

Pupil Premium funding at Tickford Park Primary School

Tickford Park Primary Pupil Premium allocation for 2016-2017: £48,840

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:

37 - (FSM /Ever 6)

2 - in services

5 - LAC

For the academic year 2016-2017 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 or recorded as Ever 6 Service Child

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 (since May 2010; Ever 6)
- Children who are in care or looked after (LAC) or who left local authority care (post-LAC)
- Children of families in the services (including those who have been eligible since January 2011)

Initiatives planned to raise standards through pupil premium funding 2016 -17

Pupil Premium funding will be used as follows for this academic year:

Small group tuition for writing and maths - £5000 (estimate)

Reading Wise Intervention and Support Assistants employed to run the intervention - £12000 (estimate)

Numeracy Support Programme and Support Assistant employed to run the intervention - £10000 (estimate)

Independent mentor for pastoral support and transition - £2000 (estimate)

Freshstart Intervention resources and Senior Teacher wages - £9500 (estimate)

Taxi Cabs to ensure disadvantaged children attend school - £1500 (estimate)

Music provision for groups and classes - £4200 (estimate)

Reading materials (Beano, First News etc) - £2000 (estimate)

RWI Resources including Online materials - £1500 (estimate)

Resources to support LAC children with learning and transition £1140 (estimate)

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 2015 - 2016

Reading

As a school the majority of children made good or better progress in reading We aim support the few children who are below expected in reading by using a range of interventions and other strategies including: RWI intervention (F and KS1), Reading Wise (2,3,4 and 5) and Freshstart.

Writing

Most children made good progress with some making satisfactory progress. Across the school the number of disadvantaged children who did not achieve the expected level for writing is higher than for reading and maths . This is being addressed by a whole school writing focus in the SIP including: writing days, parental involvement through workshops, performance management targets for staff, an larger team of staff leading English. Children are also receiving small group writing tuition in addition to a range of other strategies which are outlined below.

Maths

The majority of children made good progress. There were two year groups (2 and 5) where most children who are disadvantaged were at the expected level. There was a significant number of children leaving year 3 below the expected level and we shall aim to accelerate the progress of this group of children during this academic year using the Numeracy Support Programme in 2016-17.

End of Foundation stage results

There were: 2 pupil premium (FSM)

<u>Subject</u>	<u>% disadvantaged children attaining expected</u>	<u>% non-disadvantaged children attaining expected</u>	<u>% other children Nationally attaining expected</u>
Reading	0	81	78
Writing	0	77	71
Maths - number	100	90	78
Maths - shape	100	94	82

Year 1 phonics screen

67% of disadvantaged pupils passed the phonics screen test at the end of year 1 (national non-disadvantaged children - 81%).

End of Key Stage 1; Year 2 disadvantaged children

There were 3 children: all pupil premium

End of KS1 attainment

100% of disadvantaged children had passed the phonics screen test by the end of year 2 (National non-disadvantaged children - 91%).

Reading - all children made good or satisfactory progress; 33% were at the expected level and 66% were below expectation.

Writing -most children made good progress; 33% were at the expected level and 66% were below expectation.

Maths - most children made good progress; 100% were at the expected level.

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

<u>Subject</u>	<u>% disadvantaged children attaining expected in school</u>	<u>% other children attaining expected in school</u>	<u>% other children Nationally attaining expected</u>
Reading	33	87	78
Writing	33	81	70
Maths	100	87	77

<u>Subject</u>	<u>% disadvantaged children attaining Greater Depth</u>	<u>% other children Nationally attaining Greater Depth</u>	<u>% other children Nationally attaining Greater Depth</u>
Reading	0	8	27
Writing	0	6	16
Maths	0	13	20

Key Stage 2 Year 6 disadvantaged children July 2016

There were 5 children: 3 pupil premium (one left in May; one joined in January), 2 LAC

End of KS2 attainment

Reading - 4 children made good and 1 made satisfactory progress; 40% reached the expected level, 40% reached expected on teacher assessment but did not achieve a scaled score of 100 (one child missed by 1 point); 20% did not achieve the expected level.

Writing - 3 children made good progress and 2 made satisfactory progress; 40% achieved the expected, 60% did not achieve the expected level.

Maths - 4 children made good progress and 1 child made satisfactory progress; 60% achieved the expected level, 40% did not achieve the expected level.

* 1 child joined the school in January and was well below the expected level

* 1 child left immediately after SATs and was unsettled during the tests

*1 child has semantic memory issues and large gaps his vocabulary and understanding of language as a result of early life experience

<u>Subject</u>	<u>% disadvantaged children attaining expected in school</u>	<u>% of non-disadvantaged children attaining expected in school</u>	<u>% non-disadvantaged children Nationally attaining expected</u>
Reading	40	71	71
Writing	40	54	79
SPAG	40	73	78
Maths	60	60	75
RWM*	40	48	60

*Reading, Writing and Maths combined

Initiatives to raise standards through pupil premium funding 2015 -16 and their impact

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 2015-2016		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. <p>Ensure that all disadvantaged children in year 1 pass the phonics screen and are reading by the age of 6.</p>	
Item	Cost	Specific intended outcomes How will this intervention raise achievement? What will it achieve if it is successful?	Impact of Pupil Premium Spend
Ride high (8ch) / Autumn 2014	£5280	To increase well-being, self-esteem Engage children with their learning Improve speaking and listening skills and writing skills.	All children enjoyed the programme and it provided an opportunity for them to talk to adults outside the school in a safe and secure environment. 3 children have left the school 4 children made good progress in Reading, Writing and Maths 1 child made satisfactory progress in Reading and Maths, but good progress in Writing
Letterbox book scheme	£1650	Provide appropriate and engaging reading materials to extend and challenge identified disadvantaged children	Most disadvantaged children made good progress in reading.
My Maths	£279	Personalised learning inc homework Motivational tool Raise achievement and progress in Maths	The majority of disadvantaged children made good progress in maths. Identified children will receive additional support in 2016-17.

Subscription to First News Subscription , The Beano and Amazing Magazine	£1159	Increased interest in reading. Children reading more Progress in reading	Disadvantaged children made good progress in reading as a group
Music lessons; individuals, groups and clubs	£10500	Life opportunities and experiences, confidence	A disadvantaged child in year 6 with profound deafness was able to access music learning through individual lessons and this impacted on self-esteem (she achieved the Expected Level for Reading, Writing, Maths and SPAG) LAC child in year 6 - individual music lessons impacted on self-esteem (she achieved the Expected Level for Reading, Writing, Maths and SPAG) Year 5 child accessed individual music lessons (attained above the Expected Level for Reading and Maths and at the Expected Level for writing) Hannah - comment about classes and groups
Tutoring (Autumn 2015; spring 2016)	£4110	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, 4 and 5 to make close gaps and make rapid progress (from February 2016).	Year 6 (60% disadvantaged pupils achieved the Expected Level in maths; 40% in Writing and SPAG) Year 2 (100% disadvantaged children achieved the Expected Level in maths)
Taxi Cab to enable a family of 3 children attend school	£563	Attendance of the three children will improve and this will have a positive impact on their progress.	All three children made progress.
Shakespeare workshop	£418	To enable all children in KS2 to participate in and enjoy live theatre To promote self-esteem and confidence for all children To improve speaking and listening skills	All children enjoyed learning their part and performing in a joint school production.
Part Time Teacher to tutor year 3 and 4 children (June and July)	£1800	To support development of decoding skills for children identified to be below expected in reading. To close gaps in learning for identified pupil premium	All children who were tutored made good progress.

		children in maths.	
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.	All disadvantaged children in year 5 made good progress and the majority of disadvantaged children in year 6 made good progress through the Freshstart intervention.
Independent Mentor employed to aid transition for year 5/6 children	£1836	Ensure all year 6 pupil premium / LAC children are prepared for transition to KS3 and support children in year 5 so that they are prepared for year 6 in September 2016.	All year 6 children were well prepared for transition including more vulnerable LAC. Year 5 children prepared for transition to KS3
Reading Wise Intervention	£1600	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.	Individual children who participated in the scheme made good progress.
Teaching Assistants to run Reading Wise intervention and support named individuals with reading.	£2000	Two TAs have been trained to administer and monitor the Reading Wise intervention and support named disadvantaged children.	See above
Teaching Assistant employed to support disadvantaged children with Speech and Language difficulties	£7880	To support children in classroom to ensure that all learning can be accessed	Pre- and post-tutoring have had an impact on the learning and progress of name individuals. Confidence and self-esteem of children have increased as a result of regular speech and language intervention.
Laptop for child to aid transition to KS3	£600	To enable pupil to access pre- and post-tutoring with foster mother to support learning in class.	The laptop enabled the child to conduct his own research with the pre and post tutoring of new vocabulary in different subject areas. This had an impact on his independence levels and helped him to make a smoother transition into Secondary school.
Sensory and physical resources to support named individuals with	£1500	Range of sensory and physical resources purchased to support the development of fine and gross motor skills, and social communication skills.	Both children had increased mobility due to regular daily exercises and physio support using a range of equipment. Both children have made progress with

complex medical needs			their social and communication skills.
Purchase of new reading material and small world resources to support named individuals	£1000	Purchasing and implementation of new Jelly and Bean books into Year 1 to increase progress in reading. Small world resources purchased to develop speaking and listening skills.	The impact of these books have enabled children to blend and segment words more effectively and become more independent readers. All children made good progress in their speaking and listening skills.
Teaching assistant to carry out play therapy with named individual	£550	To support named individuals with behavioural or pastoral needs. To enable children to express their feelings in a safe environment.	Pupils developed in confidence. Increased well-being and better preparation for learning in the classroom environment.
Teaching assistant to carry out Drawing and Talking sessions with named individuals	£550	To support named individuals with behavioural or pastoral needs.	Named children accessed the intervention and became more settled in class as a result.
Teaching assistant to deliver Rainbow Road fine and gross motor intervention scheme	£3500	To develop fine and gross motor skills co-ordinating the core muscles and the left and right side of the brains.	Improved fine and gross motor control.