supporting the attainment of disadvantaged pupils
- DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017
- *The EEF Moving Forward, Making a Difference*
- *Education Endowment Foundation Teaching and Learning Toolkit*
- *Our professional experience of what works best*
- *Our knowledge of our school's context*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To ensure that pupil premium pupils' phonics, word reading, spelling and comprehension and number skills are in line with their non-pupil premium peers. |
| 2 | Social and emotional experiences outside of the school environment impact on education of a child in home environment. This can include the impact of mental health on the pupils and their families. |
| 3 | Attendance is a barrier to learning for some pupil premium pupils. |
| 4 | Behaviour is a barrier to learning for some pupil premium pupils |
| 5 | Cost of living crisis can have an impact on appropriate clothing and equipment for school. |

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 |
|--|---|
| To provide access to additional enrichment opportunities - links to increased cultural capital. | All pupil premium children to have had access to one or more enrichment opportunities across the year. |
| To ensure that the % of PP children passing the phonics screening check (Year 1 Summer or retake in Year 2) is in line with or above the school and national average for all children. | % children achieving the expected standard in the phonics screening check 2025 is better than the National Average for pupil premium children. |
| Pupil progress is inline across the curriculum with non-PP peers. | % children achieving EP in line with non-PP peers. |
| To ensure attendance for disadvantaged children is in line with non-disadvantaged children. | Current PP attendance figure is improved on to ensure that the attendance of pupil premium pupils is 93% within the academic year. |
| To ensure that all pupils can regulate their emotions when dysregulated and therefore make successful behavioural choices resulting in a reduction in the number of persistent disruptive behaviour are reduced. | Children are familiar with and can use language of self-regulation and emotions through the use of 'Zones of Regulation.' Incidents of persistent disruptive behaviour are reduced each term. |
| To ensure barriers to learning are removed for PP children. | Children have access when required to breakfast club, funded trips and support with other costs. |

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: £6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure all staff (including new staff appointed in September 2024) have received training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve GPC and reading fluency of 90-95%.</p> <p>LW Rapid Catch Up for 7+ resources used to support those children still accessing phonics in KS2 and provide training for staff to implement this.</p> <p>Parent workshop on phonics and early reading.</p> | <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p> <p>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. EEF</p> | 1 |
| Regular high-quality CPD for all staff members to support academically able disadvantaged pupils. | Continuing to develop high quality teaching, assessment and a curriculum which responds to the needs of all pupils. | 1,2 |
| Teacher CPD and Norfolk Steps Training to support teachers with Behaviour Strategies | Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average – EEF | 2,4 |
| Numbots & Timestable Rockstars to support academic progress. Utilised in homework and individualised intervention | <p>'Homework has a positive impact on average (+ 5 months)'</p> <p>'Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).'</p> <p>EEF</p> | 1 |

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

Budgeted cost: £7.400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 small group intervention program within class support. PP pupils identified and participation and progress monitored by SLT | Small group intervention (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i> | 1,2,4 |
| Interventions to take place in Phonics, Reading, Spelling, Maths. | High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes | 1 |

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

Budgeted cost: £5790

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Enrichment opportunities - school trips, experience days, forest school, board games and Lego clubs, extra-curricular activities to increase learning and vocabulary development | Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and, their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (EEF) There is greater involvement in learning of all children when topics are introduced following an enhancement activity. | 1,2,5 |
| Subsidised breakfast and after school club to be offered. | DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 Schools reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club Schools generally reported perceived improvements in concentration and in behaviour from pupils attending breakfast clubs. Some special schools reported that breakfast clubs supported learning and helped pupils to adapt to changes in their routine | 3,5 |

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| <p>Continued, development and implementation of the school's behaviour policy and strategy. Focus on STEPS and Zone of Regulation to encourage regulation and identification of emotions.</p> | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Approaches can include developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning as well as universal programmes which seek to improve behaviour and generally take place in the classroom;</p> | <p>2,4</p> |
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Part B: Review of outcomes in the previous academic year

| Intended outcome | Success criteria |
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| <p>1.To ensure that pupil premium pupils' phonics, word reading, spelling and comprehension and number skills are in line with their non-pupil premium peers.</p> | <p>Ensure all staff (including new staff appointed in September 2024) have received training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve GPC and reading fluency of 90-95%.</p> <p>Regular high-quality CPD for all staff members to support academically able disadvantaged pupils.</p> <p>Numbots & Timestable Rockstars to support academic progress. Utilised in homework and individualised intervention.</p> <p>1:1 small group intervention program within class support. PP pupils identified and participation and progress monitored by SLT</p> |
| <p>Two pupil premium children who failed the phonics check in Year 1 passed this year with scores of 38 and 37. After scores of 7 and 11. This shows the impact of the 1:1 and small intervention program.</p> <p>All PP children made accelerated progress from their starting point improving their reading age.</p> <p>The one PP child in Year 6 passed all SATs test.</p> <p>All PP children have access to TTrockstars which has led to a significant increase in the children's scores from their starting points. This has led to improved outcomes in summative assessments.</p> | |

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| <p>2. Social and emotional experiences outside of the school environment impact on education of a child in home environment. This can include the impact of mental health on the pupils and their families.</p> | <p>Regular high-quality CPD for all staff members to support academically able disadvantaged pupils.</p> <p>Teacher CPD and Norfolk Steps Training to support teachers with Behaviour Strategies</p> <p>Enrichment opportunities - school trips, experience days, forest school, board games and Lego clubs, extra-curricular activities to increase learning and vocabulary development</p> |
| <p>Teachers apply a consistent approach to behavior using Norfolk Steps, ensuring the children feel safe within their environment. This has led to less behavior incidents.</p> <p>Enrichment opportunities have been available for all PP children such as Joan Mann Sports Day, Pantomime, live performances, arts days, sports day and Stradbroke Science Day. During pupil surveys PP children commented on how these were some of the highlights of the school year.</p> | |
| <p>3. Attendance is a barrier to learning for some pupil premium pupils.</p> | <p>Subsidised breakfast and after school club to be offered.</p> |
| <p>Improvements in concentration from PP children attending breakfast club with one child passing all SATS from a low starting point.</p> <p>Breakfast club has helped PP and SEND children adapt to changes in their routine and settle into the school day. This has contributed to improved outcomes for these children.</p> | |

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| <p>4. Behavior is a barrier to learning for some pupil premium pupils</p> | <p>Continued, development and implementation of the school's behavior policy and strategy. Focus on STEPS and Zone of Regulation to encourage regulation and identification of emotions.</p> |
| <p>Due to high quality consistent CPD for staff and monitoring by SLT the new behavior policy was implemented clearly. This has led to a reduction in behavior incidents by PP children from the beginning of the year.</p> <p>Zones of regulation has led to children being able to more clearly understand their emotions and act on this accordingly, leading to better self-regulation from the children. Children are now able to understand their emotions and use the sensory room to regulate this.</p> | |

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|---|---|
| <p>5. Cost of living crisis can have an impact on appropriate clothing and equipment for school.</p> | <p>Enrichment opportunities - school trips, experience days, forest school, board games and Lego clubs, extra- curricular activities to increase learning and vocabulary development</p> <p>Subsidised breakfast and after school club to be offered.</p> |
| <p>Funded experience days and clubs have led to more happy children who are showing accelerated progress across all areas of the curriculum.</p> <p>Free uniform donation table put out biweekly to support PP children with the cost of living. This is consistently used by our families.</p> <p>All equipment is provided for PP children.</p> <p>Sports based lunchtime club allows PP children to take part in a new sport that they would be unable to try with this support.</p> | |