

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Timbertree Academy
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Green Executive Headteacher
Pupil premium lead	Harjit Chahal Headteacher
Governor / Trustee lead	Claire Ferens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Recovery premium funding allocation this academic year	Trust and additional DfE funding £10,005 School Led Tutoring £4387
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	£116,242

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantage pupils are able to access the same enrichment opportunities as other pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last 2 years, between 60 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 45% of other pupils for Listening, Attention and Understanding and Speaking.</p>
2	<p>The partial school closures impacted significantly on the development of our youngest disadvantaged pupils. The lack of access to a purposeful enabling environment and direct practitioner input impacted significantly on children's personal, social and emotional development as well as their communication and language development. EYFS engagement in remote learning was very low and resulted in children falling behind in developing the foundations for learning. As a result, a larger proportion than usual of disadvantaged pupils are moving to Year 1 having not achieved a good level of development.</p>
3	<p>Assessments and observations indicate that our youngest disadvantaged pupils have been impacted far greater by the partial school closures compared to other pupils in relation to phonics attainment. This negatively impacts their development as readers.</p>
4	<p>As a result of the partial school closures, pupils are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasing. Standardised tests indicate that a significant proportion of disadvantage pupils are working below the standard expected on entry to their current year group, especially at KS2 compared to other pupils.</p> <p>On entry to Reception class in the last 2 years, between 60 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 45% - 55% of other pupils.</p>
5	<p>Following the partial school closures, internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Recall of efficient calculation strategies and secure number sense is now less fluent</p> <p>On entry to Reception class in the last 2 years, between 60 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 45 - 55% of other pupils.</p>

6	<p>Our assessments and observations indicate that the education and well-being 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.</p>
7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of personal development and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. require additional support with social and emotional needs small group interventions.</p>
8	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p> <p>14 - 27% of disadvantaged pupils have been 'persistently absent' compared to 3 - 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
9	<p>Our school records indicate that parents of disadvantaged pupils are less likely to attend school events and workshops and therefore are not as informed or equipped to be able to help and support their child at home compared to parents of other pupils.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve learning behaviours of Year 1 pupils	Assessments and observations indicate significantly improved learning behaviours of pupils in Year 1. This is evident when triangulated with other sources of evidence, including engagement in lessons and continuous provision activities, book scrutiny and ongoing formative assessment.

Improved phonics attainment among disadvantaged pupils	Year 1 Phonics screening outcomes in: 2021/22 show that more than 70% of disadvantaged pupils met the expected standard. 2022/23 show that more than 75% of disadvantaged pupils met the expected standard. 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
Improved parental engagement and communication between home and school with parents of disadvantaged pupils	Sustained high attendance at school events and workshops, from 2023/24 of disadvantage parents demonstrated by: <ul style="list-style-type: none"> • 80% attendance at parent workshops – phonics, handwriting, maths • 100% attendance at parents’ evenings • 100% signup on Class Dojo

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: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively embed evidenced-informed practices to ensure that the quality of teaching, curriculum and provision is consistently strong in all year groups and secures catch-up across all areas of the curriculum	<p>EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development.</p> <p>https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/</p>	1,2,3,4,5,6
<p>Train all staff on collaborative learning approaches</p> <p>Kagan</p>	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment +5months</p> <p>Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2, 3 ,4, 5, 6
Ensure highly effective diagnostic assessment and feedback accurately supports planning and provision to promote catch-up by:	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4, 5, 6

<p>Purchasing of standardised diagnostic assessments. PIRA/PUMA/Ready Check Go/MARK</p> <p>Training all staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<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 the following resources:</p> <ul style="list-style-type: none"> • Explicit Vocabulary Instruction Curriculum <p>We will provide training to all staff on the delivery of explicit vocabulary instruction</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
<p>Purchase of training and development days to support the delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>	3
<p>Further enhance our whole school reading provision to prepare all pupils to become readers for life, fostering a deep love of reading for both pleasure and information</p> <p>We will purchase and resource a new evidence-led approach to the delivery of WCR</p> <p>We will provide training to all staff on the delivery of the school's new approach to WCR</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	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 and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>We will purchase additional maths resources to support the use of concrete resources and manipulatives as well as teacher CPD</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6, 7,8

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

Budgeted cost: **£ 35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> Primary Wellcomm Toolkit 	<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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI Tutoring</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Additional reading comprehension sessions targeted at disadvantaged pupils who require further reading support.</p> <p>PIRA NESSY</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4
<p>Additional maths sessions/interventions targeted at disadvantaged pupils who require further support.</p> <p>PUMA Mastering Number Third Space Learning</p>	<p>Small group interventions</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Put in place peer tutoring to support catch-up of disadvantaged pupils</p> <p>Reading Role Models</p>	<p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	4
<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</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>	3, 4, 5

the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health/wellbeing/Growth Mindset Champion in school Mental Health first aider available in school when needed	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	7
Access to Educational Psychologist visits - Cognitive Assessment for specific children	EEF (+3) EEF - "Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support."	3, 7
To further develop and enhance partnerships with parents and the school community to increase parental engagement in their child's learning	Parental engagement has a positive impact on average of 4 months additional progress EEF guide to pupil premium "There is an established link between the home learning environment at all ages and children's performance at school".	9

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of some disadvantaged pupils was lower in some areas of the curriculum than in the previous 3 years in key areas of the curriculum.

Although overall attendance in 2022/23 was lower than in the preceding 3 years at 93%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 6% higher. These gaps are larger than in previous years, which is why attendance is still a focus of our current plan.

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

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools.

	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

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.