

# Tameside Primary Academy Pupil premium report 2019-2020

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## Review of Pupil premium spending 2018 - 2019

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

Over the past two 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

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

## Attainment information 2018 - 2019

EYFS						
	Pupils eligible for pupil premium (PP)			Pupils not eligible for PP		
	School Average	LA Average	National average	School Average	LA Average	National average
Good level of development (GLD)	63%	58%	56%	74%	70%	75%
Achieving prime areas (GLD)	63%	69%	-	74%	78%	-
Specific areas of learning (GLD)	63%	57%	56%	74%	68%	74%

YEAR 1 PHONICS SCREENING CHECK		
School pupils eligible for PP	School pupils not eligible for PP	National average not eligible for PP
58%	64%	82%

END OF KS1						
	Pupils eligible for PP			Pupils not eligible for PP		
	School average	LA Average	National average	School average	LA Average	National average
% achieving expected standard or above in reading, writing and maths	37%	52%	50%	69%	66%	69%
% achieving expected standard or above in reading	44%	62%	62%	76%	75%	78%

END OF KS1						
% achieving expected standard or above in writing	37%	55%	55%	69%	70%	73%
% achieving expected standard or above in maths	46%	65%	62%	83%	77%	79%
% achieving above expected in reading	5%	16%	14%	31%	24%	28%
% achieving above expected in writing	0%	8%	7%	17%	14%	17%
% achieving above expected in maths	7%	13%	12%	17%	22%	24%

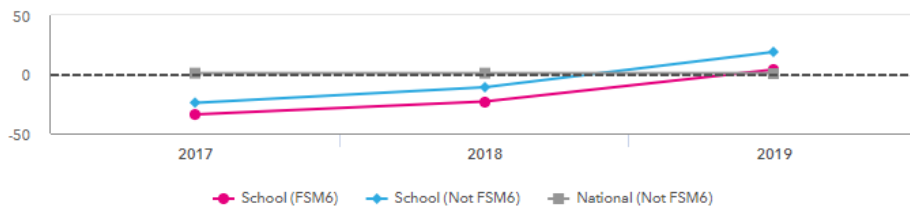
END OF KS2						
	Pupils eligible for PP			Pupils not eligible for PP		
	School average	LA average	National average	School average	LA average	National average
% achieving expected standard or above in reading, writing and maths	29%	51%	51%	67%	69%	69%
% achieving expected standard or above in reading	43%	62%	62%	74%	73%	76%
% achieving expected standard or above in writing	69%	69%	69%	74%	81%	83%
% achieving expected standard or above in maths	47%	68%	67%	77%	84%	84%
% achieving above expected in reading	4%	17%	17%	13%	26%	31%
% achieving above expected in writing	10%	12%	12%	31%	22%	25%
% achieving above expected in maths	2%	14%	16%	15%	30%	31%

# Progress information 2018 - 2019

PROGRES (KS1 – KS2)	
	Pupils eligible for PP
Reading	+1.82
Writing	+4.07
Maths	-0.03

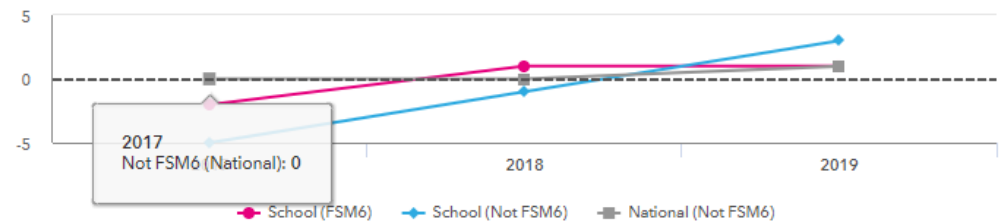
## KS2 progress for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma) ∨



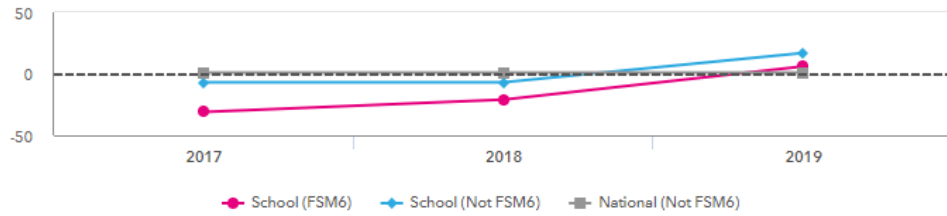
## KS2 progress for disadvantaged pupils 2019

% Higher standard (Re, Wr, Ma) ∨



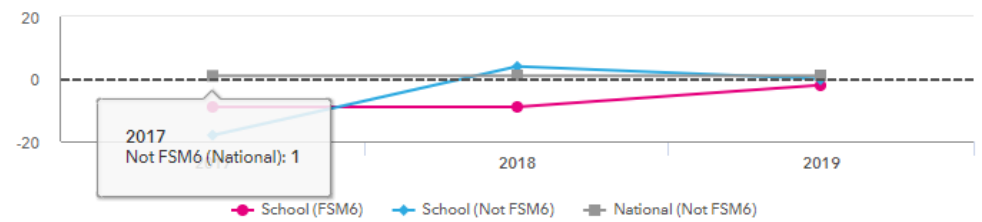
### KS2 progress for disadvantaged pupils 2019

% Expected standard+ Reading



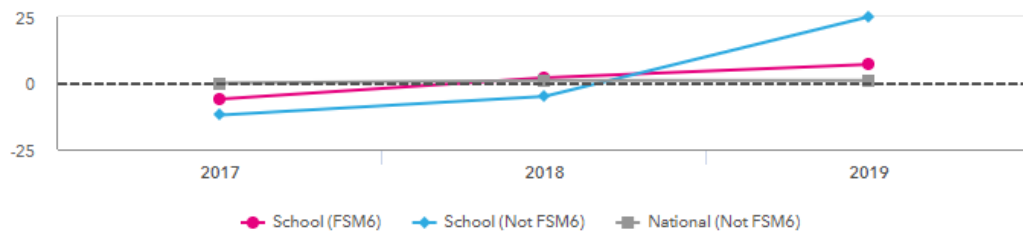
### KS2 progress for disadvantaged pupils 2019

% Higher standard Reading



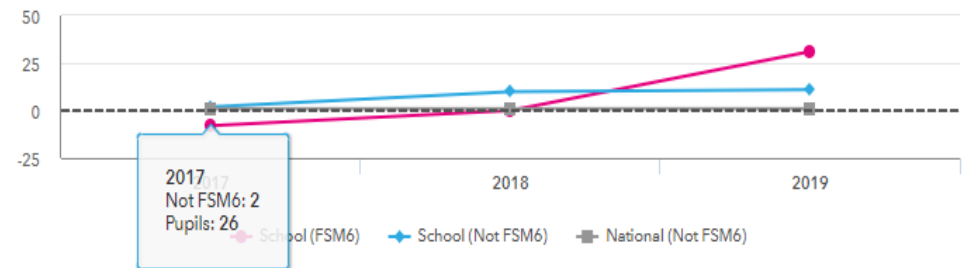
### KS2 progress for disadvantaged pupils 2019

% Higher standard Writing



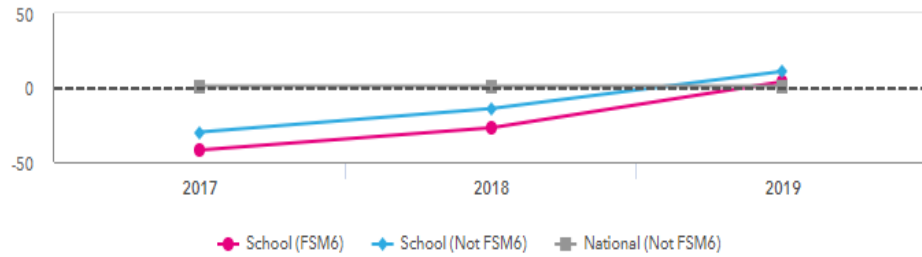
### KS2 progress for disadvantaged pupils 2019

% Expected standard+ Writing



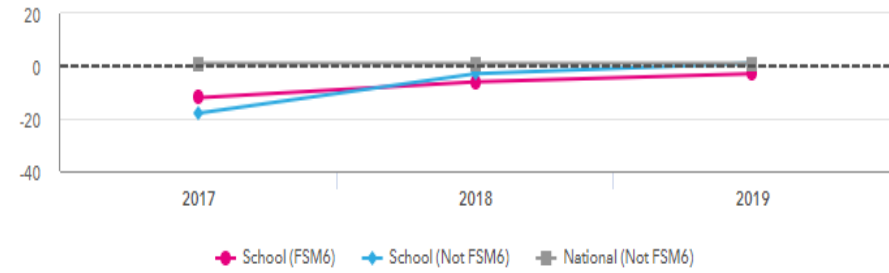
## KS2 progress for disadvantaged pupils 2019

### % Expected standard+ Maths



## KS2 progress for disadvantaged pupils 2019

### % Higher standard Maths



## Barriers to learning 2019 - 2020

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

<b>A</b>	Lack of opportunities at home to read and develop early reading, including phonics and knowledge of vocabulary
<b>B</b>	Further improve rates of progress of Reading, Writing and Maths across key stage 2

### ADDITIONAL BARRIERS

#### External barriers

<b>C</b>	Lack of opportunities to access learning support outside of school
<b>D</b>	Lack of opportunities to access experiences at home due to poverty
<b>E</b>	Low aspirations from parents
<b>F</b>	Low attendance (93.3%) and poor punctuality

## Planned expenditure for academic year 2019-2020

Estimated Pupil Premium funding: £291,166.00

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 ,E,F	£155,220.26	<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.</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	£13,796.47	<p>NFER report: 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: 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.</p>	Weekly SLT meetings, phase meetings, learning walks, lesson observations	Mitchell Hill/ Lorna McGreg or/R Highfield	Nov 2021



Improving access to ICT/technology	A,B	£8,001.04	<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months).</p> <p>Provide devices for the children to use</p> <p>Promote independence, collaboration and curiosity.</p>	Support from/with Trust, learning walks, lesson observations, staff and pupil voice	Mitchell Hill/R Highfield	Nov 2021
Inclusion support	E	£4,000.52	<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.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p> <p>Provide additional support for children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p>	Weekly meetings with SENco, SLT meetings, learning walks, lesson observations, staff and pupil voice	Mitchell Hill / Lorna McGregor	Nov 2021
Development of online portal	D,F	£2,000	<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months). Ensure PP families have internet and device access at home.</p> <p>Use Class Dojo to increase family engagement</p>	Half-termly behaviour reviews, termly pupil progress meetings	Mitchell Hill	Nov 2021
Subsidised educational visits and residential	C,D,E	£2,667.01	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>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.</p>	Analysis of attendance and vulnerable families, Pupil and staff voice, learning walks, work scrutiny/outcomes.	Mitchell Hill	Nov 2021

Management responsibility to support behaviour	B,F	£8,801.15	<p>NFER report: 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	£80,010.44	<p>NFER report: 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.</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	£12,001.57	<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.</p> <p>Studies by EEF: Social and emotional support (+4months).</p> <p>School to support children/families who need additional support to ensure children and 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>						£291,166.00