



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Tilbury Pioneer Academy
Number of pupils in school	429 (r-6) 477 (n-6)
Proportion (%) of pupil premium eligible pupils	195: 45% (r-6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Hall, Head of School
Pupil premium lead	Lydia Stephenson, Assistant Head
Governor / Trustee lead	Jamie Jardine, Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,380
Recovery premium funding allocation this academic year	£27,405
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	£287,785

Part A: Pupil premium strategy plan

Statement of intent

Tilbury Pioneer Academy is situated in Tilbury [Borough of Thurrock], an area of considerable socio-economic deprivation [School Deprivation Index = 0.38].

Regardless of our context, our intention is that all pupils, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged pupils make good progress and achieve

high attainment across all areas of the curriculum, particularly in Maths and English.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

Intention 1: Teaching

Have high quality teaching that deliberately develops the primary 'GLC's' [competencies of curiosity, creativity, communication and critical thinking] in every lesson, every day.

Intention 2: Curriculum

A curriculum that develops young people as active and thriving citizens within a diverse, truly fair and equal community.

Have access to a wide range of opportunities that instil the GLC mission, values and competencies to prepare our young people for learning and life.

Intention 3: Additional and Different: Leadership/Teaching/Pupil Outcomes

A comprehensive and ambitious additional and different strategy for all student groups.

Intention 4: Language and Communication

Talk confidently to a range of audiences in different contexts, using classical and modern foreign languages with clarity and using age-related vocabulary.

Intention 5: Early Years

Have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision.

Intention 6: Reputation and Communication

A Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather'

Intention 7: Personal Development:

Develop productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;

Intention 7: Support Services

A Trust that makes further effective use of centralised processes and back-office functions to empower schools to focus on improving the quality of education.

Intention 8. Expansion and Growth

A Trust that explores opportunities for growth and expansion in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.

Intention 9. Sustainability

A sustainability strategy to create the conditions for students to be active and thriving citizens.

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1** – Teaching and learning - Quality first teaching and learning to close the attainment gaps.
- **Strand 2** – Targeted Academic Support - Education Recovery, supporting students whose education has been disproportionately affected throughout the pandemic
- **Strand 3** – Wider Strategies - remove potential barriers to learning and provide children with skills, opportunities and resources to achieve well; now and in the future.

By using robust data we are able to respond to the individual needs of our disadvantaged students. Our strategy strands complement each other and staff work quickly and effectively to ensure that;

- Disadvantaged students have high quality teaching across all areas of the curriculum as part of the universal offer, in addition we deploy six core teaching strategies to target the disadvantaged:
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress by:
- Whole child challenges that negatively impact upon student's academic progress and attainment are tackled quickly and support the pupil to succeed.

Challenges

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

Tilbury Pioneer Academy is situated in Tilbury [Borough of Thurrock], an area of considerable socio-economic deprivation [School Deprivation Index = 0.38].

43.1% of students are eligible for Free school Meals. 185/429 (R-6)

Challenge number	Detail of challenge
1	The majority of children (that did not attend our nursery,) enter the Reception with starting points below expected levels and very few achieving age related expectations at the start of Reception.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
4	Parental support for their children's learning can be challenging for all parents. Some parents are often unable to support their children's learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home or personal low levels of literacy and numeracy
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths and writing.</p>
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due in part to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Attendance at TPA is 1.6 below National average for all students and 2.4 below for Disadvantaged students. With targeted support of identified families our intention is to close the gap of -0.8 between disadvantaged students and their peers.

TPA Attendance Week Ending 20 July 2022 (EOY)

	National Averages Primary	Tilbury Pioneer Academy		
	2018-19	Target	Current	EOY 20-21
Attendance (Yr 1 to 11)	96.0	95.8	94.4	94.9
Dis	94.4		93.6	92.7

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
Have access to good quality teaching in every lesson, every day.	The quality of education at each Progress Board is judged as follows [including the practice of teachers, LSAs and inclusion staff] TPA Good Rated as Good - Ofsted September 2022
Improved attainment and progress for disadvantaged students in Maths and English. Maths At Tilbury Pioneer we use the teaching for mastery approach this includes; a belief that all pupils are capable of understanding and achieving in mathematics given sufficient time.	Secure end of year targets for disadvantaged pupils in line with their peers. KS2 Maths and English outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.
To close gaps and accelerate progress in basic skills (reading/times tables/spellings)	Reduce gaps in progress and attainment in reading, writing and maths in year 2 year 6 end of year 2023 and 2024 in line with their peers.
Improved times table knowledge and gaps in basic skills such as reading and spelling of Common Exception words are in line with other pupils.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers. Outcomes also show times table data are in line with each other.
Improved metacognitive and academic independence among disadvantaged students across all subjects	Key worker and Passport provisions indicate a greater level of independence in learning by pupils. This finding is supported by homework / home reading completion rates across all classes and subjects.

	<p>Reduction in catch up provision needed</p> <p>Ready to learn and independent study/ additional study access and engaged with in all year groups.</p>
Reduce social and emotional barriers to learning and improve wellbeing.	<p>Impact of SEMH provisions:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Analysis of red and yellow zone data will show a reduction of Red and Yellow zone usage.
Pupils develop high aspirations and confident, ambitious young learners.	<p>Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved each year. Evidence from:</p> <ul style="list-style-type: none"> • Pupil voice/surveys, parent surveys and teacher observations • A significant increase in participation in enrichment activities with 80% of pupils attending at least one club, particularly amongst disadvantaged pupils • Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Secure and sustain high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils to be in line or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 1%. • the percentage of all pupils who are persistently absent being at or below national average and the figure among disadvantaged pupils being in line with their peers.

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: £115,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2,3, 6</p>
<p>Purchase of additional School portal access for RWI (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>To support parents in their support of the children</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3,4,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, to attend Academy planning sessions (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 3, 5,</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
Development of “hands-on” learning opportunities		1, 2, 3, 4,5, 6
Supplemented trips and experiences to enhance learning opportunities		1, 2, 3, ,5, 6, 7

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

Budgeted cost: £34,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The resourcing & implementation of universal & targeted approaches to address gaps/ underdevelopment speech, language & communication:</p>	<p>“The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months’ progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.” (+5 months)</p>	1,2

<p>Subscription to language and speech/ language link programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (use of 1-1 resources, Fresh start)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3,4</p>
<p>Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make)</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.” (+4months)</p>	<p>3,</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>5,</p>
<p>The implementation of pupil learning passports, including: Printing costs, resourcing costs, parent & pupil introductory & review sessions Rewards for completion</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2, 4,6, 7</p>
<p>The implementation of peer to peer mentoring for Year 4 and 6: including payment of mentors</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>5, 7</p>
<p>Subscription to the Pixl (Partners in Excellence) Programme</p>		<p>5,</p>
<p>Access to technology and educational materials</p>		<p>5</p>

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

Budgeted cost: £137,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funded Educational Welfare Officer	Embedding principles of good practice set out in the DfE's	7
Part funded attendance ambassadors	Improving School Attendance advice.	7
Incentives and rewards for improved attendance	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Keyworkers to have families to support to “hook” in support from parents.</p> <p>Building lasting relationships to underpin long term improvement.</p>	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £287,785

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.

Tilbury Pioneer Academy was Ofsted rated as GOOD in September 2022.

<https://reports.ofsted.gov.uk/provider/21/140832>

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils is below that of their peers in key areas of the curriculum.

Disadvantaged pupils' attainment for the last academic year

Key Stage 1

	Reading			Writing			Maths				
	Cohort		Expected Standard+			Expected Standard+			Expected Standard+		
	No	%	No.	%	Nat	No.	%	Nat	No.	%	Nat
All Students	60	100%	36	60%	75%	30	50%	69%	39	65%	76%
Disadvantaged (PPI)	17	28%	9	53%	62%	8	47%	55%	10	59%	62%

Key Stage 2

Y6 Reading SATS	No.	EXS +	
		Target	Sum 2
All	60	75%	55%
PP	25	76%	48%
Y6 GPVS SATS	No.	EXS +	
		Target	Sum 2
All	60	65%	60%
PP	25	56%	48%
Y6 Maths SATS	No.	EXS +	
		Target	Sum 2
All	60	68%	73%
PP	25	68%	68%
Y6 Writing Teacher Assessment	No.	EXS +	
		Target	Sum 2
All	60	65%	65%
PP	25	56%	60%
Y6 Combined Read & Maths SATS + Write TA	No.	EXS +	
		Target	Sum 2
All	60	63%	52%
PP	25	56%	44%

In both Key stage 2 and Key stage 2 the SATs result at Tilbury Pioneer indicate that there continues to be a gap between the achievement of Disadvantaged students and their peers across all areas. This gap is reflective of the Disadvantaged Gap in both Key stages as indicated on the National data. This is constantly being addressed with targeted support and intervention for Underperforming Disadvantaged students.

TPA Attendance Week Ending 20 July 2022 (EOY)

	National Averages Primary	Tilbury Pioneer Academy		
	2018-19	Target	Current	EOY 20-21
Attendance (Yr 1 to 11)	96.0	95.8	94.4	94.9
Dis	94.4		93.6	92.7

Attendance data for 2021-2022 also showed a small gap between Disadvantaged students and their peers of -0.8. This has been addressed with the fine tuning of the targeted Attendance policy.

Externally provided programmes

Programme	Provider
Maths tutoring Year 3,4 5 & 6	Klp McGrath
The Scholars Programme	The Brilliant Club

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Context/General points for implementation:

- The current data picture across the academy demonstrates that disadvantaged pupils are attaining below their non-disadvantaged peers in reading, writing & maths, in all year groups
- The attainment gap between disadvantaged pupils & their non-disadvantaged peers will only be addressed if we strategically intervene, maintain a culture of 'possibility thinking' and strike the right balance of support & challenge for pupils and parents/carers
- The progress & attainment of specific Underperforming Disadvantaged Pupils [UDPs] needs to be a standing agenda on weekly core team minutes – the subject and pupils in focus will be decided by the phase/year group leader. The impact of previously agreed teaching & learning strategies & actions will be evaluated and refined to ensure maximum impact on pupil progress
- The disadvantaged strategy is shared with all staff so that everyone understands their roles and responsibilities
- Where appropriate, continuous professional development refers to teaching & learning strategies which support with driving progress for UDPs

- The disadvantaged tracking document is maintained in-line with school cycle: DDPP [Data Driving Pupils Progress] meetings, target setting and review meetings for pupil passports, provision for UDPs [interventions, key worker, pupil learning passport], etc
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged strategy, sharing good practice during weekly briefings.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. There has been a strong focus on Disadvantage provision and impact on attainment and progress in 20-21 and 21-22.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.