

Pupil premium strategy statement – Tylers Green First School 2024-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	20.12.24
Date on which it will be reviewed	10.12.25
Statement authorised by	Jude Talbot
Pupil premium lead	Laura Gregory
Governor / Trustee lead	Amy Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,930
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,430

Part A: Pupil premium strategy plan

Statement of intent

Tylers Green First School has a culture of high expectations for all children, and aims to ensure that all children are able to access a high quality curriculum through quality first teaching.

Each child is unique, and those who have challenges will have those challenges identified early, and be supported to overcome them. Every child and young person can fulfil their potential, supported by an excellent teacher, high standards for all, and targeted support for those that need it.

Challenges

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

Challenge number	Detail of challenge
1	Pupils with PPG make less progress than some of their peers.
2	Some pupils require intervention to keep up in reading, writing or maths
3	Some pupils start Reception with gaps in their learning
4	Some pupils eligible for the PPG have lower attendance and some have a pattern of lateness.
5	Some pupils have had difficulties in the home and/or have been in contact with social services over time.
6	Not all pupils eligible for PPG will have the capacity to access the online reading scheme

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
Teachers will understand the learning needs of pupils who are eligible for the PPG.	Teachers of pupils eligible for the PPG will be supported in delivering quality first teaching through assessments arranged by the SENCO.
Pupils eligible for the PPG will make good or better progress in English and Maths	Pupils eligible for the PPG will make good progress from their starting points

from their starting points. Pupils will be supported to keep up in maths, phonics, reading and writing.	in the development of their literacy and Maths skills. This will be evidenced through 6 points of progress on Teacher Assessments in one academic year.
Pupils identified by the SENCO or the DSL will be supported through additional adult time allocated to social and emotional wellbeing.	Pupils identified by the SENCO or DSL will show improved social and emotional wellbeing as evidenced using pupil observations such as the Boxall profile.
Pupils eligible for the PPG will have improved attendance and punctuality over time.	The Headteacher or SENCO will address attendance individually with parents and explore supports that may be put in place to improve attendance where necessary.

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: £6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings termly, focus on PPG pupils in discussion	The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust)	1,2,3
EYFS lead to participate in side by side project	Early identification Initiative by Bucks county	3
Extended school hours (Early Birds) for pupils with identified SEMH or attendance issues.	Breakfast club schools saw an improvement in pupil behaviour and attendance. (Education Endowment Fund)	1, 2, 4, 5

Headteacher and Assistant Headteacher attending BASL conferences & CPD	Evidence based initiative by Bucks county – information sharing by Headteachers Buckinghamshire Challenge Data	1,2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Teaching Time (KS1)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (Education Endowment Fund)	1, 2, 5, 6
Interventions run by TA & overseen by SENCO	EEF – language based interventions and small group interventions have good or modest impact.	1,2,3
Small group phonics support	EEF - Pupils may require targeted academic support to assist language development, literacy, or numeracy.	1,2,3

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

Budgeted cost: £ 2,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking and	DfE: The persistent absence rate for pupils who were eligible for FSM was	4

supportive measures	more than twice the rate for those pupils not eligible for FSM in 2016/17	
Provision mapping for eligible pupils to ensure that provision is a holistic package.	Intervention should not be a bolt-on activity but integrated into quality first teaching.	all
Individual intervention sessions for emotional difficulties	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	5
After School provision e.g. sports or drama clubs	Improved outcomes have been identified in English, mathematics and science as a result of participation in the Arts (EEF Teaching and Learning toolkit - Arts Participation). It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. (EEF Teaching and learning Toolkit – Physical Activity)	1, 3, 5
Extra Curricular Off-site visits and on site workshops.	Extra curricular activities are an important part of education. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF Teaching and Learning toolkit - Arts Participation)	1, 3

Total budgeted cost: £ 14,577

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This outlines the performance of our disadvantaged pupils in the previous academic year 2023-2024

All pupils without additional SEN or EAL, achieved age related expectations (ARE), with some children achieving above ARE in maths and Reading.

Pupils with no additional needs have made expected progress and above expected progress in reading.

Disadvantaged pupils with English as an additional language have made the best progress across the curriculum.

All pupils have made measurable progress. Disadvantaged pupils have made the best progress in mathematics and writing, reflecting where the additional support has been targeted.

Pupils who attend our Early Birds provision have made progress as a result of their good attendance.

We are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above) and disadvantaged pupils benefit from the interventions and provision currently in place. Disadvantaged pupils with SEN make progress and we continue to use SEN support plans to carefully timetable provision alongside support using Pupil Premium.

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
N/A	