

Pupil Premium funding at Tickford Park Primary School

Tickford Park Primary Pupil Premium allocation for 2017-2018: £57,180

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:

34 - (FSM /Ever 6)

3 - in services

6 - LAC

For the academic year 2017-2018 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)

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 2016 - 2017

Reading

There was good progress in reading across the school with the majority of children making 6 steps in progress on Target Tracker. The reading intervention Reading Wise has improved decoding and increased the reading age for all children who have taken part, bringing them in line with or above the expected level for their age.

By the end of KS2 100% of disadvantaged children were working at the expected level for reading in this academic year. At the end of year 2 all disadvantaged children had passed the phonics screen test.

Writing

In year 6 the majority of children achieved the expected level for writing at the end of KS2. Small group tuition in writing had impacted on progress for these children and most had made accelerated progress this year (7 steps).

Across the rest of the school, the focus on writing in the School Improvement Plan had a positive impact on progress for most pupils. The majority of children had made 5 or 6 steps in progress on Target Tracker, with 2 children in year 4 and year 5 making accelerated progress (7 steps).

Mathematics

At the end of KS2 50% of pupils attained the expected level for maths; at the end of KS1 it was 40%.

Across the rest of the school disadvantaged pupils had mostly made good progress. Mathematics will be a whole school focus on the School Improvement Plan for 2017-18

End of Foundation stage results

There was: 1 child eligible for funding (post-LAC)

| <u>Subject</u> | <u>% disadvantaged children attaining expected</u> | <u>% other children attaining expected</u> |
|--|--|--|
| Communication and Language | 100 | 93.8 |
| Physical Development | 100 | 87.5 |
| Personal, social and emotional development | 0 | 93.8 |
| Literacy | 100 | 79.2 |
| Mathematics | 100 | 91.7 |
| Understanding the world | 100 | 95.8 |
| Expressive art and design | 100 | 97.9 |
| Good level of development | 0 | 75.0 |

Year 1 phonics screen

40 % of disadvantaged pupils passed the phonics screen test at the end of year 1 (80% other children in the school). These children will receive intervention to diminish their phonic gaps and help them to pass the phonic screen retake at the end of year 2.

End of Key Stage 1; Year 2 disadvantaged children

There were 5 children: 4 pupil premium and 1 post-LAC

End of KS1 attainment

Phonics screen - 40% of disadvantaged children had not passed the phonics screen test by the end of year 2. These children will have continued intervention in year 3 and access to the Reading Wise Intervention to diminish their gaps in phonic knowledge and to ensure they progress towards attaining a reading age which is nearer to their calendar age.

Reading - 60% of children were working at the expected level at the end of KS1; 40% of children were working towards the expected level; these children will have continued intervention in year 3 to diminish their gaps in reading (Reading Wise Intervention, catch up phonics using Read Write Inc.).

Writing - 40% of children were working at the expected level at the end of KS1; 60% of children were working towards the expected level; these children will have catch up phonics learning to diminish their gaps when segmenting for spelling and handwriting intervention.

Maths - 40% of children were working at the expected level at the end of KS1; 60% of children were working towards the expected level; these children will have Numeracy intervention to diminish their gaps (Numeracy Support Programme - to secure place value knowledge and understanding; Numicon to diminish gaps in understanding of number).

KS1 disadvantaged children at Tickford Park Primary School compared to other 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 (2016)</u> |
|----------------|--|--|--|
| Reading | 40 | 88 | 78 |
| Writing | 40 | 82 | 70 |
| Maths | 40 | 84 | 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 (2016)</u> |
|----------------|---|--|---|
| Reading | 0 | 16 | 27 |
| Writing | 0 | 10 | 16 |
| Maths | 20 | 14 | 20 |

Key Stage 2 Year 6 disadvantaged children July 2017

There were 6 children: 5 pupil premium, 1 post-LAC

End of KS2 attainment

Reading - 100% of disadvantaged pupils achieved the expected level in reading at the end of KS2

Writing - 83% of disadvantaged pupils achieved the expected level in teacher assessments of writing at the end of KS2

SPAG - 83% of disadvantaged pupils achieved the expected level in SPAG at the end of KS2

Maths* - 50% of disadvantaged pupils achieved the expected level in maths at the end of KS2

* 1 child joined the school in September and was well below the expected level in maths; 1 child has had ongoing health issues which have impacted on attendance and attainment

| <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 (2017)</u> |
|----------------|--|---|--|
| Reading | 100 | 81 | 71 |
| Writing | 83 | 76 | 76 |
| SPAG | 83 | 68 | 77 |
| Maths | 50 | 61 | 75 |

Initiatives to raise standards through pupil premium funding 2016 -17 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 | | | |
| Funding received for 2016-2017 | | £48,840 | |
| Objectives of spending pp | | <ul style="list-style-type: none"> • All disadvantaged children to diminish their gaps and make progress towards attaining 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? | Impact of Pupil Premium Spend |
| Letterbox book scheme | £1650 | Provide appropriate and engaging reading materials to extend and challenge identified disadvantaged children | |
| Teaching assistant employed to run Numeracy intervention programme and to manage reading wise groups | | All disadvantaged children will access the Numeracy intervention programme at the low, middle or high level. | |
| Tutoring (Autumn 2016; spring 2017) | £4110 | <p>Small group support to enable children to make accelerated progress and catch up in years 2 and 6 from September 2015.</p> <p>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</p> | <p>Year 6 (50% disadvantaged pupils achieved the Expected Level in maths; 83% in Writing and SPAG)</p> <p>Year 2</p> |

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| | | 2016). | |
| Taxi Cab to enable a family of 3 children attend school | £563 | Attendance has improved | All three children made progress. |
| Taxi cab to enable a family of 2 children to attend school regularly and punctually | | | |
| 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 children in maths. | All children who were tutored made good progress. |
| Senior teacher to teach Freshstart intervention (Autumn term only) | £ | 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 (decoding) (comprehension) | | 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. | | 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 | £7880 | To support children in classroom to ensure that all | Pre- and post-tutoring have had an impact on the |

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|---|--------|---|---|
| disadvantaged children with Speech and Language difficulties | | learning can be accessed | learning and progress of name individuals. Confidence and self-esteem of children have increased as a result of regular speech and language intervention. |
| 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. |
| 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 |
| 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. |

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| Subscription to First News Subscription , The Beano and Amazing Magazine Subscription to magazine | £1159 | Increased interest in reading. Children reading more Progress in reading | Disadvantaged children made good progress in reading as a group |
| Read Write Inc Resources (including RWI online) | | | |