

# Tinsley Meadows Primary Academy Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Tinsley Meadows Primary School
Pupils in school	617
Proportion of disadvantaged pupils	39% (Dec 20) 43% (Feb 21)
Pupil premium allocation this academic year	£241,560
Academic year or years covered by statement	2018-2021
Publish date	January 2021
Review date	01 November 2021 (revised in Feb 2021 to reflect ongoing covid situation)
Statement authorised by	Deborah Sanderson
Pupil premium leads	Jenna Jina/Deborah Sanderson
Trustee lead	Sheila Sutherland

## Disadvantaged pupil performance overview for last academic year

### Projected Results 2019/2020 – End of FS2

GLD at Tinsley = 75 %

GLD PP at Tinsley = 67%

GLD National 2019 = 72%

GLD PP National 2019 = 61%

### FS2 Narrative

In FS2, disadvantaged pupils' attainment exceeds that of other disadvantaged pupils nationally (from the most recent national data in 2019). In 2020, 67% of disadvantaged children achieved GLD compared to 61% for disadvantaged children nationally (in 2019) and 72% for all pupils. One disadvantaged pupil who did not achieve GLD has significant SEND needs and only joined school in February 2020 with no prior school experience.

### Phonics Results – Autumn 2020

Tinsley = 70%

Disadvantaged at Tinsley = 64%

National 2019 = 82%

Disadvantaged National 2019 = 74%

### Phonics Narrative

In Phonics, 70% of pupils passed the phonics screening check which was taken in the autumn term of 2021 due to Covid-19. This is a 19% increase on our phonics attainment in 2018-2019 and follows the introduction of the RWI phonics programme which we began using in September 2019. When our international new

arrivals are discounted from the data (those who arrived part way through FS2 and in Y1) we achieve 82% which matches the national average for 2018-2019. Out of the total cohort, 47% were pupil premium and 13% identified with SEND. 64% of pupil premium children and 43% of the SEND pupils in the cohort passed the phonics screening check. Of the children that did not pass the phonics screening, nine pupils were international new arrivals with two pupils arrived before and during the first school closure as a result of Covid-19. Four pupils who did not meet the threshold were also being monitored as a note of concern for potential SEND.

## Projected Results 2019/2020 – Key Stage One

	2019		Narrowing the gap %	2020		Narrowing the gap %
	Excluding INA			Excluding INA		
Attainment	PP	All	PP	PP	All	PP
Expected standard in reading	63% 78%	58% 63%	+5% (+15%)	51% 67%	60% 72%	-9% (-5%)
Greater depth in reading	13%	17%	-4%	17% 22%	17% 20%	0% (+2%)
Expected standard in writing	54% 67%	57% 62%	-3% (+5%)	49% 63%	58% 66%	-9% (-3%)
Greater depth in writing	17%	15%	+2%	17% 22%	19% 23%	-2% (-1%)
Expected standard in maths	54% 67%	59% 65%	-5% (+2%)	57% 70%	64% 77%	-7% (-7%)
Greater depth in maths	13%	17%	-4%	17% 22%	21% 25%	-4% (-3%)

## KS1 Narrative

The data includes 13 new arrivals who represent 17% of this cohort. Eight of these pupils were also disadvantaged – one who arrived in the summer term of FS2, five who arrived in the autumn term of year one, one who arrived in the spring term of year one and one who arrived in the autumn term of year two. Six disadvantaged pupils were educated in our International New Arrivals class - one pupil within the cohort with an EHCP also accessed provision in this class in order to best meet their needs. Three disadvantaged pupils within the cohort are also on the SEND register. In addition, two pupils joined our roll during the spring term of Y2 during lockdown as a result of Covid-19. When these children are removed, the picture is more positive with the percentage of all pupils reaching the expected standard in reading, writing and maths increasing slightly compared to 2018-2019. Overall attainment for all pupils was affected by school closures in March 2020 as a result of Covid-19. In all subjects (with the exception of greater depth in reading), the attainment gap between disadvantaged and non-disadvantaged pupils has increased in comparison to 2018-2019. Prior to school closures, disadvantaged pupils who were at risk of not reaching the expected standard received targeted boosting in reading, maths and phonics. In order to ensure that these pupils do not continue to fall behind, the school will continue to ensure that all children who did not meet the expected standard will receive targeted support in Y3.

## Projected Results 2019/2020 – Key Stage Two

Attainment	2019		Narrowing the gap %	2020		Narrowing the gap %
	PP	All	PP	PP	All	PP
Expected standard in reading	82%	80%	+2%	78%	76%	+2%
Greater depth in reading	21%	25%	-4%	19%	34%	-15%
Expected standard in writing	82%	81%	+1%	70%	75%	-5%
Greater depth in writing	15%	21%	-6%	11%	30%	-19%
Expected standard in maths	82%	84%	-2%	74%	75%	-1%
Greater depth in maths	18%	29%	-11%	19%	25%	-6%
Reading, writing and maths combined	79%	77%	+2%	67%	72%	-5%

### KS2 Narrative

In the 2019/2020 cohort, there were 35 disadvantaged pupils which represents 47% of the total cohort. Across all subjects, the attainment of disadvantaged pupils exceeds that of disadvantaged pupils nationally in 2018-2019. In reading at expected standard, disadvantaged pupils continue to outperform all pupils at school level as was the case in 2018-2019. In maths, at expected standard, disadvantaged pupils narrowed the gap to non-disadvantaged pupils at school level and outperformed disadvantaged children nationally based on 2019 outcomes. For greater depth at school level, disadvantaged children were below all children but above all disadvantaged children nationally (2019 national data). The attainment of all pupils has undoubtedly been impacted by school closures as a result of Covid19 however, for the disadvantaged pupils group this has been further compounded by the poor attendance of seven pupils. Within this cohort, 6 pupils arrived in Y5 or Y6 – three of whom were educated in our International New Arrivals class. Fifteen children had SEND and four children had an EHCP. Three of these children with an EHCP were educated within our nurture provision full time with a higher level of provision to meet their needs. The other pupil with an EHCP only attended school part-time for two days a week and accessed specialist SEND provision for the rest of the week.

### Key Academic Aims for Disadvantaged Pupils

Measure	Activity
<p>Priority 1</p> <p><b>Excellent Progress in all core areas for all disadvantaged children</b></p>	<p><b>Review and develop specific interventions in phonics, reading, writing and maths to support disadvantaged children who are at risk of falling behind from FS2 to Y6 with particular emphasis on the covid situation</b></p> <p>PP allocation to be spent on:</p>

	<ul style="list-style-type: none"> <li>• <i>Phonics interventions</i></li> <li>• <i>Extra TA support in all classes</i></li> <li>• <i>Supplement catch up money to offer small group interventions</i></li> <li>• <i>Maths interventions</i></li> <li>• <i>Handwriting Clubs</i></li> <li>• <i>Reading interventions</i></li> <li>• <i>Look carefully at support being offered in writing for disadvantaged children</i></li> </ul>
<p>Priority 2</p> <p><b>High standard of resources provided so that maximum progress can be achieved</b></p>	<p><b>Invest in additional literacy and maths resources to strengthen the support for disadvantaged children</b></p> <p>PP allocation to be spent on:</p> <ul style="list-style-type: none"> <li>• Training for staff in interventions and new initiatives</li> <li>• Education city</li> <li>• Further RWI resources and website subscription</li> <li>• Mathletics subscription</li> <li>• White Rose Resources</li> <li>• Classroom secrets subscription</li> <li>• Reading Books</li> <li>• Reciprocal Reading books</li> <li>• Topic books</li> <li>• Reading Buddy</li> <li>• Lexia</li> <li>• SAPERE membership (Philosophy for Children)</li> <li>• Reading for Pleasure Project costs</li> <li>• Boxhall training costs</li> <li>• Birmingham toolkit costs</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Ensuring staff use evidence-informed interventions.</li> <li>- Curriculum catch-up on missed learning from Spring 2 of 2020 and Spring 1 2021</li> <li>- Vocabulary gap addressed</li> <li>- High standards of oracy promoted.</li> </ul>
Projected spending	£100,000

### Further academic aims for current academic year

Measure	Activity
Priority 1	Increase reading for pleasure across school so that engagement with reading improves particularly for

	disadvantaged pupils by taking part in a reading for pleasure project
Resources needed	Books, cover for project lead
Priority 2	Reduce the vocabulary gap of all pupils but in particular those that are disadvantaged by embedding use of word aware strategies across school
Resources needed	Word aware resources, EYFS word aware training
Priority 3	Continuation of Aqua class to improve social and emotional development
Resources needed	Portion of curriculum lead's salary, resources for Aqua class
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Disadvantaged pupils at risk of falling behind receive targeted support</li> <li>- Encourages children to read for pleasure which continues to be a challenge</li> <li>- Pupils develop a sufficiently wide enough vocabulary to ensure full access to the curriculum</li> <li>- Pupils with additional nurture needs receive an inclusive, bespoke curriculum</li> </ul>
Projected spending	£67560

**Wider strategies aimed at chiefly benefiting disadvantaged learners for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Senior Learning Mentor and pastoral team to boost confidence, raise self-esteem and attainment of pupils and to monitor and improve attendance and punctuality focusing on all but with heightened focus on PP children. Offer bespoke interventions to pupil premium as needed
Priority 2	Subsidise visits and visitors into school so that all disadvantaged children have full access to the curriculum
Priority 3	Hold a summer school focusing in particular on disadvantaged pupils using outside agencies if possible
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Improved attendance across school in particular for disadvantaged pupils</li> <li>- Increased self-esteem and confidence of pupils, in particular those that are disadvantaged</li> <li>- All pupils able to access visitors and trips regardless of family circumstances</li> </ul>

Projected spending	£74,000
--------------------	---------

### How the aims will be measured

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> <li>- Increase the percentage of pupils reaching the expected standard in reading at the end of KS1, with a particular focus on those who achieved ELG for reading at the end of FS2.</li> <li>- Continue to ensure that KS2 attainment measures in reading are in line with or above national from 2019</li> </ul>	July 2021
Progress in Writing	<ul style="list-style-type: none"> <li>- Increase the percentage of pupils reaching the expected standard in writing at the end of KS1, with a particular focus on those who achieved ELG for writing at the end of FS2.</li> <li>- Continue to ensure that KS2 attainment measures for writing are in line or higher than national in 2019 (decline in 2018).</li> </ul>	July 2021
Progress in Mathematics	<ul style="list-style-type: none"> <li>- Increase the percentage of pupils reaching the expected standard in maths at the end of KS1, with a particular focus on those who achieved ELG for maths at the end of FS2.</li> <li>- Continue to ensure that KS2 attainment measures in maths are in line with or higher than national. (2019)</li> </ul>	July 2021
Phonics	Improve the quality of phonics teaching to ensure that the % of pupils attain the Y1 phonics screening pass rate narrowing the gap between us and national 2019	July 2021
Other	Improve attendance across the whole school narrowing the gap between us and national - particularly that of disadvantaged children	July 2021

## Monitoring and Implementation of aims

Area	Challenge	Mitigating action
Teaching	Ensure that sufficient time is allocated for quality staff professional development.	INSET days strategically used. PDM cycle covers all areas of the curriculum. Staff professional development rooted in evidence-based practice.
Targeted support	Sufficient time for small group interventions to take place without impacting on quality first teaching. Provision in Aqua class meets need	Pupils targeted to stay at school on Friday afternoons to receive targeted support in reading and maths. Reading leader to work with KS2 phonics TLR holder to identify appropriate timetable opportunities for phonics catch up. Targeted catch up takes place at weekend and after school Supervision of member of staff leading Aqua class by assistant head to ensure bespoke support
Wider strategies	Improving the attendance of persistent absentees through the engagement of families.	SLT and pastoral team to coordinate efforts to engage the families of persistent absentees with regular attendance panels held at school – or at home if necessary – to ensure improved attendance. Daily home visits and phone calls. Regular supervision of senior learning mentor by principal.