

Pupil Premium strategy statement

1. Summary Information					
School	Tickford Park Primary School				
Academic Year	2018 - 2019	Total PP budget	£62,220	Date of most recent PP Review	
Total number of pupils	395	Number of PP pupils	49 (12.4%)	Date of next internal review of this strategy	

2. Current attainment – end of KS2 children reaching expectation at the end of Y6 in 2017 - 2018			
	Pupils eligible for PP (Tickford Park School)	Pupils not eligible for PP (Tickford Park School)	Pupils not eligible for PP (National 2018)
% achieving the expected standard in reading	88%	84%	75%
% achieving the expected standard in writing	62%	83%	78%
% achieving the expected standard in maths	75%	74%	76%
% achieving the expected standard in reading, writing and maths	50%	60%	70%
% making progress in reading	37.5% made at least expected progress across Y6 (6+ steps) Average 5.6 steps Progress score = 0.43 (above floor of at least -5.00)		
% making progress in writing	50% made at least expected progress across Y6 (6+ steps) Average 5.6 steps Progress score = -3.59 (above floor of at least -5.00)		
% making progress in maths	62.5% made at least expected progress across Y6 (6+ steps) Average 5.8 steps Progress score = -4.80 (above floor of at least -7.00)		
	Target Area: Key stage Progress *Children attaining a L2 at KS1 should achieve expected, and L3 should achieve greater depth.		

3. Current attainment – end of KS1 Children reaching expectation at the end of Y2 in 2017 - 2018			
	Pupils eligible for PP (Tickford Park School)	Pupils not eligible for PP (Tickford Park School)	Pupils not eligible for PP (National 2018)
% achieving the expected standard in reading	75%	84%	75%
% achieving the expected standard in writing	75%	80%	70%
% achieving the expected standard in maths	50%	82%	76%
% achieving the expected standard in reading, writing and maths	50%	82%	
% making progress in reading	50% made at least expected progress across Y2 (6+ steps) Average 5.5 steps 100% made expected progress * across the key stage		
% making progress in writing	100% made at least expected progress across Y2 (6+ steps) Average 6.5 steps 100% made expected progress * across the key stage		
% making progress in maths	25% made at least expected progress across Y2 (6+ steps) Average 5.0 steps 25% made expected progress * across the key stage		
	Target Area: Target Area: Key stage Progress *Children attaining a L2 at KS1 should achieve expected, and L3 should achieve greater depth.		

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Some children have additional needs (e.g. SEND and / or including an EHCP) and will find it difficult to make end of Year 6 attainment expectations. Measures, therefore, can only be made on progress, and the school % at expected attainment in Year 6 will be affected.
B	PP children joining the school within KS2 with low academic starting points have to make accelerated progress to achieve expected at the end of Year 6.
External barriers (issues which also require action outside school, such as low attendance rates)	
C	Attendance issues for a small number of PP children has impacted on progress and attainment.

Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	<p>Increase numbers of PP children meeting expectation at end of KS2</p> <p>In Years 3, 4 and 5: PP children with L2 KS1 results to meet end of year expectations at 'w+' (working within) or better</p> <p>Year 6: PP children with L2 KS1 results meet end of year expectations in Year 6, and achieve 100+ on end of Y6 Key Stage tests</p>	<p>In Years 3, 4 and 5: 85%+ make 6+ steps progress across reading, writing and maths</p> <p>Year 6: % of children meeting the expected standard at KS2 shows an increase on 2017 – 2018. 85%+ children who attained L2 at KS1 reach 100+ in the end of KS2 tests 85%+ make 6+ steps across reading, writing and maths in Year 6</p>

B	PP children who have joined the school within KS2, and have low academic starting points, make accelerated progress across 2018 - 2019	Identified children make at least 7 steps progress
C	Increased progress of PP children so that the 'difference' between PP and non PP children in Tickford Park School is within -5 by end of 2018 – 2019 in writing and maths, and decreases this year. 2017 – 2018 PP Reading = 0.43 (all Y6 children -0.86) : above floor of -5.00 2017 – 2018 PP Writing = -3.59 (all Y6 children -1.55) : above floor of -5.00 2017 – 2018 PP Maths = -4.80 (all Y6 children -2.44) : above floor of -7.00	In class data shows accelerated progress by PP children, with more attaining 'w+' at the end of the year. Difference between PP and non PP children across the school decreased.
D	Attendance increased for identified children	Increased attendance reaching 95% for identified children Parents responding to school communications and meetings with HT Good attendance impacting on progress, with 100% making 6+ steps progress across the year

Objectives for 2018 – 2019

Anticipated funding = £62,220

Allocation:

How will PP funding be targeted	Objectives	
Book trust – Letterbox Reading (external provision)	Provide appropriate, and engaging, reading materials to extend, challenge and motivate identified disadvantaged children	£2,250
Counselling Service (during school day) by registered counsellor – identified children (external provision)	Building self-esteem and confidence	£2,640
Intervention Programmes:	To overcome barriers to learning and address misconceptions in maths: <ul style="list-style-type: none"> To provide a different way of learning through the use of ICT to engage To address misconceptions to allow learning to develop at a greater rate 	£5,670

Virtual Class Ltd – Third Space Learning: Maths 1:1 tuition (external provision)	<ul style="list-style-type: none"> To increase confidence and ability in maths, and support the securing of expected progress and attainment by the end of KS2 	
Intervention Programmes: Reading Wise	To overcome barriers to learning in Reading: <ul style="list-style-type: none"> Intervention that offers personalised learning to children, and has a measurable impact in a short amount of time To provide a different way of learning through the use of ICT to engage 	£1600
Booster groups and interventions for English and Maths	To unpick misconceptions, embed skills and accelerate progress: To ensure that Pupil premium children make ‘good’ progress across the academic year, meeting expected progress of at least 6 steps, and ‘diminishing the difference’ between PP and non-PP children: <ul style="list-style-type: none"> Experienced teachers supporting extra sessions (after school) to support need – as directed by class teachers 	£1,200
Wellbeing counselling – (during school day) small group (external provision)	Building self-esteem and confidence <ul style="list-style-type: none"> Ensuring all Y6 PP/LAC children are prepared for transition into KS3 Ensuring all Y5 PP/LAC children are prepared for transition into Y6 in September 2019 	£3,600
Ride High charity	Building self-esteem and confidence	£1,800
Milton Keynes Music Co-Op – music tuition (external provision)		£372.00
Bounds Taxis (external provision)	<ul style="list-style-type: none"> Child able to attend school after being moved into temporary accommodation in village (feeder to TPPS) and bus pass not issued 	£632.46
Privilege Fares Bus Pass	<ul style="list-style-type: none"> Child able to attend school after being moved into temporary accommodation in village (feeder to TPPS) 	£352.66
PP Teaching Assistant (internal provision) – to manage Reading Wise, and run Numeracy Support Programme	To unpick misconceptions, embed skills and accelerate progress: To ensure that Pupil premium children make ‘good’ progress across the academic year, meeting expected progress of at least 6 steps, and ‘diminishing the difference’ between PP and non-PP children:	£13,482

Individual learning equipment / support resources		£4500
Support for clubs/visits and residential	To ensure school day visits, residential visits, clubs and music instrument tuition is accessible to all	£1000
Teaching Assistant employed to support with Speech and Language difficulties, and interventions	To support children to ensure all learning can be accessed Pre and Post tutoring – to impact of progress and attainment Confidence and self-esteem – to increase as a result of regular, and timely, speech and language support	£4,576
Teaching Assistant employed to carry out Play Therapy sessions	Building self-esteem and confidence, so all learning can be accessed	£461.37
Teaching Assistant employed to carry out Drawing & Talking sessions	Building self-esteem and confidence, so all learning can be accessed	£1,736
Teaching Assistant to run morning exercise activities, and run Rainbow Road for KS2 (fine and gross motor skills intervention scheme)	Building gross and fine motor skills so all learning can be accessed	£4,672
Teaching Assistant to run Rainbow Road for KS1 (fine and gross motor skills intervention scheme)	Building gross and fine motor skills so all learning can be accessed	£3,559
Teaching Assistant to run Numicon maths intervention sessions	To unpick misconceptions, embed skills and accelerate progress: To ensure that Pupil premium children make 'good' progress across the academic year, meeting expected progress of at least 6 steps, and 'diminishing the difference' between PP and non-PP children:	£2,307
Subscription to online resources for Teaching Assistants to use during interventions	To unpick misconceptions, embed skills and accelerate progress: To ensure that Pupil premium children make 'good' progress across the academic year, meeting expected progress of at least 6 steps, and 'diminishing the difference' between PP and non-PP children:	£107.76
		£56,518.15 allocated so far on 13.11.18

NB:

The above are projected spends. As a school, we reserve the right to amend plans as the year progresses according to needs identified.

Where groups supported include PP and non PP children the allocation of funding is proportional to the number of children in the group; the remainder of the cost is borne by the school.

This strategy will be reviewed termly, and updated with additional PP spending at that time.