

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	254
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	1/12/2021
Date on which it will be reviewed	1/12/2022
Statement authorised by	Vanessa Pinkney Headteacher
Pupil premium lead	Anna King
Governor / Trustee lead	Julie Wagge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,551
Recovery premium funding allocation this academic year	£ 2,000
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	£23,551

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 foster the skills and values needed to succeed
- 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 11% of PP children reading in line or above average child
- Target July 2021- 25% of disadvantaged pupils reading at or above peers in their class as measured by Star Reader.
- We will also provide a learning mentor to enable children to develop strategies to help take responsibility for their own learning and develop the skills to support their lifelong learning journey.

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

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	To support the emotional and social challenges faced by children and provide them with the tools to address these issues
4	To provide experiences beyond their home life and immediate community
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 2022, data will show at least 25% of PP pupils in line with the average reading age in the class. This will increase to 40% by summer 2023 and 55% by summer 2025.
Pupils and families with identified social, emotional and health needs will be well supported by school staff	Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. School to employ a welfare officer who will liaise directly with families to support their needs Vulnerable disadvantaged children are also allocated a PP mentor who will meet with them regularly and provide support/alleviate barriers. She will also liaise with families as required. Use of pupil and parent questionnaires will demonstrate that targeted pupils and families

	<p>feel supported and barriers have been alleviated.</p> <p>Identified children are invited to Nurture, positive play</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of high quality and inspiring texts for each classroom and the library	The importance of reading for pleasure and having aspiration https://files.eric.ed.gov/fulltext/ED496343.pdf	1
<p>Training for teachers and continued CPD. The training and impact to be recorded.</p> <p>Training for staff in AR, LL data tracking to allow assessment of pupils</p> <p>School to develop LSA's by providing CPD. This will allow optimum support for disadvantaged pupils.</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</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-fundingsuccessfully.</p> <p>http://www.natspec.org.uk/wp-content/uploads/2017/06/Making-use-of-LSAs-John-Brown-.pdf</p>	1
Deputy Head teacher to support the daily English lessons in UKS2 (including quality texts)	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowment</p>	1

Deputy Head to work subject leaders and teachers to use coaching and training to enhance the teaching of English	foundation.org.uk/educationevidence/teaching-learning-toolkit	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children to be identified 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 Training and implementation of nurture groups such as Lego therapy	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, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a welfare officer to support the needs of families identified as vulnerable	Importance of parental involvement in educational progress https://sandbox.educationendowmentfoundation.org.uk/educationevidence/	3, 6

<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>teaching-learningtoolkit/parental-engagement</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spendingthe funding-successfully.</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 www. Gov.uk/publications/the-pupil-premium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit</p>	<p>4</p>

Total budgeted cost: £ 23,551

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 2020 to 2021 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

Pupil Premium spending in 2020-21

The majority of Pupil Premium funding was used pay for the services of the 3 main aspects: **Learning Support Mentor, Residential Trips, LSA learning support and extra- curricular clubs, particularly music.**

2020/21 was a challenging year and Covid-19 has presented the school with challenges and the return to school bringing even more. The lockdown was often

particularly challenging for our pupils on pupil premium. As a school, we tried to accommodate as many of these student who needed it to be in school, forming part of our key worker group. We have also used it to support increased anxiety and lost learning skills experienced by pupils, through targeted groups and the Learning 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 2019/20 (teacher judgements)

Reading Progress: All 9 children made expected progress.

Writing Progress: 8 children made expected progress and 1 child made more than expected.

Maths Progress: 8 children made expected progress and 1 child made less than

Pupil Premium Progress Spring 2020 – Summer 2021 (teacher judgements)

There were 12 children eligible for pupil premium

Reading Progress:

- 11 children made expected progress
- 1 child made less than expected progress
- 8 children were secure at the end of the year
- 2 children were developing at the end of the year
- 2 children were emerging at the end of the year

Writing Progress:

- 9 children made expected progress
- 1 child made more than expected progress
- 2 children made less than expected progress.
- 4 children were secure at the end of the year
- 7 children were developing at the end of the year
- 1 child was emerging at the end of the year

Maths Progress:

- 9 children made expected progress
- 2 children made less than expected progress
- 1 child made more than expected progress
- 6 children were secure at the end of the year
- 5 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.

How do you rate the following?	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)
Statement	10 9 8 7 6	5 4 3 2 1	0
I can talk about my feelings.	7 – A (7), 8 – B (2), 8 – C (2), 8 – F (2), 8 – D (6), 8 – E (5), 6 – G (3)		
I can work well in a team.	8 – A (9), 7 – B (1), 7 – C (3), 8 – F (1), 7 – D (7), 5 – E (4), 9 – G (6)		
I am confident.	10 – A (9), 9 – C (5), 10 – F (1), 6 – D (4), 10 – E (6), 10 – G (3)	1 – B (1), 5 – C - Maths (1)	
I can connect well with my friends.	10 – A (8), 7 – B (1), 9 – C (5), 9 – F (2), 9 – D (9), 7 – E – lockdown (10), 10 – G (10)		
I understand how to manage my relationships with others e.g., family, adults, peers.	9 – A (8), 9 – F (3), 8 – D (6), 7 – E – lockdown (9), 7 – G (6)	5 – B (1), 5 – C – brother (3)	
I understand the feelings and actions of others (empathy).	10 – A (6), 10 – B (9), 6 – C (5), 8 – F (3), 7 – D (6), 10 – E (6), 9 – G (7)		
I understand how different emotions make me feel and I	5 – A (2), 6 – C (1), 8 – F (2), 8 – D (4),	3 – B (1)	

can talk about strategies to manage them.	10 – E (1), 6 – G (2)		
I can reflect on things and make positive changes.	7 – A (5) 6 – B (3), 7 – C (3),9 – F (1), 7 – D (4), 5 – E (3)	5 – G (3)	
I understand that I am allowed to make mistakes.	10 – A (10), 10 – B (1), 10 – C (3),9 – F (2), 9 – D (5), 10 – E (7),10 – G (8)		
I am resilient. I do not give up and I try to find solutions.	10 – A (9), 10 – B (5), 6 – C (2), 9 – F (2), 6 – D – depends on sleep too (3), 7 – E - lockdown (8), 9 – G (8)		
I am my own person – not better or worse than anyone else.	6 – A (5), 8 – C (4), 10 – F (1),7 – D (7), 8 – E (5), 9 – G (6)	5 – B (1)	
The work I do with Julie supports and helps me.	10 – A (10), 7 – B (1), 9 – C (1),10 – F (5), 10 – D (7), 10 – E (8), 7 – G (5)		
I enjoy working with Julie.	10 – A (10), 10 – B (10), 10 – C (10), 10 – F (10), 10 – D (10),10 – E (9), 9 – G (9)		

Year 6	Very Much	A Little	No
How do you rate the following?			
Statement	10 9 8 7 6	5 4 3 2 1	0
I can talk about my feelings.	9 – A (3), 10 – B (4), 7 – F (3), 7/8 – E (1), 7 – G (3), 10 – C (3)	3 – D (2)	
I can work well in a team.	9 – A (5), 8 – B (5), 10 – F (4), 7 – E (2), 8 – G (4), 7 – C (5), 7 – D (5)		
I am confident.	10 – A (8), 9 – B (3), 10 – F (1), 7 – E (3), 9 – C (5)	5 – G (2), 4 – D (1)	
I can connect well with my friends.	10 – A (8), 10 – B (6), 10 – F (4), 9 – E (3), 9 – G (7), 9 – C (6), 10 – D (7)		
I understand how to manage my relationships with others e.g., family, adults, peers.	9 – A (3), 10 – B (6), 10 – F (2), 8 – E (1), 8 – G (4), 8 – C (7), 8 – D (7)		
I understand the feelings and actions of others (empathy).	9 – A (3), 10 – B (5), 9 – F (5), 7 – E (2), 8 – G (5), 10 – C (5)	5 – D (3)	
I understand how different emotions make me feel and I can talk about strategies to manage them.	9 – A (5), 7 – B (5), 10 – F (6), 7 – E (1), 7 – G (4), 8 – C (4)	4 – D (2)	
I can reflect on things and make positive changes.	8 – A (3), 8 – B (5), 10 – F (4), 5 – E (0), 8 – G (3), 9 – C (5),		

	6 – D (3)		
I understand that I am allowed to make mistakes.	10 – A (7), 10 – B (4), 10 – F (3), 7 – E (0), 6 – G (2), 10 – C (6)	3 – D (1)	
I am resilient. I do not give up and I try to find solutions.	7 – A (4), 7 – B (3), 10 – F (2), 7/6 – E (1), 6 – G (4), 10 – C (5),	5 – D (2)	
I am my own person – not better or worse than anyone else.	9 – A (6), 10 – B (10), 10 – F (1), 7 – E (2), 9 – C (3)	5 – G (3), 3 – D (1)	
The work I do with Julie supports and helps me.	10 – A (10), 10 – B (9), 10 – F (5), 10 – E (3), 10 – G (7), 10 – C (10), 8 – D (3)		
I enjoy working with Julie.	10 – A (10), 10 – B (9), 10 – F (3), 10 – E (6), 10 – G (10), 10 – C (10), 10 – D (10)		

Teachers and other teaching staff feedback also demonstrated the positive impact of the scheme

Statement	Strongly Agree	Agree	Not Sure	Disagree
They can work in a team.		A B C D E G H F	I	

They have developed their self- confidence	E G H F	A B C D I		
They can connect well with their friends.	A C	B D E G H F I		
They understand how to manage their relationships with others e.g., family, adults, peers.	I	A B C D F E G H (adults and peers)	E G H (about families, especially E)	
They understand the feelings and actions of others (empathy).	A I	B C D E G H F		
They can reflect on things and make positive changes.	C F I	A (sometimes) B D E G H		
They understand that they are allowed to make mistakes.	A D F	B C E G H I		
They are resilient. They do not give up and try to find solutions.		A (sometimes) B D E G H F I	C	A (at times he can close down/ give up with work he is finding difficult)
The work they do with Julie supports and helps them.	A C D F I B	E G H		
They enjoy working with Julie.	A B C D E G H F I			

Statement	Strongly Agree	Agree	Not Sure	Disagree
1) They can work in a team. •		B C G A	F D (contributing issues with both) E	
2) They have developed their self- confidence	A (always been high) F	C D G E	B	

3) They can connect well with their friends.	A	B G F	D C E	
4) They understand how to manage their relationships with others e.g., family, adults, peers.	A	B G E	D C	F
5) They understand the feelings and actions of others (empathy).	E	B C	D G F	A
6) They can reflect on things and make positive changes.		C G E B A	D F	
7) They understand that they are allowed to make mistakes.	A	B D C F E	G	
8) They are resilient. They do not give up and try to find solutions.		B C G	F E	D A
9) The work they do with Julie supports and helps them.	G A E F	B C D		
10) They enjoy working with Julie.	C G E B A D F			

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

