

Pupil Premium funding at Tickford Park Primary School

Tickford Park Primary Pupil Premium allocation for 2015-2016: £53,080

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Current numbers of children in receipt of funding:

32 - (FSM /Ever 6)

2 - in services

7 - LAC

For the academic year 2015 -2016 is as follows;

£1,320 for each qualifying child (FSM / Ever 6) in Foundation to year 6

£1,900 for each child in care (LAC) or who has left local authority care

£300 for each child with parents in the services

There are four groups of pupils eligible to receive this funding:

- Those entitled to free school meals (FSM)
- Those who have been entitled to free school meals during the last six years (Ever 6)
- Children who are in care or looked after (LAC)
- Children of families in the services

KEY PRINCIPLES FOR USING PUPIL PREMIUM / DISADVANTAGED CHILDREN:

- Tickford Park Primary School is committed to raising achievement for pupils who are eligible for Pupil premium / disadvantaged children and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this.
- Tickford Park Primary School never confuses eligible pupils with low ability and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- Tickford Park Primary School creates an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and numeracy skills.
- Tickford Park Primary School uses assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why.
- Tickford Park Primary School directs resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- Tickford Park Primary School uses data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Pupil Premium / disadvantaged children Leader and the Headteacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- Tickford Park Primary School ensures class teachers, phase leaders and subject leaders know which pupils are disadvantaged so that they can take responsibility for accelerating progress and accountability is shared across the school.
- The Governing Body is ambitious for pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

Measuring the impact of Pupil Premium 2014 - 2015

Year 1 phonics screen - 100% of disadvantaged children passed the year 1 phonics screen test as compared to 77% non-disadvantaged children nationally (2015 data).

Key Stage 1 Year 2 disadvantaged children - July 2015

Year 2 phonics screen re-take - 100% of disadvantaged children who needed to re-take the phonics screen test passed as compared to 92% non-disadvantaged children nationally (2015 data).

Reading - 100% of disadvantaged children achieved level 2 or above. 29% exceeded national expectations.

Writing - 86% of disadvantaged children achieved level 2 or above. 14% exceeded national expectations.

Maths - 86% of disadvantaged children achieved level 2 or above. 29% exceeded national expectations.

KS1 disadvantaged children at Tickford Park Primary School compared to national non-disadvantaged children

	% Level 2+	% national other pupils (2015)	Level 3+	% national other pupils (2015)
Reading	100	90	29	32
Writing	86	88	14	18
Maths	86	93	29	26

Key Stage 2 Year 6 disadvantaged children July 2014

Reading - 100% of disadvantaged children achieved national expectations or above. 42% exceeded national expectations.

Writing - 100% of disadvantaged children achieved national expectations or above. 28% exceeded national expectations.

English, grammar punctuation and spelling - 83% of disadvantaged children achieved national expectations or above. 28% exceeded national expectations.

Maths - 100% of disadvantaged children achieved national expectations or above. 28% exceeded national expectations.

KS2 disadvantaged children at Tickford Park Primary School compared to national non-disadvantaged children

	Level 4+	% national other pupils (2015)	Level 5+	% national other pupils (2015)
Reading	100	92	50	55
Writing	100	90	33	22
Maths	100	90	33	42

Value Added Progress from KS1 to KS2

100% of disadvantaged children made expected 2 levels progress or above in Maths (national average for non-disadvantaged children 2015; 91%).

100% of disadvantaged children made expected 2 levels progress or above in Writing (national average for non-disadvantaged children 2015; 95%).

100% of disadvantaged children made expected 2 levels progress or above in Reading (national average for non-disadvantaged children 2015; 92%).

Initiatives to raise standards through pupil premium funding 2015 -16

Total number of pupils and pupil premium / disadvantaged children grant received		
Total number of pupils on role	394	
Total number of pupils eligible for pupil premium / disadvantaged children	41	
Funding received for 2014 -15	53,080	
Objectives of spending pp	<ul style="list-style-type: none"> • All disadvantaged children to achieve at least national expectations at the end of KS1 and KS2. • Ensure that the gaps in attainment for reading, writing, spelling and grammar, and maths are narrowed for all disadvantaged children. • Ensure that all disadvantaged children make accelerated progress in reading, writing, spelling and grammar and maths. • Ensure that all disadvantaged children in year 1 pass the phonics screen and are reading by the age of 6. 	
Item	Cost	Specific intended outcomes How will this intervention raise achievement? What will it achieve if it is successful?
Ride high (8ch) / Autumn 2014 and summer 2015	Estimate - £18,000	To increase well-being, self-esteem Engage children with their learning Improve speaking and listening skills and writing skills.
Letterbox book scheme	£775	Provide appropriate and engaging reading materials to extend and challenge identified disadvantaged children
My Maths	Estimate - £265	Personalised learning inc homework

		Motivational tool Raise achievement and progress in Maths
Subscription to 'The Beano'	Estimate - £320	Increased interest in reading. Children reading more Progress in reading
Music lessons; individuals, groups and clubs	Estimate - £8000	Life opportunities and experiences, confidence
Tutoring (Autumn 2014; spring 2015)	Estimate £4800	Small group support to enable children to make accelerated progress and catch up in years 2 and 6 from September 2015. Small group support to enable children identified in pupil progress meetings in years 1, 3, 4 and 5 to make close gaps and make rapid progress (from February 2016).
First News Subscription	Estimate - £710	Increased interest in reading. Children reading more will result in good progress in reading.
Senior teacher to teach Freshstart intervention	£8700	Ensure all pp children achieve at least the expected level in reading at the end of year 6 and support named individuals in year 5 to close the gaps and make accelerated progress in reading.
Independent Mentor employed to aid transition for year 5/6 children	Estimate - £1500	Ensure all year 6 pupil premium children are prepared for transition to KS3 and support children in year 5 so that they are prepared for year 6 in September 2016.
Reading Wise Intervention	Estimate - £5000	An intervention to support named individuals with reading to close the gap and enable them to make accelerated progress. Initially this will be used to support disadvantaged children in years 3 and 4.
Teaching Assistants to run Reading Wise intervention and support named individuals with reading.	Estimate - £5000	Two Tas have been trained to administer and monitor the Reading Wise intervention and support named disadvantaged children.

