

## Pupil Premium Strategy Statement – Tenterfields Primary Academy School 2018/2019

1. Summary Information					
Academic Year	18/19	Total PP budget	£52,000	Date of most recent PP Review	N/A
Total number of pupils	220	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2019

2. Current attainment (2018 leavers) 6 pupils		
2017-2018 Pupils: 20% eligible for FSM against a National of...%	Pupils eligible for PP	Pupils not eligible for PP (National Average)
% achieving scaled score of 100+ in reading, writing and maths	50%	70%
Reading progress score	-0.27	0.31
% achieving scaled score of 100+ in reading	67%	80%
Reading attainment average score	103.7	106.1
Maths progress score	2.62	0.31
% achieving scaled score of 100+ in maths	67%	81%
Maths attainment average score	105.5	105.4
Writing progress score	-2.39	0.24
% achieving scaled score of expected standing + in writing (TA)	67%	83%
% achieving scaled score of expected standard + GPS	83%	82%
% achieving scaled score of expected standard + Science	83%	87%

3. In school barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Progress in reading, writing and maths across key stages
B.	Swift identification of gaps in learning and effective strategies specific to individuals needed, due to small cohort size
C.	Behaviour, engagement and self-belief
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance and parental engagement

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	To accelerate progress with PP children in reading, writing and maths in KS1 and throughout KS2 through carefully planned interventions and monitoring the impact of these.	Progress is accelerated in line with pupil's targets. Children to be targeted to achieve combined results in RWM.
B.	The % of PP children achieving the expected score will increase in order to diminish the difference between PP and non-PP children and children nationally.	The % of PP children achieving the expected attainment score in reading, writing and maths will increase.
C.	All pupils access enrichment activities, increase engagement and access to the curriculum.	Increased engagement leads to increased progress in all subjects.
D.	Attendance improves and children are in school regularly. FSM PA rate drops increasing the engagement of parents with their children's education and with the school through parenting workshops, services brokered by school, inspire workshops.	PA rates are in line with National. Attainment of PP children improves as a result of improved attendance. Increased parental engagement.

5. Planned expenditure 2018/2019						
1. Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How?	Costs
<p>Pupils eligible for PP make at least expected progress in writing and maths at KS1 and 2</p> <p>The % of PP children reaching National Standard in all three areas increased from ..&gt;% to ...%</p>	<p>Employ teaching assistant to provide:</p> <p>Interventions Guided reading support Reading session with class in order to release the teacher to lead same day catch up in maths thus providing accelerated and targeted support as necessary</p>	<p>Headline data for 2017-2018 showed that pupil eligible for PP did not make expected progress from KS1.</p>	<p>SLT to monitor guided reading practice throughout the school, including regularly reviewing the use of intervention groups and which pupils need to be part of these.</p> <p>Specialist training to be given to staff on CPA Maths approach. TA appraisal to support staff development in relation to this area.</p> <p>Pupil progress meeting to take place half termly.</p>	<p>SLT (PP Lead)</p>	<p>Review Half termly</p> <p>1.5 days HLTA</p> <p>3 days TA</p> <p>11 TA SDCU 3 x 30 minutes per week</p> <p>Inset Day Maths Focused CPD</p> <p>Maths Mastery Hub Lead Practitioner</p>	<p>£14,315</p> <p>£ 1,500</p>

	Phonic interventions		Effective tracking and monitoring. Half-termly progress meetings. Common termly tests across the Trust (Pira/Puma) and No More Marking collaborative judgements in order to benchmark performance.		Reading workshop half day with Ruth Leask  Read, Write, Ink Phonic scheme  Barrington Stoke reading books  Learning Support assessments/monitoring X2 per academic year £310 per assessment/monitoring	£2000 + £200 training  £900
<b>Total budgeted cost</b>						<b>£18,915</b>
<b>ii. Targeted Support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>How?</b>	<b>Costs</b>
PA Attendance rate to be less than 3% for PP children and overall attendance to be 97%	Attendance tracking system, weekly audit and increased communication with parents	Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF) Impact of the weekly attendance audit and increased communication with parents in previous year.	Weekly meetings to monitor attendance, discuss concerns. Improvement of PA rate from 2016/17 to less than 3%  Work closely with the EWO in order to target parents of children with PA	SLT	Attendance Officer 2 hours per week  X1 day per term attendance celebration	£1300  £150 x 3 = £450
Emotional support is in place for children and families who	SLT, SENDCo, Key worker, school nurse and Sycamore employed to	Engagement with school is crucial so that all families understand the importance of education and are able to access the support	SLT review weekly All vulnerable families identified swiftly. Needs of families addressed as appropriate. LA Early Help Team involved	EWO and SLT	Sycamore Behaviour Service  Phase Trust mentoring	£3300  £4900

require advice and intervention	support families and children and to signpost to correct support and intervention.	available. The EEF Toolkit suggests that "Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	quickly. Challenge LA and other agencies expecting best response and support. EWO. Deliver Relax Kids sessions to parents to support use of strategies at home.	EPE staff	Educational Psychology Play Therapy block Relax Kids session Positive Parenting x6 week course x2 hours per week	£2000 £850 £600
<b>Total budgeted costs</b>						<b>£13,400</b>

### iii. Other approaches

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	How?	Costs
Children take part in extracurricular activities and feel included in all aspects of school life. Children develop their confidence and self esteem.	Financial assistance for trips/residential uniform/extracurricular clubs e.g. sports, music lessons, activity club.	The EEF shows the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Greater effects have been identified for younger learner In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and	Reviews will take place half termly. Initial requests are discussed with parents.	Review termly Change for life aims will be achieved  JH RB RBGym	10 x1hr sessions 2 lunch clubs Enabling Enterprise  X2 trips per year, x1 lesson time project, x1 challenge day for children across the school	£4700

		well-being have also consistently been reported.					
Increase health and well-being.	Change for Life Club	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction	Review termly Change for life aims will be achieved	SLT (PP Lead)	20 x1hr sessions	£ 1394	
Increase opportunities for sport, physical activity and competition.	Employ a sports coach for lunchtime clubs.				Coach and PE teacher to assess fitness levels and participation/engagement rates and report it to SLT on a termly basis.	SENCo	2 lunch clubs
	Pupils represent school in competitions Pupils are Playground leaders		Termly Junior leadership meetings	RBGym	leadership jackets and badge	£50	
					RBGym	£800	
					RBGym staff mentoring	£1200	
Behaviour interventions	Sycamore Behaviour Service	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for	Weekly reviews on behaviour targets by teacher and SLT and strategies refined as needed.		Key Worker 2 hpw	£439	
	Parenting workshop and resources				Regular discussions with parents, school nurse and agencies to review and refine strategies.	Winning Mentality – targeted Y5 children	£1600
	Behaviour mentor					Behaviour Mentor x2 whole days per week x13 weeks (MM)	£5200
					Nurture room resources Nurture room staffing x5 days per week x1 hour	Staff costs = £10.67 per hour	

		universal interventions or whole school strategies.			<p>Rainbow group x30 mins x1 per week x6 weeks</p> <p>Nurture group x30 mins x1 per week x6 weeks</p>	<p>£53.80x 38 = £2044.4 0</p> <p>Staff costs = £10.67 per hour £32.01 total</p> <p>£32.01 total Staff costs</p>
Digital technologies to support learning	IXL Maths programme (TA to oversee lunch club)	Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but different technology has the potential to enable changes in teaching and learning interactions, such as by providing more	Review half termly IXL maths programme identifies gaps in learning and tracks progress.		IXL programme	£280
			Pupil progress meeting to take place half termly. Effective tracking and monitoring. Half-termly progress meetings. Common termly tests across the Trust (Pira/Puma, No More Marking) in order to benchmark performance			



		effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more.				
<b>Total budgeted costs</b>						<b>£19,721.42</b>
<b>Allocated Pupil premium Grant</b>					<b>£52,000</b>	
<b>Total Pupil Premium Spend</b>					<b>£52,036.42</b>	
<b>Additional Spend from School Budget</b>					<b>£36.42</b>	