

Tudor Grange Primary Academy Haselor

Pupil premium strategy statement 2019/20



1. Summary information					
School	Tudor Grange Primary Academy Haselor				
Academic Year	2019-2020	Total PP budget	£9240	Date of most recent PP Review	Sept 2019
Total no. of pupils	63	Number of pupils eligible for PP	7	Date for next internal review of this strategy	April 2020

2. Last academic years progress & attainment	
PRIMARY INDICATORS Proportion of disadvantaged pupils: 11% of the 2019 cohort	Pupils eligible for PP (your school)
	2019
% achieving expected standard or above in reading, writing & maths	50%
% achieving higher standard or above in reading, writing & maths	0%
Reading progress score	-1.9
Writing progress score	2.7
Maths progress score	-0.8

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills are lower for pupils eligible for PP than for other pupils, which prevents them from reaching expected standard for their chronological age.
B.	Numeracy skills are lower for eligible PP than other pupils, which prevents them from reaching expected standard for their chronological age.
External barriers (<i>issues which also require action outside school, such as low attendance rate</i>)	
C.	Continue to ensure attendance rates for pupils eligible for PP are in line with non-PP students.
D.	Low levels of aspiration, resilience and study skills which lead to low confidence. Pupil premium pupils often have poor home environments with a greater proportion of single parent families, transitional housing, generational worklessness and a low level of self-esteem.
E.	Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Literacy skills to be in-line with other pupils and pupil outcomes in-line their chronological age / expected standard.	Pupils eligible for PP make equal progress to others in reading and writing. Pupils in both groups make at least expected progress in reading and writing as evidenced in KS 1/2 outcomes.
B.	Numeracy skills to be in-line with other pupils and pupil outcomes in-line their chronological age / expected standard.	Pupils eligible for PP make equal progress to others in maths. Pupils in both groups make at least expected progress in Maths as evidenced in KS 1/2 outcomes.
C.	PP pupils to have targeted sessions to ensure behaviour and emotional support is in place to support their individual needs so that lessons can be accessed consistently without disruption.	Pupil premium pupils to participate in targeted small group or 1:1 work sessions with identified measurable outcomes led HLTA to support emotional health and well being. Progress to be in line with peers.
D.	Continued good attendance rates for pupils eligible for PP.	Continue to ensure excellent attendance across all PP pupils – in line with non-PP pupils.
E.	Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are	PP pupils to participate in fully in all aspects of school life.

5. Planned expenditure

Academic year

2019/2020

Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
<p>A: High levels of progress in literacy for all pupils eligible for PP and equality of progress with all pupils.</p>	<p>1:1 and small group provision of HLTA to focus on Spelling support, reading comprehension and handwriting</p>	<p>Some of the students need targeted literacy support to catch up especially targeted at spelling provision and understanding of what they are reading beyond the mechanics of expression and fluency</p>	<p>Timetabled intervention lessons to address literacy catch up needed, written into normal school day.</p> <p>Organise timetable to ensure HLTA delivering provision have sufficient preparation and delivery time.</p> <p>Close oversight from Class teachers to target interventions as the need arises.</p> <p>Half termly formative data tracking of these students to show impact of the programme. Impact reports completed and shared with SLT.</p>	<p>HoS EP</p> <p>HLTA COSTS x 2 pm sessions £2750</p>	<p>Sept 20</p>
<p>A: Accelerated literacy progress through use of phonics teaching in EYFS/KS1</p>	<p>Staff CPD to use resources to accelerate learning for all abilities of children.</p> <p>4 ability groups of children within Key Stage 1 and EYFS to occur daily to maximise possible learning for all stages.</p>	<p>Literacy Hub support development of Phonics teaching to accelerate learning undertaken and evidenced.</p> <p>Smaller groups will be able to focus on particular phase of phonic ability and so match more closely to children's needs.</p>	<p>Termly monitoring of reading records.</p> <p>Phonics screening outcomes monitored half termly</p> <p>Reading understanding checked through targeted</p>	<p>HoS English Subject Lead</p> <p>£540</p>	<p>Sept 20</p>

	<p>High expectations of phonics progress on a daily basis.</p> <p>Reading books are matched to phonics level.</p> <p>Card prompt with questions to ask while reading to be sent home for parents with reading books.</p> <p>Targeted 1:1 phonics support as required.</p> <p>Phonics screening of students in Year 1/2 PP in line with non PP.</p>	<p>High expectations move children on more quickly.</p> <p>Reading books provide consolidation of phonics learnt at school to deepen understanding.</p> <p>Individual targeted support where needed to meet need and close gaps.</p> <p>An improvement in phonics screening scores to be monitored each half term.</p>	<p>questioning using text based literal questions.</p>		
<p>B. High levels of progress in Numeracy for all pupils eligible for PP and equality of progress with all pupils.</p>	<p>1:1 and small group provision of HLTA to focus on maths support focusing on use of concrete apparatus to build and develop greater understanding of mathematical concepts.</p> <p>Concentration on standard written methods to ensure a strong foundation of calculation methods to support reasoning.</p> <p>Support and practise of multiplication tables using games, TTRockstars, movement activities (e.g.Active maths) .</p>	<p>Use of apparatus and manipulatives helps support learning and improve memory.</p> <p>Confidence in using written methods will improve ability to problem solve accurately.</p> <p>Times-tables are vital for improving speed of calculating questions and improve understanding of several maths themes (multiplication, division, fractions, decimals and percentages)</p> <p>Greater individual confidence encourages children to have a go rather than refusing to undertake reasoning questions.</p> <p>Small focused repetitive activities develop brain stamina and muscle memory.</p>	<p>Timetabled intervention of small group or 1:1 lessons to address numeracy catch up are written into normal school day.</p> <p>Organise timetable to ensure HLTA delivering provision have sufficient preparation and delivery time.</p> <p>Close oversight from Class teachers to target interventions as the need arises within daily lessons.</p> <p>Half termly formative data tracking of these students to show impact of the programme. Impact reports completed and shared with SLT.</p>	<p>HoS Maths Lead</p> <p>HLTA COSTS x 2 pm sessions £2750</p>	<p>Sept 2020</p>

<p>C. Focus on SEMH support for children to develop resilience within learning and social situations.</p>	<p>Small group support using Lego Therapy sessions 1 x weekly.</p> <p>Social Story interventions run by HLTA within 1:1 session as and when need arises.</p> <p>Use of emotion indicators by children where needed to encourage positive talk about feelings rather than emotional outbursts.</p> <p>Helping hand support model to encourage children to make use of a safe designated space as part of 'cool down' time when needed.</p> <p>Mood boards created for classes to ensure targeted children do not feel singled out</p>	<p>Children cannot access the curriculum is they are not emotionally in a receptive place to learn.</p> <p>Emotional understanding enables children to focus on their learning behaviour rather than negative behaviour and to learn the benefits of positive interactions.</p> <p>Lesson time is not disrupted when children are calm and ready to learn.</p> <p>Teachers can assess a child's emotions at the start of the day in a non-threatening and intrusive way</p>	<p>Individual children's behaviour logs to assess frequency of outbursts</p> <p>Individual assessment completed to ascertain frequency of emotional outbursts, prompts and the overall child's feelings as a baseline compared to reassessment at end of each half term.</p> <p>Class teachers will oversee interventions and report back to HoS half termly on progress made for individual children as needed.</p> <p>Spot checks of the daily use of mood boards in each class.</p> <p>Half termly formative data tracking of these students to show impact of the programme. Impact reports completed and shared with SLT.</p>	<p>HoS</p> <p>PSHE Lead</p> <p>SEND lead</p> <p>CPD Staff Training via SEND Lead (costs and session running costs)</p> <p>£600</p>	<p>July 2020</p>
<p>E: Focus on PP pupils to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p>	<p>Subsidise extra-curricular activities, trips and residential.</p>	<p>By supporting students with mental health and learning needs students will be able to build their self-esteem and worth.</p> <p>Extra- curricular opportunities provide a deeper understanding to the curriculum and enrich a child's experiences.</p>	<p>Monitoring and feedback of sessions to ensure continued promotion of activities that have a positive impact are sustained.</p> <p>Trips funded.</p>	<p>HoS</p> <p>£2000</p>	<p>Sept 2020</p>

		Children can develop talents and gifts and so build self-confidence and positive emotional wellbeing			
D: Maintain high attendance rates for PP pupils.	Admin to monitor pupils daily attendance and follow up quickly on absence - first day response call. Persistent absence supported through breakfast club places to encourage attendance daily and improved monitoring.	Improved attainment through careful monitoring of absence and subsequent feedback to teachers will ensure potential gaps in learning are addressed. High attendance improves emotional stability for children and improves educational outcomes.	Same day calls about attendance for target pupils. Attendance and progress discussed fortnightly at staff meetings to act quickly and monitor trends Letters about attendance to parents /guardians.	HoS Admin Attendance Officer	July 2020
E: Revision guides and resources purchased for PP students.	Purchase guides for SATS with literacy and numeracy study books for all PP students.	Students are better resourced and have increased potential to improve their attainment.	HoS & Subject Leads to review students' subjects for correct materials to support students.	HoS £200	Nov 19
E: Children will be dressed and supplied with uniforms necessary to undertake all school activities.	Purchase of uniform and PE Kits for individual children as the need arises.	Students self-confidence improves which positively impacts their attainment, progress and social relationships Children feel ready to undertake day to day activities within school. Pressure is taken off low income households to provide school equipment which could be spent on other family and household needs.	Children are monitored regularly to ensure clothing is worn, is clean and that child is accessing all curriculum areas – e.g.PE / sporting events.	HoS PSHE Lead £400	July 2020
Total budgeted cost					£9240

6. Review of expenditure.

Total PP Budget: £6600

Previous Academic Year		2018/2019	
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned / Next steps (and whether you will continue with this approach)
A: High levels of progress in literacy for all pupils eligible for PP and equality of progress with all pupils.	Smaller group work with HLTA.	<p>KS 2 Reading 50% (1 of 2) pupils achieved EXP standard in reading. Reading progress: -1.9 Success criteria not achieved.</p> <p>KS 2 Writing 100% (2 of 2) pupils achieved EXP in writing. Writing progress: 2.7 Success criteria achieved.</p>	Continue with the intervention approach and ensure analysis is undertaken to identify gaps in learning at all CA points. Primary Data Manager / Primary Trust Lead to provide support if required. Interventions to be highly focused and reviewed every 6 weeks. Focus on increasing pupil confidence in the range of questions within SAT papers. Ensure pupils are provided with regular opportunities to write and the evidence base for moderation is robust. Engage with cluster moderation to support quality assurance process.
B: High levels of progress in numeracy for all pupils eligible for PP and equality of progress with all pupils.	Smaller group work with HLTA.	<p>KS 2 Mathematics 50% (1 of 2) pupils achieved EXP standard in mathematics. Mathematics progress: -0.8 Success criteria not achieved.</p>	Continue with the intervention approach and ensure analysis is undertaken to identify gaps in learning at all CA points. Primary Data Manager / Primary Trust Lead to provide support if required. Interventions to be highly focused and reviewed every 6 weeks. Emphasis on fluency and accuracy. Focus on increasing pupil confidence in the range of fluency questions within SAT papers – particularly paper 1.
A: Improving the quality of teaching across the school in order to deliver quality first teaching.	Ensuring that PP receive high quality learning experience Regular reviews of T&L. Focus in Annual Review (Nov 18)	Teaching and Learning monitored through Tudor Grange Teaching and Learning Tracker tool. The outcomes of which inform the observation cycle and personalised CPD programme from staff as well as use of trust staff in lessons as a developmental tool.	Continue to focus on Quality First Teaching pedagogy and impact on learner outcomes. Deep Dives to be undertaken with focus on subject specific pedagogical approaches to maximise learner progress. Primary Trust Subject Leads to provide further pedagogical support as required.

	Improving the quality of assessment and the use of assessment routines in the classroom across the school	Use of formative assessment evident in observed classroom practice. Assessment provides feedback on how students have performed and more importantly how they can improve.	Continue to focus on regular robust formative assessment as academy moves to new MIS system. Further work required to support this approach due to changes in staffing and new MIS system.
A: Improved literacy progress through use of phonics teaching in EYSF/KS1 and ensure raised expectation of teaching of phonics	Phonics screening of students in Year 2 PP in line with non PP.	75% of Year 1 pupils achieved standard in the Phonics Screen. 100% of Year 2 pupils achieved standard in the Phonics Screen.	Whole school strategic approach to reading to be developed. Engagement with the Literacy Hub to impact on pedagogical approach to phonics teaching. Purchase of phonics linked reading books.
E: Revision guides and resources purchased for PP students.	Purchase guides for SATS with literacy and numeracy study books for all PP students.	Students better resourced and have increased potential to improve their attainment.	Identify wider range of resources to support pupils across all year groups.
D: Maintain high attendance rates for PP pupils.	Close monitoring by SLT, admin and Attendance Officer.	PP attendance 97.3% above national (94.3%).	Approach to continue
C: PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.	Implementation of Well Being programme to targeted students (Led by activity worker).	By supporting students with mental health and learning needs students will be able to build their self-esteem and worth. Activity worker leading on programme (Art x therapy, nurture etc).	Evidence of impact on learner behaviour for some pupils. To be tailored to focus on learning behaviours for next academic year.