

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	Tilbury Pioneer Academy
Number of pupils in school	434 (r-6) 469 (n-6)
Proportion (%) of pupil premium eligible pupils	189 : 44% (r-6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Hall, Head of School
Pupil premium lead	Sarah Jones, Deputy Head
Governor / Trustee lead	Hilary Hodgson, Chair of the Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,580
Recovery premium funding allocation this academic year	£25,665.
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	£246,245

Part A: Pupil premium strategy plan

Statement of intent

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: Have access to good quality teaching in every lesson, every day.

Intention 2: Be provided with high-quality (SEND) provision every day that directly meets any identified SEND/additional needs

Intention 3: 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.

A wide range of extra-curricular activities develops young people's interests, well-being, creativity and social skills.

Intention 4: Talk confidently to a range of audiences in different contexts with clarity, age-related vocabulary.

Intention 5: Have a secure age-related understanding of mathematical concepts, can solve problems and apply these in real life contexts

Intention 6: Be safe, inspired, creative, connected and confident digital citizens [year 3-7]

Intention 7: Be empowered to achieve good personal development, behaviour and wellbeing.

Intention 8: 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;

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

Strand 1: Quality first teaching and learning. It is clear that high quality teaching is at the very heart of closing the attainment gap. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

By using robust data, not assumptions about disadvantaged we are responding the individual needs of our disadvantaged pupils, our strategy strands complement each other and are most effective by staff working together and responding quickly and effectively to ensure that:

- Disadvantaged students have high quality teaching across all areas of the curriculum
- Targeted academic support that links classroom teaching to structured tutoring has a positive impact on student progress

- Whole child challenges that negatively impact upon pupil's academic progress and attainment are tackled quickly

Teaching and Learning

Purpose: Strategically and rigorously use specific T&L strategies to accelerate progress for UDPs

- Maintain high expectations and possibility thinking
- Know your UDPs (purple dots on books) and target questioning
- Prioritise verbal and written feedback (specific/explicit) in and outside of lessons
- Ensure pupils know their targets and next steps
- Invite pupils to 'Rise and Shine/Agree-Challenge-Extend'
- Provide clear modelling and use the 'Think out loud' approach

Strand 2: Education Recovery, supporting students whose education has been worse affected throughout the pandemic, including non-disadvantaged students.

Learning Passports - Pupil Learning Ambassador (PLA)

Purpose: To enable pupils to secure age-related expectations with basic skills as directed by the class teacher: Reading fluency, spelling of common exception words, handwriting and counting/number bonds/times tables

- All teaching staff in school will be an allocated PLA for 1 pupil (informing performance management targets) who they will meet with at least twice per week to provide an appropriate balance of support and challenge enabling them to make good progress
- The class teacher will add no more than 3 specific targets to the tracking grid and meet with the PLA to discuss resources and strategies to support the pupil. Targets will be based around basic skills [fluency, times tables, spelling and handwriting] and will primarily be taken from those pre-populated in the pupil learning passport In week 2 of each half term, PLAs will meet with the pupil and parent [via Zoom/ phone call or Dojo according to parent preference] to review the previous targets and to share the new targets recorded on the tracking grid.
- PLAs will hold a 'mid point' [week 4/5] review with pupils and parents [via Zoom/ phone call or Dojo according to parent preference] to review the previous targets and to share the new targets recorded on the tracking grid.
- Staff will use a range of strategies to celebrate pupil achievement providing further encouragement, such as: Acknowledgement in assembly, certificates, reward stickers, written letter to parents, message sent via Class Dojo, etc

Targeted interventions:

Purpose: To enable pupils to secure age-related expectations for reading, writing & maths by closing gaps in learning where they exist

- Targeted interventions will take place in the afternoon led by teachers, cover supervisors or LSAs, as agreed with phase leaders
- Targeted interventions will be well-planned, consistent and of a high quality to ensure maximum impact
- For maths, personalised learning checklists [PLCs] will be used to identify specific objectives and to inform the assessment & tracking of pupil progress:
- Red: No/limited knowledge and understanding
- Amber: Partial knowledge and understanding
- Green: Secure knowledge and understanding
- The impact of targeted intervention will be measured through short pre/post assessments and main half termly assessments

Additional learning periods:

Purpose: To enable pupils to secure age-related expectations for reading, writing & maths by closing gaps in learning where they exist

- Additional learning periods will take place after school led by cover supervisors or LSAs, as agreed with the phase leader
- Additional learning periods will be well-planned, consistent and of a high quality to ensure maximum impact
- The focus will be on developing basic skills

National Tutoring Programme

Purpose: To enable pupils to secure age-related expectations for reading, writing & maths by closing gaps in learning where they exist

- Targeted UDPs will receive targeted tutoring, after school, as part of the National Tutoring Programme

Independent learning/home study

Purpose: For pupils to practise and consolidate learning to embed this in the long-term memory

- Where appropriate, pupils will be set 'independent learning/home study' tasks following interventions or additional learning periods
- This 'additional and different' learning will be set on pupil's google classroom or there may be a specific google classroom set-up for a specific intervention or additional

learning period

- Typically, there will be a video [White Rose/Other] for pupils to watch and an independent learning activity you will require pupils to complete by the deadline given. Independent learning tasks can be reviewed during subsequent interventions or additional learning periods

Strand 3 : The whole child, understanding “Maslow’s five-tier hierarchy of needs and the need to meet lower level needs (food, warmth, security, etc) and emotional needs (like friendship that provide a sense of belonging) before focusing on the next set of needs - esteem and a feeling of accomplishment, which are, of course, the prerequisite to self-actualisation when we can fulfil our potential. “Born To Fail, Sonia Blandford. It is imperative our disadvantaged students have all of the resources available to them that will allow them to access the curriculum

Peer to Peer mentoring

Purpose: To enable pupils to secure age-related expectations maths by closing gaps in learning where they exist with the support of an allocated yr 10 student

- Additional learning periods will take place after school led a year 10 pupil from the Gateway academy
- These additional learning periods will be well-planned, consistent and of a high quality to ensure maximum impact
- The focus will be on developing maths competency in the 4 operations
- Typically, there will be a video [White Rose] for pupils to watch and a taught activity where the mentor “walks through” and models the number operation. This is followed by another task where the child works through the maths problem and is supported as necessary by their mentor. Children complete a related challenge and then complete a homework task.

Key Workers

Purpose: Remove barriers to learning, encourage and reward pupils whilst maintaining high expectations of what they can achieve – No excuse culture!

- All learning support assistants and inclusion staff will be a ‘Key Worker’ for a targeted group of UDPs – Names to be identified by the phase leader & updated on the disadvantaged tracking grid
- LSAs/inclusion staff will make daily contact with pupils in their group completing the ‘Key Worker’ checklist. Checklists will be kept in a folder and brought to the staff briefing at the end of the week for monitoring purposes
- The focus of this strategy is to break down barriers for pupils, such as: supporting them to choose an appropriate reading book, gain access to an online learning tool by providing the username and password or access to a device, etc
- Make direct contact with parents/carers regarding any concerns, providing an appropriate balance of support and challenge

Challenges

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

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	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
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.
7	Following the pandemic, Nationally, attendance has been affected. “Kids can’t catch up if they don’t show up” from CSJ: 1 in 80 pupils are “severely absent” which has risen 54% since 2019 1 in 60 pupils from secondary provisions are “severely absent” which is a 34% rise Primary rates of absence have doubled Overall absence rates are at 4.7% which equates to 22 million lost days Additional absence due to COVID now at 7% adding a further 33 million lost days

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	Other pupils school	Difference
End of Key Stage 2 attainment Expected +	Reading [GA English]	81	83	-2
	Writing	62	73	-11
	Maths	69	77	-8
		Disadvantaged pupils	Other pupils / school	Difference
End of Key Stage 2 attainment Greater Depth	Reading [GA English]	12	27	-15
	Writing	8	20	-12
	Maths	19	22	-3
		Disadvantaged pupils	Other pupils school	Difference
<u>Intention 1:</u> 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			
<u>Intention 2:</u> Be provided with high-quality (SEND) provision every day that directly meets any identified SEND/additional needs	All published end of key stage targets for SEND are achieved; PI <ul style="list-style-type: none"> The leadership of SEND is judged to be good in each school; 90% of all individual EHCP targets are achieved; All interventions demonstrate clear progress from a baseline. 			
<u>Intention 3:</u> 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. A wide range of extra-curricular activities develops young people's interests, well-being, creativity and social skills.	At least 60% of all young people [in year 1 of the initiative] have taken part in an extra – curricular activity during the year. A termly review in each school will judge the curriculum to be good.			
<u>Intention 4:</u> Talk confidently to a range of audiences in different	95% of pupils will meet the physical, linguistic, cognitive, social and emotional oracy framework objectives [a random sample of			

contexts with clarity, age-related vocabulary.	pupils will be evaluated at each Progress Board]. Those who don't achieve the standards will have identified barriers to learning. All children on a speech and language programme will make sustained rapid progress from a baseline assessment [shown through termly assessments].
<u>Intention 5:</u> Have a secure age-related understanding of mathematical concepts, can solve problems and apply these in real life contexts	Mathematics end of key stage attainment and progress targets for all pupils [including disadvantaged and SEND] are achieved;
<u>Intention 6:</u> Be safe, inspired, creative, connected and confident digital citizens [year 3-7]	70% of pupils complete the Bronze Level of the GLC Passport 90% of homework is submitted
<u>Intention 7:</u> Be empowered to achieve good personal development, behaviour and wellbeing.	End of year GLD and phonics targets are achieved.
<u>Intention 8:</u> 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;	End of year GLD and phonics targets are achieved.

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: (£105,399.60]

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>	1, 2,3
<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>	1,3,4
<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>	3,5,
<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
<p>Development of “hands-on” learning opportunities</p>		1, 2,4,5

Supplemented trips and experiences to enhance learning opportunities		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [20176.40]

Activity	Evidence that supports this approach	Challenge number(s) addressed
The resourcing & implementation of universal & targeted approaches to address gaps/ underdevelopment speech, language & communication:	“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)	1,2
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.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (use of 1-1 resources, Fresh start)	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	3,4
Resources and development for parents to best support their child with phonic	“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average	3,

knowledge (The sounds that letters make)	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)	
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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5,
The implementation of pupil learning passports, including: Printing costs, resourcing costs, parent & pupil introductory & review sessions Rewards for completion	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)	1,2,6
The implementation of peer to peer mentoring for yrs 4 and 6: including payment of mentors	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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5,
Subscription to the Pixl (Partners in Excellence) Programme		5,
Access to technology and educational materials		

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

Budgeted cost: [95,004]

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 Improving School Attendance advice. 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. Keyworkers to have maximum 10 families to support to "hook" in support from parents Building lasting relationships to underpin long term improvement	7
Part funded attendance ambassadors		7
Incentives and rewards for improved attendance		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: £220,580

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Disadvantaged pupils' attainment for the last academic year

		Disadvantaged pupils (Board target)	Other pupils school (Board target)	Difference
End of Key Stage 2 attainment Expected +	Reading	85 (71)	80 (76)	+5
	Writing	77 (75)	73 (74)	+4
	Maths	65 (66)	73 (62)	-8
		Disadvantaged pupils (Board target)	Other pupils school (Board target)	Difference
End of Key Stage 2 attainment Greater Depth	Reading	23 (13)	33 (18)	-10
	Writing	15 (13)	22 (12)	-7
	Maths	15 (17)	14 (14)	+1

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, enable pupil's digital access, including during periods of partial closure, which was aided by use of Google Classroom

Academy		Reception	Yr 1 to 6	DYP	Non DYP	DYP Gap	EHCP	SEN	No SEN
TPA	2020-2021	93.1	94.9	92.7	96.8	4.1	89.3	93.5	95.4
	2019-2020	93.5	95.7	94.9	96.3	1.4	94.9	95.6	95.8

	PIONEER					B1'S				
	TOTALS	RED	AMBER	GREEN	PLATINUM	TOTALS	RED	AMBER	GREEN	PLATINUM
28-May-21	190	48	26	48	68	32	10	7	6	9
EOY 2020-21	199	46	33	60	60	32	9	6	9	8

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions, digital support and food parcels where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Y5 maths After school tuition - 4 pupils per group x 3	Klp McGrath
Y4 maths After school tuition - 4 pupils per group x 2	Klp McGrath

Y3 maths After school tuition - 4 pupils per group x 2

Klp McGrath

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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. We also commissioned a pupil premium review to get an external perspective.

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.