



Pupil Premium Strategy Statement 2023-24

This statement details our school’s use of pupil premium (and recovery 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 on pupil premium had within our school.

School Overview

Detail	Data
School name	Tylers Green Middle School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	31/12/2023
The date on which it will be reviewed	31/12/2024
Statement authorised by	Sam Isaacs Headteacher
Pupil premium lead	Anna Campbell Assistant Head (Inclusion)
Governor / Trustee lead	Julie Wagge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,040
Recovery premium funding allocation this academic year	£2,030 (estimated)
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	£47,070



Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- At Tylers Green Middle School, we have high aspirations for all our pupils and strive to remove barriers to learning to allow all pupils to reach their full potential.
- To achieve this, we feel that it is vital that children develop the skills, knowledge and mindset needed to succeed, through high-quality teaching and wider experiences. This is because, by the end of Key Stage 2, we want to have enabled all of our pupils to be autonomous learners.
- We make it our priority to provide the support and guidance that is needed to remove barriers to learning.
- This is implemented both academically and holistically.

What do we want to achieve?

- This will be achieved through targeted support in learning approaches in an environment of inclusivity. TGMS has developed its pupil premium strategy with the goal that disadvantaged pupils will be able to achieve across the curriculum at the same level as their peers
- Currently, baselines are 59% of PP pupils achieving expected or above in reading, compared with 82% of other children. In Maths, 84% of all pupils achieved expected or above, compared to 62% of PP pupils. In writing 70% of all pupils were expected of above, with 42% of PP pupils achieving this. This highlights the gap between Pupil Premium children and their peers and demonstrates the need to prioritise targeted support for their learning in the core subjects.
- The average attainment gap for Reading, Writing and Maths is 24%. Target July 2024- to reduce this gap by half, bringing it down to 12%.
- Beyond academic support, we will enable children to develop strategies to help them take responsibility for their learning and develop the skills to support their lifelong learning journey.
- In addition, we aim to provide opportunities for children to experience a wide selection of opportunities (e.g. sports, art, trips and culture)



How does the strategy work toward achieving this?

- Targeted mentoring meetings with class teachers to establish targets and discuss learning, prioritising disadvantaged children within the cohort, covered by senior teachers
- All school development and monitoring activities aim to keep Pupil Premium pupils at the forefront of our minds
- Link with Julie Wilson (Learning Support Mentor) to develop a greater understanding of their individual learning needs to enable her to identify the most impactful mentoring support for their academic progress and mindsets
- Prioritise Pupil Premium pupils for tutoring opportunities provided by staff members
- Prioritise Pupil Premium children in Lower Key Stage nurture groups to develop social and emotional well-being
- The school has organised various volunteers (governors, past pupils, parents) to listen to children read aloud, prioritising Pupil Premium
- The school is taking part in a Bucks Challenge initiative to promote oracy, focusing on disadvantaged pupils
- Every Pupil Premium child will be funded to participate in an externally run school club (for example, sports, music or modern foreign languages)
- Pupil Premium children are prioritised in free, staff-led clubs
- Pupil Premium children have subsidised trips and residentials to ease the financial burden on their parents to ensure inclusivity of opportunity
- Employ a Welfare Officer to support disadvantaged pupils (focus on attendance and the link between school and families)

Key principles

By targeting academic progress and achievement, we aspire to close the attainment gap between those children receiving Pupil Premium funding and their peers. As can be seen by our range of strategies, the prioritising of reading support will improve vocabulary, grammar and spelling, which will in turn positively impact writing. By all Pupil Premium children having supported, individualised mentoring, focused on their mindsets, they will be better able to take advantage of future learning opportunities through an improved attitude to learning. Accessible enrichment opportunities will enable Pupil Premium pupils to experience a wide range of life experiences, supporting them to broaden their horizons through the opportunities they have had.



Challenges

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

Challenge number	Detail of challenge
1	Historic low or slow attainment and progress rates in Reading, Writing and Maths by pupil premium/disadvantaged children
2	Ability, experience and skills to work independently and take responsibility for their own learning developing an open mindset and high aspirations
3	Supporting emotional and social challenges faced by children and providing them with the tools to address these issues
4	Pupils lack exposure to enhanced experiences outside of lessons
5	Higher levels of lateness of pupil premium and disadvantaged pupils compared to their peers

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
Disadvantaged pupils make progress in Reading, Writing and Maths to reduce the gap between them and the average pupil in the class	By the end of summer 2024, data will show the attainment gap halved between Pupil Premium pupils and their peers.
Pupils to achieve an understanding of their own learning needs and have the confidence to approach academic challenges to allow them to achieve their full potential	Case studies and pupil feedback from Learning Support Mentor Feedback to class teachers during mentoring sessions The use of pupil and parent questionnaires will demonstrate that targeted pupils and families feel supported and barriers have been alleviated.
Pupils and families with identified social, emotional and health needs (prioritising Pupil Premium) will be well supported by school staff	The Welfare Officer/SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning. Case studies and pupil feedback from Learning Support Mentor The use of pupil and parent questionnaires will demonstrate that targeted pupils and



	<p>families feel supported and barriers have been alleviated.</p> <p>The school to better employ the Welfare Officer who will liaise directly with families to support their needs to support better attendance in these groups</p> <p>Where appropriate, feedback from the children in LKS nurture groups</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning and have wide-ranging opportunities outside academic ones.</p>	<p>Monitor the number of identified pupils who have taken up the opportunity to have a rich breadth of experience through school funding of external clubs, trips and residential</p> <p>Children will be exposed to a variety of skills, challenges and experiences throughout the academic year within daily school life eg themed days and events</p> <p>Children will have access to a variety of learning methods and be enthusiastic about learning.</p> <p>Questionnaires will show that pupils are happy and enjoy school with specific attention given to Pupil Premium children.</p>
<p>All disadvantaged pupils will meet national expectations for punctuality and attendance.</p>	<p>Careful monitoring of attendance of Pupil Premium children and identification of who is most at risk.</p> <p>Liaison between the Welfare Officer and SLT with those families</p> <p>Identifying barriers to punctuality and strategies to address them</p>



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: £23,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers mentor and other adults to listen to children read 1:1</p>	<p>The effectiveness of Mentoring: Learning mentor support: an investigation into its perceived effect on the motivation of pupil premium students in year 11. The evidence supporting the importance of teachers' understanding of the needs of their pupil premium children: https://www.proquest.com/openview/b3281cb74acc011b949221ab04192fa4/1?pq-origsite=gscholar&cbl=18750&diss=y</p>	<p>1</p>
<p>Continued CPD for teachers in quality-first teaching. The CPD and impact are to be recorded.</p> <p>School to develop LSAs to support.</p>	<p>The importance of quality first teaching and high aspirations for children who are behind in their learning: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Provision of QFT, mastery curriculum and the effective challenge for children identified as needing to catch up – see: www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. http://www.natspec.org.uk/wp-content/uploads/2017/06/Making-use-of-LSAs-John-Brown-.pdf</p>	<p>1</p>
<p>Assistant Headteacher to support the daily English lessons in UKS2 (including quality texts)</p> <p>Assistant Headteacher to work with subject leaders and teachers to use coaching and training to</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p>	<p>1</p>



enhance the teaching of English and ensure a rich and varied curriculum and clear progression of skills.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children to be identified The provision of a learning mentor to help pupils learn how to learn and take responsibility for themselves and alleviate barriers to learning Training and implementation of nurture groups	The importance of removing emotional and social barriers to learning: https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	2, 3, 5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a welfare officer to support the needs of families identified as vulnerable Employment of a welfare officer to monitor and address punctuality. Headteacher to ensure	Importance of parental involvement in educational progress: https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. See:	3, 6



<p>the expectations for attendance are clearly communicated and contact families where late arrivals become higher than 90%</p>	<p>www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully.</p>	
<p>Funding of extra-curricular activities to provide pupils with wider experiences. Free access is offered for PP children The opportunity to experience wide-ranging learning experiences Each year group to plan a range of experience days and trips throughout the year Opportunities for funding for after-school clubs</p>	<p>Provision of a range of initiatives to extend children’s experiences. See: www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully. Education Endowment Trust Toolkit</p>	<p>4</p>

Total budgeted cost: £ 47,070



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.

School Year	Total number of children in school	Number of children eligible for Pupil Premium Funding	Amount of Pupil Premium funding per eligible pupil	Total amount of funding received or forecast
2016-17	254	5	£1320	£6600
2017-18	255	6	£1320 (£1900 for Pupil Premium Plus)	£6600+ £1900 = £8500
2018-19	255	6	£ 1320 x 5 (£2300 for Pupil premium Plus)	£6600+ £2300=£8900
2019-20	255	6	£1320 x5 plus £2300 for (Pupil Premium Plus)	£6600 + £2300 =£8900
2020-21	255	9	£1345 x 7 plus £2345 x 2 for (Pupil Premium Plus)	£9415 + £4690 = £14,105
2021-22	256	18	£1345x11 plus £2345x2	£14795 + £4690
2022-23	256	25	£1385x14 £2410x4	£19,390 + £9640
2023-24	256	29	24 x £1455 4 x £2530	£34,920 + £10,120 + £2,030



			Recovery funding	
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Pupil Premium spending in 2022-23

The majority of Pupil Premium funding was used pay for the services of these main aspects:

- Learning Support Mentor
- Additional tutoring
- Class teacher mentoring
- Targeted Year 6 writing group taught by the Assistant Headteacher
- Nurture groups
- Residential Trips
- Extra-curricular clubs
- Welfare Officer

Pupil Premium progress 2022-23

There were 25 children eligible for pupil premium in 2022-23.

Reading was targeted for Pupil Premium children in this academic year. The focus on reading had clear positive impacts. 71% of Pupil Premium children achieved expected standards in Reading, with 14% achieving a higher standard. The attainment gap between Pupil Premium children and their peers in Reading was 12%. This demonstrates that the targeting strategies in place are clearly working. The school will, therefore, widen the approach across the curriculum.

The attainment gap in writing was considerably wider, again highlighting the need to focus on this in 2023-24. 43% of Pupil Premium children achieved expected standards, compared with an average of 68% of the wider cohorts. No Pupil Premium children achieved greater depth compared with an average of 12% of other pupils.

Finally, in Maths 57% of Pupil Premium children achieved the expected standard and 14% achieved a higher standard, compared with 81% and 34% of all pupils respectively.

This clearly demonstrates that the strategies of targeted support in specific subjects did have an impact on Pupil Premium attainment and supports the need to implement this in the wider curriculum, as per the Pupil Premium strategy for 2023-24.



The Learning Support Mentor Report 2022-23

Tylers Green Middle School Mentoring Evaluation Report 2022-2023 Julie Wilson

Information in this report relates to the mentoring programme with pupils from Tylers Green Middle School from September 2022 to July 2023.

The school has asked me to provide SEMH support and guidance to students to help them overcome social, emotional and behavioural issues which act as barriers to learning. These barriers can be wide ranging and are often very personal to the individual student. Students need support to sort out and make sense of what is happening to them, to reflect on how their actions (and those of others) can be causing problems and to work out solutions.

Issues amongst students vary from lack of self-esteem and confidence, a variety of low-level behaviour issues, ADHD and ASD, struggling with strong feelings and emotions, lacking resilience, difficulty in participation, feeling unhappy, transition, high levels of anxiety, difficulties in concentration, suffering loss or bereavement, poor attendance and punctuality, home circumstances and social skills and friendships.

I liaise closely with SLT, the SENDCO, teachers and other support staff in the school and the focus is always on supporting the student and helping them to grow while giving encouragement and support in applying skills and attitudes to school (and beyond). Support staff have joined the sessions when time allows to help them develop their own mentoring skills and knowledge.

The school has recognised that some students can sometimes require an alternative approach over and above that which is normally offered in the classroom. The school is committed to supporting students to be the best they can be, and mentoring is an opportunity for pupils to discover more about themselves. The head teacher has created sufficient time for the programme to develop and to become embedded within the school. Vulnerable and disadvantaged children are allocated mentoring and meetings are regular and provide support to help alleviate barriers. Mentoring helps to support the emotional and social challenges they face and provides them with the tools to help address these issues. When deemed appropriate and in consultation with the headteacher and/or the SENDCO, parents are also involved in the process.

What takes place?

A safe environment is provided for students to explore issues that are relevant to them. Personal skills are developed through one to one and/or group mentoring.

A programme is followed based on the student's strengths and needs and to help them to explore solutions that make sense to them. The process allows space and time for students to identify and focus on the positive changes they want to make for themselves and the path by which they will achieve these changes.

The following approaches are used:

- Circle time in small groups is used to explore empathy, feelings, emotions, positive achievements and strategies for managing differing situations and sometimes conflict. Ground rules are discussed to ensure that students feel safe to speak and that we do not share anything we have discussed with other students when we go back to class. If they want to share things, they don't want others knowing then they can ask to discuss these in an individual session.
- Individual sessions are designed to help with problems or to have more general discussions about how students are feeling. Students are encouraged to be open and honest.
- Team challenges are sometimes used to improve self-esteem, self-confidence and to develop a real sense of belonging to a group and to encourage enjoyment in engaging with others.
- Games and sport (very popular) are used to get strong messages across, including the importance of boundaries and to put into practice what is discussed.

Pupil Feedback

'I like talking about solutions and how it can help and trying them out.'



'I feel more confident and resilient.'

'I feel more confident in class.'

'It has helped me make new friends, learn new things, have fun and make me more confident.'

It helped with my focus, especially my writing and concentration.'

'My attitude has improved.'

'She has helped me not give up instantly, especially in English.'

'I generally work harder.'

'I now don't mind making mistakes and understand that I can.'

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
None	