

Pupil premium strategy statement – Tanners Brook 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 (according to DFE website) (Current NOR 392 (Dec2024))	407
Proportion (%) of pupil premium eligible pupils	130 (33.2%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	30 th December 2025
Statement authorised by	Ingrid Dowse Head of School
Pupil premium lead	Lisa Welch
Governor / Trustee lead	Stephanie Bolitho Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	167,240
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£167,240 (£5000 allocation of non-staffing)

Part A: Pupil premium strategy plan

Statement of intent

*Our school vision is for our children to strive for their personal best to make their community proud. We aim for our students to follow our Tanners Brook Values **T**hink, **B**elieve, **P**ersevere and **S**ucceed to achieve their own personal best and to make the most progress in their academic and personal education.*

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

High quality teaching is at the heart of this approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged 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.

We aim:

- To deliver good or better learning for all.*
- To raise the in-school attainment for both disadvantaged and their peers.*
- To increase the academic progress of disadvantaged pupils.*
- To raise the attendance of all disadvantaged pupils to over 90% and to aim for over 96%*
- To diminish any attainment gap between the schools disadvantaged pupils and other children.*
- To have high expectations for all children regardless of their background*
- To raise the aspirations of all children, improve their cultural and social capital and ensure that they achieve their personal best.*

Challenges

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

Challenge number	Detail of challenge
1	Special Educational Needs.

	<p>SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>There are 56 children on the SEND register (15 have EHCPs and 41 are SEN support).</p> <p>15 (11.5%) of disadvantaged pupils at Tanners Brook Primary School are registered as SEND learners.</p> <p>3 disadvantaged children have an EHCP.</p> <p>8 disadvantaged children have speech, language, and communication needs.</p> <p>1 disadvantaged child has a severe learning difficulty.</p> <p>3 disadvantaged children have moderate learning difficulties.</p> <p>5 disadvantaged pupils have autistic spectrum disorder.</p> <p>1 disadvantaged child is visually impaired.</p> <p>2 disadvantaged children have social, emotional, and mental health needs.</p>
2	<p><i>English as an additional language (EAL).</i></p> <p>A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed to during early development and continues to use in the family home and the community.</p> <p>8.5% (11 pupils) of the 130 disadvantaged children at Tanners Brook Primary School are registered as EAL learners.</p>
3	<p><i>Attendance.</i></p> <p>Persistent low attendance causes gaps to develop within pupil subject knowledge.</p> <p>Previous attendance records show that the attendance for pupils eligible for pupil premium was 92.8% for 2023-24 compared to 95.26% for non-pupil premium eligible children. This shows a further improvement in attendance of 0.5% for pupils eligible for pupil premium. The gap between eligible and non-eligible pupils has decreased further this year (currently 2.46%)</p> <p>19.2% (25) disadvantaged pupils have an attendance figure below 90% for the current academic year to date. This percentage is a 1.3% improvement from the previous academic year. It also means that cumulatively the improvement is 10.7% over the last two academic years.</p>
4	<p><i>Communication and language.</i></p> <p>Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant effect on future school performance.</p>

	6.2% of disadvantaged learners (8 pupils) at Tanners Brook Primary School have required speech and language support this year.
5	Parental Engagement. Parents of disadvantaged children are often under-represented at parental events e.g., parents' evenings, consultation meetings, learning workshops, assemblies etc. In Autumn 2024, 32% of disadvantaged pupils had no parental engagement at parents consultation events (compared with 14% of non-disadvantaged pupils).

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
Progress and attainment in Reading	Achieve above national disadvantaged average attainment scores in KS2 Reading
Progress and attainment in Writing	Achieve above national disadvantaged average attainment scores in KS2 in KS2 Writing
Progress and attainment in Mathematics	Achieve above national disadvantaged average attainment scores in KS2 in KS2 Mathematics
Phonics	Attainment in line with national non-disadvantaged standards
Attendance	Continue to maintain the attendance of disadvantaged pupils to be above national disadvantaged and to be in line with national primary data for all pupils (94.5% 2023-2024)

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: £97,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Run the Read, Write, Inc programme to develop language acquisition for all pupils. Access to age-appropriate texts and reading books which also match the current phonics stage of development in learning; ensure fluent reading and comprehension skills and further embed a culture and love of reading. Ensure Early Reading Lead tracks progress and fidelity to the programme and monitors its effectiveness.</p>	<p>EEF Project – Read, Write Inc Phonics and Fresh Start. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Preparing for Literacy. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving literacy at KS1. Recommendation 3: Effectively implement a systematic phonics programme. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Improving literacy at KS2. CLICK HERE FOR INFORMATION.</p> <p>The Reading Framework (DFE) – Teaching the foundations of literacy: Sections 3-5 CLICK HERE FOR INFORMATION.</p> <p>Teaching and Learning Toolkit – Reading Comprehension strategies. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4,</p>
<p>Improve the effective provision for SEND pupils across the school.</p>	<p>EEF Guidance Report: Special Educational Needs in Mainstream schools. CLICK HERE FOR INFORMATION.</p> <p>EEF Guidance Report: Making Best Use of Teaching Assistants. CLICK HERE FOR INFORMATION.</p> <p>Teaching and Learning Toolkit – Teaching Assistant Interventions. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4,</p>
<p>Ensure mathematical fluency to support rapid progress for all pupils. Run Number Sense in years 1-4 to</p>	<p>EEF Guidance report: Improving Mathematics in the Early Years and KS1. CLICK HERE FOR INFORMATION.</p>	<p>1, 2, 4</p>

teach, reinforce and retain fluency skills. Run Number Sense Times Tables in KS2.	EEF Guidance Report: Improving Mathematics in KS2 and KS3. CLICK HERE FOR INFORMATION.	
Development of the Early Years curriculum.	EEF Guidance report: Preparing for Literacy Recommendation 1: Prioritise the development of communication and language. Recommendation 3: Develop children's capability and motivation to write. Recommendation 6: Use high quality assessment to ensure all children make good progress. CLICK HERE FOR INFORMATION	1,2,3,4

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

Budgeted cost: £64,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition led by experienced teaching staff.</i>	Teaching and Learning Toolkit – small group tuition. CLICK HERE FOR INFORMATION	1.2,3
<i>Read, Write, Inc programme developed across the school to improve reading fluency from an early age. Small group catch up interventions for identified children in the afternoons.</i>	EEF Project: Read, Write, Inc Phonics and fresh start. CLICK HERE FOR INFORMATION. EEF Guidance Report: Improving literacy at KS2. CLICK HERE FOR INFORMATION.	1,2,3,4,

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a Forest School at Tanners Brook Primary (starting in year 4 in 2024) to build children’s resilience, independence, and emotional well-being. Encourage parental involvement via Facebook, helping at Big-school tidy ups and donating equipment.</p>	<p>EEF Guidance report: Outdoor adventure Learning. CLICK HERE FOR INFORMATION.</p>	<p>1,2,3,4,5</p>
<p>Embed the school’s culture and vision of striving for our personal best to make our community proud through the VIP system.</p>	<p>EEF Guidance report: Working with parents to support children’s learning CLICK HERE FOR INFORMATION</p> <p>EEF Guidance report: Improving behaviour in schools. CLICK HERE FOR INFORMATION</p>	<p>1,2,3,4,5</p>
<p>Develop the Happy Minds programme (which is backed by the NHS) to promote a culture of positive well being for both children and staff.</p>	<p>EEF Guidance report: Improving social and emotional learning in Primary schools. CLICK HERE FOR INFORMATION</p> <p>EEF Guidance report: Metacognition and self-regulated learning. CLICK HERE FOR INFORMATION</p> <p>EEF Guidance report: Improving Behaviour in schools. CLICK HERE FOR INFORMATION</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £167,240

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Summary

Overall Outcomes

Good progress Average Progress Minimal progress

The attainment of our disadvantaged pupils is broadly in line with national data for disadvantaged pupils at KS2. For reading, writing and maths combined data for Year 6, disadvantaged pupils performed better than national disadvantaged at expected. The gap between disadvantaged and other pupils is smaller than national figures (19% against a national gap of 21%). Writing outcomes at the end of Year 6 continue to be a strength when compared with national data.

For 2023-2024 data, the gap between disadvantaged and non-disadvantaged pupils in phonics is significant (22% against a national gap of 15%). 5 disadvantaged pupils did not pass the phonics screen. Retention of phonics needs to be a continued focus.

Teaching

Good progress Average Progress Minimal progress

There has been good progress ensuring that our Read, Write, Inc program provided for all pupils is of high quality and is taught with fidelity. We continue to fund external support and development in relation to the Read Write Inc programme to support progress in early reading. Staff continue to receive regular training and some staff have had additional development to assess the children which means that the reviewing is completed quickly in order to inform new groupings and progress. Systematic checks and monitoring by the Early Reading lead ensures consistency across KS1 and also for the children who continue to access the scheme in KS2.

Assessment of writing is secure across the school and supports the effective identification of pupil needs.

The development of our pedagogical model and the new lesson structures has provided continuity in all lessons for both the staff and the children and has meant that the children understand what they are learning and when, as well as ensuring that they are able to remember more due to the rapid review and rapid recall sections of each lesson. Evidence-based staff CPD has been prioritised in line with school priorities. This is closely monitored for impact and good practice is shared.

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

Good progress
 Average Progress
 Minimal progress

There is evidence that pupils in small group interventions led by experienced staff make good progress and attain well. The Graduated Approach is used effectively to identify which children need targeted support and this is organised on an individual basis. Pupil Passports have been co-produced with parents highlighting children’s strengths, barriers to learning, strategies to support them and short-term SMART targets. These are working documents but are formally updated on a termly basis.

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

Good progress
 Average Progress
 Minimal progress

Student well being has been supported by ELSA interventions on either an individual or group basis. All children who are a LAC, CIN or CP automatically receive these and if there is evidence of any difficulties at home they are put in place in conjunction with parents.

The communication between home and school has been developed through the introduction of a community lead and the relaunch of The Friends of Tanners Brook which is our parent association. Parent/carer attendance at school events has improved significantly across all year groups.

Disadvantaged pupils are prioritised for inclusion in extra-curricular activities. A gardening club was set up for disadvantaged pupils only.

Outcomes for disadvantaged pupils

The data below shows the academic performance for disadvantaged pupils (taken from the LA perspective lite/analysis website).

Year 1 Phonics

	Your School						Southampton LA		National
	NOR	Number A or D	Number working towards	Number working at	Average score	% Working At	Average score	% Working At	% Working At
All Pupils	60	4	15	41	30.4	68%	33.5	80%	80%
Disadvantaged	10	1	4	5	28.8	50%	31.6	72%	68%
Other Pupils	50	3	11	36	30.8	72%	34.2	84%	83%

Year 6 2024

Expected Standard

Pupils Groups	School Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
All Pupils	68	72%	74%	-2%	82%	72%	+11%	76%	73%	+3%	63%	61%	+3%
Disadvantaged	20	60%	63%	-2%	65%	59%	+6%	55%	59%	-4%	50%	46%	+5%
Other Pupils	48	77%	79%	-2%	90%	77%	+12%	85%	79%	+6%	69%	67%	+2%

Jul 24		Reading	Writing	Maths	RWM
	All pupils (61)	64%	62%	64%	61%
Year	Disadvantaged (11)	46%	46%	46%	46%
1	Non-Disadvantaged	68%	66%	68%	64%
	Gap Disadv to other	-22%	-20%	-22%	-18%
	All pupils (52)	69%	60%	75%	60%
Year	Disadvantaged (16)	69%	69%	75%	69%
2	Non-Disadvantaged	69%	56%	75%	56%
	Gap Disadv to other	0%	+13%	0%	+13%
	All pupils (55)	75%	75%	78%	64%
Year	Disadvantaged (26)	73%	77%	77%	62%
3	Non-Disadvantaged	76%	72%	79%	66%
	Gap Disadv to other	-3%	+5%	-2%	-4%
	All pupils (64)	72%	75%	78%	63%
Year	Disadvantaged (24)	67%	75%	75%	58%
4	Non-Disadvantaged	75%	75%	80%	65%
	Gap Disadv to other	-8%	0%	-5%	-7%
	All pupils (57)	77%	83%	77%	68%
Year	Disadvantaged (15)	87%	73%	67%	60%
5	Non-Disadvantaged	74%	86%	81%	71%
	Gap Disadv to other	+13%	-13%	-14%	-11%
	All pupils (68)	72%	82%	76%	63%
Year	Disadvantaged (20)	60%(Nat63%)	65%(Nat59%)	55%(Nat59%)	50%(Nat46%)
6	Non-Disadvantaged	77%	90%	85%	69%
	Gap Disadv to other	-17%	-25%	-30%	-19%

The data above shows that the largest gap between pupil premium and non-pupil premium attainment is in years 1 and 6. Whilst the gap in year 6 was large, disadvantaged pupils attained broadly in line with national disadvantaged pupils in Reading and Maths and better than national disadvantaged in Writing and Reading/Writing/Maths combined.

Although there is a gap between disadvantaged and non-disadvantaged pupils in year 5 in writing and maths, disadvantaged pupils' outcomes in these subjects were higher than national data in writing and maths for disadvantaged pupils (Year 6 national data 2024).

Year 1 data presents the largest gap between disadvantaged and non-disadvantaged pupils in phonics, reading, writing and maths. Further development of Read Write Inc will support progress in early reading for this cohort moving through the school. The development of the Tanners Brook Pedagogical model alongside a consistent lesson structure from Summer 2024 will continue to support all learners to remember and apply their learning.

Vocabulary and reading are a high priority.

One to one reading continues to be prioritised, and all children complete this at least once a week at school.

Reading activity is actively rewarded and celebrated.

The incorporation of Read, Write Inc (please see the school SIP) aimed to use a nationally accredited scheme to improve overall performance. All staff continue to receive update training this academic year and the Silent Signals are being used across the school to support transitions in all classrooms. Small group 'stage not age' sessions continue to run every morning and small group interventions in the afternoons are for pupils who need additional support to develop resilience and fluency in their reading progress.

The SIP for 2024-2025 includes a whole strand around reading and vocabulary development. It highlights the importance of sustaining fidelity to the Read, Write Inc programme and also the use of clear lesson structures and the teaching of vocabulary (Word Aware) to support disadvantaged children to be able to apply a wider range of vocabulary in all subjects.

The development of writing.

Writing moderation reports demonstrate evidence of the writing journey from the planning stage to the final published piece. Finished pieces are displayed and the children's work is celebrated in class and for parents who visit to see the outcomes.

Teacher assessed writing grades in year 6 were 82% at expected compared to 72% nationally. Disadvantaged writing at expected was 65% (59% nationally) and non-pupil premium was 90% (77% nationally).

Groups of learners who are underachieving are identified and support put in place.

Transition document for secondary schools was completed and vulnerable children identified and given extra support and provision during the transition period.

All nursery/childcare providers were either contacted or visited prior to the EY children starting school so that provision and support could be put in place especially for the disadvantaged children or children with additional needs.

All staff used the Graduated Approach to identify children who needed additional support. Requests were made for interventions and the SENCO organised these and collated the information on the progress made to support children with additional needs. Pupil Passports have been co-produced with parents highlighting children's strengths, barriers to learning and short-term SMART targets.

Phase Leaders met weekly with the Headteacher to discuss progress of key pupils including spotlight children who are mainly SEND and or pupils eligible for pupil premium.

Annual reviews took place to ensure that EHCP target provision was being met.

Termly pupil progress meetings with teachers, phase leaders and the Headteacher ensured that those who required extra support including disadvantaged children were identified and action occurred.

TA training sessions were run both on INSET days and during school time and these are now scheduled into the CPD training programme to ensure that interventions are run effectively and lead to accelerated progress.

Further improve the teaching of Maths.

Our school Maths lead has accepted this year to be trained as a maths Primary Mastery Specialist.

Number sense ran in all classes for years 1-4 to help improve mathematical fluency.

To support retention and application of times tables knowledge, all KS2 classes are following the Number Sense Times Tables programme.

The Headteacher provided booster sessions in year 6 which has created smaller class sizes in the remaining Maths sets.

Year 4 multiplication check results:

Average score: 22.5 (20.6 national)

Scored 25/25: 37% (29% national)

Data shows that disadvantaged pupils in year 6 (2023-2024) performed broadly in line with national disadvantaged figures for maths (Tanners Brook 55%, National 59%)

Attendance.

The percentage of sessions recorded as an absence for disadvantaged students in Autumn/Spring 2022-3 was 8.9% which is 0.6% greater than the national percentage of 8.3%. It was however 0.6% lower than the percentage of the previous year (9.5%) Therefore the strategies that have been employed are starting to take a positive effect.

Since the introduction of the new government guidance 'Working together to Improve School attendance' we have:

- introduced a new attendance policy.
- held weekly meetings to analyse the data and introduced a more robust set of tiered communications with parents.
- communicated frequently with our EWO (Vicky Dane) and held Targeted support meetings to plan a joint way forward.
- Run non stat meetings termly with more parents to encourage them to ensure that their children's attendance is over 96% and to help reduce any barriers to poor attendance.
- Ensured that attendance is a priority when meeting with staff and also with parents at parents' consultation evenings.

Academic Year/month	% of pupil eligible for pupil premium with attendance under 90%
December 2022	29.9
December 2023	20.5
December 2024	19.2

The table above shows that the attendance rate for pupils eligible for pupil premium has significantly improved over the last few years and that the impact of the attendance procedures that we have implemented are having a positive impact on pupils in school.

To minimise the impact of staff absence on disadvantaged pupils, four HLTAs have been appointed to provide support and continuity.

Overall attendance of disadvantaged children last academic year was 92.8% which was an increase of 0.5% on the previous academic year.

Personal Development and Behaviour.

The school graduated from the Government Behaviour Hubs programme and introduced the new and upgraded behaviour policy. All children and staff were trained on this and the new system is robust and clear for pupils, parents and staff members. This was ratified by the governors.

Parental survey results (November 2024) show that 98% of parents believe that the school makes sure its pupils are well behaved. Staff survey results show that 100% of staff feel that behaviour is good at this school (December 2024) and also that the school has a culture that encourages calm and orderly conduct and is aspirational for all children.

Parental Engagement.

A teacher has been appointed as a Community Lead and the Friends of Tanners Brook school has been relaunched. Friends’ events are now planned and structured into the school timetable. We held a ‘Big Tidy up’ event in October which involved over 150 people who came into school on a Saturday to trim, plant and make the school look beautiful. This has been followed by a Christmas Bingo night which has raised over £1600 for the school to support all pupils in the future.

In school events have been well attended for example, maths open days, transition meetings, homework showcases, parents evenings etc.

Parent surveys showed that:

November 22: out of 206 responses, 95.5% would recommend the school

November 23: out of 247 responses, 99.2% would recommend the school.

Externally provided programmes

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

Programme	Provider
Read Write Inc/Oxford Owl	Ruth Miskin
Number Sense Fluency	Number Sense Mathematics
Number Sense Times Tables	Number Sense Mathematics
Times Tables Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

Currently there is only 1 child at Tanners Brook who is a service pupil premium child. There is funding of £340 per eligible pupil in 2024-2025. This money through discussion with parents is often spent on after school clubs or on ELSA support if it is felt that the child needs additional and enhanced individual provision.