

Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Tonge Moor Primary Academy
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	229/448 - 51.11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	21st December 2024
Date on which it will be reviewed	1 st October 2025
Statement authorised by	Nicola Whittaker
Pupil premium lead	Natalie Kelleher
Governor / Trustee lead	Graham Cohen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,600
Total	£288,600

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that *all* children are offered an ambitious, inclusive and progressive curriculum thus enabling them to make excellent progress from their unique starting points and equip them with the skills and knowledge for future learning.

In order to do this, the key principles of our Pupil Premium Strategy are:

- To provide a broad and balanced curriculum with quality first teaching which meets the needs of all our pupils.
- All staff within school are committed and responsible for meeting the social, emotional and academic needs of all our pupils.
- To work closely with families to offer support and raise expectations.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Delayed/underdeveloped language acquisition on entry
2	Children entering the school significantly below age related expectations
3	Growing number of SEND children entering school
4	Lack of aspirations reducing motivation and commitment to learning
5	Social & emotional difficulties, including medical and mental health issues
6	Limited experiences beyond home life and immediate community
7	Low attendance and persistent absenteeism

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
To close the gap between disadvantaged pupils and their peers so that <i>all</i> pupils make progress towards achieving the expected standard for their stage.	Pupils achieve age related expectations In line with their peers nationally. A greater proportion of disadvantaged pupils to achieve GDS.
Increased language and communication skills for children in EYFS.	Higher percentage of children to achieve the Communication & Language ELG & Literacy ELG.
Increased percentage of those reaching the expected standard in the phonics screening check	Greater number of Y1 pupils to achieve the expected standard in June 2025.
To provide the children with greater opportunities to develop their understanding and experience of the wider world.	Pupils to have raised aspirations and to access the Tonge Moor Primary Academy enriched curriculum.
To improve attendance and reduce persistent absenteeism.	To achieve 96.5% overall attendance. To use parent support contracts to tackle persistent absenteeism.
SEND children are identified swiftly, monitored and where appropriate support provided.	SEND pupils are identified and added to the SEND register. SEND pupils are well supported in class and make good progress.
To develop the cultural capital of our pupils to ensure they gain the essential knowledge they need to be educated citizens.	Pupils to be provided with an enriched curriculum which prepares them for future success.

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: £384,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ 4.0 FTE TAs in Reception	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6
Continue to employ 12.0 FTE TAs in Year 1-6	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6
Purchase annual subscription of Schoot for all stakeholders	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-7
Introduction of staff coaching model to support excellent teaching	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-7
Employ 0.2 Teaching staff to provide curriculum leadership release for middle leaders	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-6

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

Budgeted cost: £42,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a 0.6 additional teacher to deliver small group teaching for Y6 pupils who are not at ARE.	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6
Deliver small group interventions for those	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1-6

making less than expected progress		
Purchase yearly subscriptions for: <i>Ruth Miskin</i> <i>LBQ</i> <i>White Rose Maths</i> <i>TT Rockstars 142</i> <i>Testbase</i> <i>IDL</i> <i>Widget</i> <i>Purple Mash</i> <i>Reading Plus</i>	<i>EEF teaching and learning toolkit: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> <i>EEF teaching and learning toolkit: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i> <i>EEF teaching and learning toolkit: Mastery approach +5 months impact</i> <i>EEF guidance report 'Improving Mathematics'</i>	1-6
Additional SEND provision to swiftly identify, support and monitor: Providing support to those awaiting funding for no EHCP <i>Ladywood Outreach</i> <i>Educational Psychologist</i> <i>Dyslexia Aware Quality Mark</i>	<i>EEF Special Educational Needs in Mainstream schools evidence review</i>	1-6
Deliver Booster classes for Y6	<i>EEF teaching and learning toolkit: Small group tuition has an average impact of four months' additional progress over the course of a year.</i>	1-4

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

Budgeted cost: £106,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bloom well-being support	<i>EEF teaching and learning toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</i>	4, 5, 6, 7
Continue to employ 2.0 FTE pastoral officers	<i>EEF teaching and learning toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</i>	4, 5, 6, 7

Continue to employ Attendance Officer to support families with low/persistent absenteeism	<i>EEF Attendance intervention rapid evidence assessment</i>	5, 6, 7
Provide free out of school club care and fund educational trips for disadvantaged pupils	<i>EEF teaching and learning toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</i>	6, 7
Provide funded Musical instrument lessons for groups of pupils in KS2.	<i>EEF teaching and learning toolkit: Life skills and enrichment</i>	4-6
Employ 0.2 Forest School teacher.	<i>EEF teaching and learning toolkit: Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</i>	1-6
Enhance outdoor learning opportunities (Forest School Training for staff, resources and clothing)	<i>EEF teaching and learning toolkit: Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</i>	1-6

Total budgeted cost: £ 532,386

Part B: Review of outcomes in the previous academic year

EYFS		2024 Outcomes for Disadvantaged Pupils
Communication and Language		78%
Physical Development		86%
Personal, Social and Emotional Development		83%
Literacy		63%
Maths		70%
KS1		
Reading		60%
Writing		60%
Maths		65%
RWM Combined		53%
Year 1 phonics		60%
End of KS1 Phonics		92%
KS2		
Reading		60%
Writing		77%
Maths		67%
RWM Combined		47%
Attendance		
Overall		91.8%

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
Schoot CPD	Schoot
White Rose Maths	White Rose Maths
Read Write Inc Phonics	Ruth Miskin
Timetables Rockstars	Timetables Rockstars
Learning by Questions	Learning by Questions
Wellcomm	GL Assessment
IDL	IDLS Group

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A