



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Tylers Green Middle School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/12/2023
Statement authorised by	Sam Isaac Acting Headteacher
Pupil premium lead	Anna Campbell
Governor / Trustee lead	Julie Wagge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£29,030</b>





# 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.
- In order to achieve this, we feel that it is vital that children develop the skills and values needed to succeed, through high quality teaching and wider experiences
- 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 a targeted approach to reading as well as support in learning approaches. TGMS has developed its pupil premium strategy with the goal that disadvantaged pupils will be able to read at least as well as peers in their class at TGMS
- Currently 64% of PP children are expected or higher in reading, compared with 84% of other children, highlighting the gap between pupil Premium children and their peers and demonstrating the need to prioritise reading
- Target July 2023- 70% of disadvantaged pupils reading at expected or above level as measured by Star Reader.
- To enable children to develop strategies to help take responsibility for their own learning and develop the skills to support their lifelong learning journey.
- To provide opportunities for children to experience a wide selection of opportunities (e.g. sport, art, trips and culture)

### How does the strategy work toward achieving this?

- Targeted motivation to read
- Link with Julie Wilson (learning mentor) on reading ages
- Purchase books
- Access to reading material
- Re-vitalise reading corners in the classrooms
- Tracking using AR and Star Reader training for staff-





- Library
- Interventions
- Provide cover for teacher to have additional PPA in order to support PP children, through reading or mentoring
- Prioritise Pupil premium pupils for top up tutoring provided by staff members

**Key principles**

By targeting reading and achieving accelerated progress, we aspire to close the attainment gap between those children receiving pupil premium and their peers. Reading will improve vocabulary, grammar and spelling, which will impact writing. It will also provide access to knowledge and experiences.

**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 by pupil premium/disadvantaged children
2	Ability, experience and skills to work independently and take responsibility for their own learning- fixed mindset /low aspiration
3	Supporting emotional and social challenges faced by children and providing them with the tools to address these issues
4	Pupils lack of exposure to enhanced experiences outside of lessons
5	Motivation/lack of role models
6	High levels of lateness of pupil premium and 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
Disadvantaged pupils make accelerated progress in reading in order to reduce the gap between them and the average pupil in the class	By the end of summer 2023, data will show at least 70% of PP pupils at expected level or more in reading.
Pupils and families with identified social, emotional and health needs will be well supported by school staff	Welfare officer/SENCo and Head teacher identify and support families and children and work to alleviate barriers to





	<p>learning.</p> <p>School to continue to employ a welfare officer who will liaise directly with families to support their needs</p> <p>Vulnerable disadvantaged children are also allocated a mentor, who will meet with them regularly and provide support/alleviate barriers. She will also liaise with families as required.</p> <p>Use of pupil and parent questionnaires will demonstrate that targeted pupils and families feel supported and barriers have been alleviated.</p> <p>Where appropriate, identified children in LKS are invited to nurture groups</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning and have wide ranging experiences outside academic ones.</p>	<p>Identified pupils will have the opportunity to have a rich breadth of experience through to school funding of music lessons, residential trips and out of school clubs</p> <p>Children will be exposed to a variety of skills, challenges and experiences throughout the academic year</p> <p>Teachers and support staff will plan a range of experiences within school, such as themed days and events. Children will have access to a varied of learning methods and be enthusiastic about learning. Funding will be provided by year group.</p> <p>Questionnaires will show that pupils are happy and enjoy school.</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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of high quality and inspiring texts for each classroom and the library Teachers to listen to children to read 1:1	The importance of reading for pleasure and having aspiration <a href="https://files.eric.ed.gov/fulltext/ED496343.pdf">https://files.eric.ed.gov/fulltext/ED496343.pdf</a>	1
Continued CDP for teachers in quality first teaching. The CPD and impact to be recorded. Training for staff in AR, LL data tracking to allow assessment of pupils  School to develop LSA's by providing CPD, particularly in phonics. This will allow optimum support for disadvantaged pupils.	The importance of quality first teaching and high aspirations for children who are behind in their learning <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a> Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-fundingsuccessfully">www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-fundingsuccessfully</a> .  <a href="http://www.natspec.org.uk/wp-content/uploads/2017/06/Making-use-of-LSAs-John-Brown-.pdf">http://www.natspec.org.uk/wp-content/uploads/2017/06/Making-use-of-LSAs-John-Brown-.pdf</a>	1
Assistant Head teacher to support the daily English lessons in UKS2	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1





<p>(including quality texts)</p> <p>Assistant Headteacher to work with subject leaders and teachers to use coaching and training to enhance the teaching of English and ensure a rich and varied curriculum and clear progression of skills.</p>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p>	
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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
<p>Vulnerable children to be identified</p> <p>The provision of a learning mentor in order to help pupils learn how to learn and take responsibility for themselves and alleviate barriers to learning</p> <p>Training and implementation of nurture groups such as Lego therapy</p>	<p>The importance of removing emotional and social barriers to learning</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a></p>	<p>2, 3, 5</p>

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

Budgeted cost: £ 3350





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a welfare officer to support the needs of families identified as vulnerable</p> <p>Employment of a welfare officer to monitor and address punctuality. Head teacher to ensure the expectations for attendance are clearly communicated and contact families where late arrivals become higher than 90%</p>	<p>Importance of parental involvement in educational progress</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a></p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p>	<p>3, 6</p>
<p>Funding of extra-curricular activities to provide pupils with wider experiences. Free access offered for PP children</p> <p>The opportunity to experience broad and wide-ranging learning experiences</p> <p>Each year group to plan a range of experience days and trips throughout the year</p> <p>Opportunities for funding for after school clubs</p>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p>	<p>4</p>

**Total budgeted cost: £ 29030**





## 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 2021 to 2022 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

#### Pupil Premium spending in 2021-22





The majority of Pupil Premium funding was used pay for the services of the 3 main aspects: **Learning Support Mentor, Residential Trips, focused teaching through English lessons supported by the Assistant Headteacher and extra- curricular clubs, particularly music.**

2021/22 saw the continued impact of Covid-19 lockdowns on pupils and a rise in the number of children receiving pupil premium, and so has presented the school with a number of challenges. The lockdowns were particularly challenging for our pupils on pupil premium. We have used pupil premium funding to support the increased anxiety we have seen in pupils and the lost learning skills experienced by pupils, through targeted English groups and a Learning Support Mentor.

Pupil Premium Pupils mostly made good progress, with reading being the strongest subject. There has been some progress made by pupils, though the impact of lockdown has impacted this.

As restrictions eased and where possible, we also used it to fund enrichment opportunities to ensure all children experienced new things, this was particularly important after the lockdowns.

### **Pupil Premium progress 2021-22**

Reading was targeted in the academic year 2021-22 and the progress seen will be built on in the next academic year. 50% of Pupil Premium children were secure in the Autumn term, compared with 57% secure and 7% above in the summer term.

There were 18 children eligible for pupil premium

#### Reading Progress:

- 4 children made more than expected progress
- 13 children made expected progress
- 1 child made less than expected progress
- 10 children were secure at the end of the year
- 6 children were developing at the end of the year
- 1 child was emerging at the end of the year
- 1 child was above at the end of the year

#### Writing Progress:

- 13 children made expected progress
- 5 children made more than expected progress
- 0 children made less than expected progress.
- 5 children were secure at the end of the year
- 11 children were developing at the end of the year
- 1 child was emerging at the end of the year
- 1 child was above at the end of the year

#### Maths Progress:

- 14 children made expected progress
- 1 child made less than expected progress
- 3 children made more than expected progress
- 9 children were secure at the end of the year
- 8 children were developing at the end of the year
- 1 child was emerging at the end of the year





### **The Learning Mentor**

All pupils and teachers complete a survey annually to track the impact of the learning mentor. The impact is felt to be very positive by all pupils. This is demonstrated in the table below.





Year 4	Very Much (Number in brackets is pupils' previous rating)	A Little (Number in brackets is pupils' previous rating)	No (Number in brackets is pupils' previous rating)
<b>How do you rate the following?</b>			
<b>Statement</b>	<b>10 9 8 7 6</b>	<b>5 4 3 2 1</b>	<b>0</b>
I can talk about my feelings.	8 – A (7), 8 – E (1)		
I can work well in a team.	9 – A (8), 7 – E (6)		
I am confident.	7 – A (5), 9 – E (5)		
I can connect well with my friends.	9 – A (7), 7 – E (8)		
I understand how to manage my relationships with others e.g., family, adults, peers.	8 – A (6), 10 – E (6)		
I understand the feelings and actions of others (empathy).	7 – A (3), 7 – E (1)		
I understand how different emotions make me feel and I can talk about strategies to manage them.	8 – A (3), 9 – E (4)		
I can reflect on things and make positive changes.	8 – A (6), 10 – E (6)		
I understand that I am allowed to make mistakes.	8 – A (8), 10 – E (8)		
I am resilient. I do not give up and I try to find solutions.	8 – A (5), 10 – E (5)		
I am my own person – not better or worse than anyone else.	9 – A (5), 9 – E (5)		
The work I do with Julie supports and helps me.	9 – A, 10 – E		
I enjoy working with Julie.	10 – A, 10 – E		





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Year 5 How do you rate the following?	Very Much (Number in brackets is pupils' previous rating)	A Little (Number in brackets is pupils' previous rating)	Not at All (Number in brackets is pupils' previous rating)
<b>Statement</b>	<b>10 9 8 7 6</b>	<b>5 4 3 2 1</b>	<b>0</b>
I can talk about my feelings.	6 – T (1), 8 – K (4), 9 – F (2), 7 – C (3)		
I can work well in a team.	7 – T (3), 10 – K (7), 10 – F (5), 9 – C (5)		
I am confident.	7 – T (3), 9 – K (5), 10 – F (5), 10 – C (5)		
I can connect well with my friends.	10 – T (10), 10 – K (10), 10 – F (6), 10 – C (8)		
I understand how to manage my relationships with others e.g., family, adults, peers.	7 – T (3), 10 – K (6), 10 – F (7), 9 – C (6)		
I understand the feelings and actions of others (empathy).	9 – T (3), 8 – K (4), 10 – F (6), 7 – C (5)		
I understand how different emotions make me feel and I can talk about strategies to manage them.	7 – T (3), 8 – K (3), 10 – F (5), 8 – C (5)		
I can reflect on things and make positive changes.	6 – T (3), 9 – K (6), 10 – F (6), 8 – C (5)		
I understand that I am allowed to make mistakes.	9 – T (3), 8 – K (6), 10 – F (6), 9 – C (4)		
I am resilient. I do not give up and I try to find solutions.	10 – K (5), 10 – F (5), 10 – C (6)	4 – T (0)	
I am my own person – not better or worse than anyone else.	10 – T (5), 10 – K (8), 10 – F (7), 6 – C (2)		





The work I do with Julie supports and helps me.	10 – T, 10 – K, 10 – F, 9 – C		
I enjoy working with Julie.	10 – T, 10 – K, 10 – F, 10 – C		





Year 6	Very Much (Number in brackets is pupils' previous rating)	A Little (Number in brackets is pupils' previous rating)	No (Number in brackets is pupils' previous rating)
<b>How do you rate the following?</b>			
<b>Statement</b>	<b>10 9 8 7 6</b>	<b>5 4 3 2 1</b>	<b>0</b>
I can talk about my feelings.	9 – IR (3), 8 – C (5)		
I can work well in a team.	9 – IR (6), 7 – C (4)		
I am confident.	10 – IR (3), 9 – C (5),		
I can connect well with my friends.	10 – IR (8), 10 – C (7)		
I understand how to manage my relationships with others e.g., family, adults, peers.	9 – IR (6), 9 – C (7)		
I understand the feelings and actions of others (empathy).	9 – IR (7), 10 – C (6)		
I understand how different emotions make me feel and I can talk about strategies to manage them.	9 – IR (2), 10 – C (1)		
I can reflect on things and make positive changes.	7 – IR (3), 7 – C (5)		
I understand that I am allowed to make mistakes.	10 – IR (6), 10 – C (7)		
I am resilient. I do not give up and I try to find solutions.	10 – IR (7), 8 – C (5)		
I am my own person – not better or worse than anyone else.	10 – IR (6), 10 – C (7)		
The work I do with Julie supports and helps me.	9 – IR, 10 – C		





I enjoy working with Julie.	10 – IR, 10 – C		
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### The Student View

Each student completed an activity assessment which included feedback on the following (July 2022):

Year 4 Student	How has working with Julie helped you?
A	It's made me think about emotions, think more about myself and understanding myself more.
E	Because I am more resilient. I understand myself better and I am more comfortable talking about the way I feel.

Year 4 Student	What are your favourite things about working with Julie?
A	Playing games like UNO (the best) and chatting.
E	Playing UNO and when I'm feeling down, I get to talk to Julie.

Year 5 Student	How has working with Julie helped you?
T	It has helped with my confidence – putting my hand up and answering questions.
K	Julie has helped me a lot with personal things.
F	It has helped me with very worrying situations.
C	To grow in confidence e.g., putting up my hand and not worrying about getting it wrong. I now enjoy doing presentations to the whole class. I am more independent, and the standard of my work has improved.

Year 5 Student	What are your favourite things about working with Julie?





T	Talking about my feelings.
K	Everything – especially my memory book and playing games.
F	Julie helps me and playing games.
C	Everything – playing games.

Year 6 Student	How has working with Julie helped you?
IR	It has helped me with my listening to others more and it has made me less stressful about my work. I can chat about my worries, talk them through and find strategies to deal with them – I can take my time.
C	Made me more confident and I feel better about myself, especially in school.

Year 6 Student	What are your favourite things about working with Julie?
IR	We get to play games and I get to share my feelings with friends and others.
C	Talking about things and being prepared for what comes up. I also like playing the games.

## 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



