

## Tameside Primary Academy Pupil premium report 2020-2021

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The Pupil Premium grant is additional Government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils.

Over the past three years since becoming an Academy, the school has implemented processes and procedures to improve the outcomes of PPG children, which were not in place previously. School is located in an area that has a high proportion of disadvantaged children and families. On average disadvantaged families equates to just above half of the school population. The school is also within the lowest 20% of schools, with regards to deprivation.

The Academy has developed and implemented a curriculum (E3L) which ensures all children have the ability to be **excited**, have the chance to **explore** and **excel**. This curriculum is developed to support the development of the 'whole child' and allows children to develop personally, socially and academically. Also within this the provision it includes the development of cultural capital to broaden experiences, especially for children who may not have access outside of school.

The strengths of our provision for disadvantaged children were:

- Family support and safeguarding
- Before and after school care
- Improved behaviour /learning behaviour
- Whole child development, including cultural, personal and academic
- Implementing a tailored curriculum which provides the children with rich learning opportunities so that they can achieve

The overall aims of our pupil premium strategy, was:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally within school
- To continue to develop support for specific cohorts to improve provision further to maintain positive outcomes of disadvantaged children
- To raise the in-school attainment of both disadvantaged pupils and their peers

## Barriers to learning 2020 - 2021

| BARRIERS TO FUTURE ATTAINMENT |                                                                                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------|
| Academic barriers:            |                                                                                                                |
| A                             | Lack of opportunities at home to read and develop early reading, including phonics and knowledge of vocabulary |
| B                             | Further improve rates of progress of Reading, Writing and Maths across the Academy                             |
| C                             | Communication and Language in EYFS                                                                             |
| D                             | Attendance                                                                                                     |

| ADDITIONAL BARRIERS |                                                                    |
|---------------------|--------------------------------------------------------------------|
| External barriers   |                                                                    |
| E                   | Lack of opportunities to access learning support outside of school |
| F                   | Lack of opportunities to access experiences at home due to poverty |
| G                   | Low aspirations from parents                                       |
| H                   | Low attendance (94.5%) and poor punctuality                        |

## Planned expenditure for academic year 2020-2021

**Estimated Pupil Premium funding: ££323,969.00**

| ACADEMIC YEAR                                    |                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          |                                   |          |
|--------------------------------------------------|-----------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------|
| Action/Mechanism                                 | Link towards school barrier | Cost       | What's the evidence and rationale for this choice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How will you make sure it's implemented well?                                                                            | Staff lead                        | Review   |
| Additional staffing and interventions            | A,B,C, D, G,H               | £160,000   | <p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Support staff to support children with interventions in class and outside of class.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months), parental engagement (+3months)</p> <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Support development of speech and language/communication and language. Nurture and other social/emotional interventions used to support children.</p> | Termly review and during progress meetings with teachers, learning walks, lesson observations, weekly meetings with DDSL | Mitchell Hill                     | Nov 2021 |
| SLT support to focus on achievement & enrichment | A,B,C,D ,E,F,G, H           | £13,796.47 | <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p> <p>Improve provision for the 'most' disadvantaged children for example integrating the use of the Birmingham Hippodrome into the curriculum. Reduce barriers for attending extra-curricular activities / residential trips to improve academic progress and also promote cultural capital. Support children in the curriculum with experiences to engage and excel.</p>                                                                                                                                                                                             | Weekly SLT meetings, phase meetings, learning walks, lesson observations                                                 | Mitchell Hill/<br>Lorna McGreg or | Nov 2021 |

|                                               |                   |         |                                                                                                                                                                                                                                                                                                       |                                                                                                                |                                |          |
|-----------------------------------------------|-------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------|----------|
| Improving access to ICT/technology            | A,B,              | £40,000 | Provide devices for the children to use computers in school to access platforms<br><br>Studies by EEF: Use of technology (+4months), Collaborative working (+5months).<br><br>Promote independence, collaboration and curiosity.                                                                      | Support from/with Trust, learning walks, lesson observations, staff and pupil voice                            | Mitchell Hill                  | Nov 2021 |
| Inclusion support                             | A,B,C,D ,E,F,G, H | £5,000  | Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).<br><br>Provide additional support for children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.                                             | Weekly meetings with SENco, SLT meetings, learning walks, lesson observations, staff and pupil voice           | Mitchell Hill / Lorna McGregor | Nov 2021 |
| Subsidised educational visits and residential | C,D,E             | £3,000  | Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.<br><br>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged. | Analysis of attendance and vulnerable families, Pupil and staff voice, learning walks, work scrutiny/outcomes. | Mitchell Hill                  | Nov 2021 |
| NELI to improve communication in EYFS         | C                 | £2,000  | Focus on high quality language acquisition and understand.<br><br>School to pay for training and for resources to deliver NELI across EYFS to support children with their language.                                                                                                                   | GLD scores, progress rates.                                                                                    | Ameena Khalil                  | Nov 2021 |
| Lexia to improve reading across the school.   | A,B,C,D ,E,F,G, H | £13,000 | Focus on high quality online reading development scheme. AI to lead.<br><br>School to pay for individual licenses for children to use to improve reading.                                                                                                                                             | Reading levels, learning walks, progress rates                                                                 | Kiran Satti                    | Nov 2021 |

|                                                                                       |            |         |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                          |                                |             |
|---------------------------------------------------------------------------------------|------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Attendance focus                                                                      | D          | £2,000  | <p>Focus on improving attendance and punctuality across the school</p> <p>School to pay for certificates and sustainable reading rewards linked to attendance and punctuality.</p>                                                                                                                                                                                                                                                     | Attendance of key groups data, punctuality of key groups data, pupil voice                                               | Mitchell Hill / Lorna McGregor | Nov 2021    |
| Management responsibility to support behavior/Uses of behavior mentors/pastoral team. | D, G       | £10,000 | <p>Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: behaviour interventions (+3months)</p> <p>School to focus on behaviour strategy support and support specific children where necessary.</p> | Weekly SLT meetings, phase meetings, learning walks, lesson observations                                                 | Mitchell Hill/Lorna McGregor   | Nov 2021    |
| Enhancing classroom resources / training                                              | A,B,C, D,F | £65,000 | <p>Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Provide training/resources for staff to support children, including children who may not have achieved/made the desired progress through wave one teaching. Enhance the current curriculum to raise achievement.</p>                                                                                             | Termly review and during progress meetings with teachers, learning walks, lesson observations                            | Mitchell Hill                  | Nov 2021    |
| Provision of breakfast and after school care                                          | D,E,F      | £12,173 | <p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months).</p> <p>School to support children/families who need additional support to ensure children are fed and comfortable to learn.</p>     | Termly review and during progress meetings with teachers, learning walks, lesson observations, weekly meetings with DDSL | Mitchell Hill                  | Nov 2021    |
| <b>Total budgeted cost:</b>                                                           |            |         |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                          |                                | £323,969.00 |