

Pupil Premium Narrative 2016 -17

Tinsley Meadows Primary Academy is given additional monies for every child who receives free school meals and for those children who have received free school meals within the last 6 years (Ever 6). This funding is known as the 'Pupil Premium'. Historically it is the case that children who are eligible for free school meals (FSM) do not achieve as well as children who do not receive FSM. With this in mind the government has made extra monies available to help schools 'narrow the gap'. The attainment, achievement and wellbeing of all our children is a high priority and we do not believe that children should be disadvantaged in any way. With this in mind it is our duty to ensure these additional monies are protected to support these children and their attainment.

What did we receive?

In 2016/17 we received £245 520 which was based on children who were eligible to receive free school meals.

How did we spend this money?

- The continuation of three INA classes: Opal, Crystal and Pearl to develop language and basic skills at a very early stage of children's education. This will ensure they can access the curriculum in mainstream classes more quickly
- Continued specific interventions to support children who may be at risk of falling behind (rainbow reading, phonics, maths interventions including third space learning and mathematics)
- Held an Easter school for year 6 pupils to support them in their SATs preparations
- Portion of the salary of our Senior Learning Mentor to boost confidence, raise self-esteem and attainment and to monitor and improve attendance and punctuality.
- Investment in additional literacy and other resources to strengthen support to disadvantaged children
- Subsidised visits, visitors and use of mini bus so that all children have access to the curriculum
- The provision of extra-curricular clubs, before and after school and at lunch time.
- Continuation of The Den to improve social and emotional development when required
- Further Investment in maths teaching programmes, CPD and resources for the whole school
- Improve attendance across the whole school - particularly that of vulnerable groups of children
- Held a Summer School – PP Children prioritised
- Continuation of the school's breakfast club

What has been the impact?

- Tracking of all three new arrival classes shows that children made good progress
- Observations in all three new arrival classes highlighted good practice
- Visits from other schools to showcase good practice with regard to pupil premium
- In KS2 68% of disadvantaged children achieved standard in Reading, Writing and Maths combined in 2016 -17 compared to 66% of all children in school and 61% of all children nationally
- All KS2 children and disadvantaged children were above the national average progress score in reading, writing and maths

- 57 children attended Easter school and 30 were disadvantaged
- Interventions tracked and recorded on CPOMS with disadvantaged learners being particularly targeted
- 9 Pupil premium children completed in depth interventions with the senior learning mentor
- Achieved bronze award for p 4 c and about to go for silver
- RWI resources used in Y6 catch up groups which improved results
- Use of reciprocal reading books contributed to good progress in reading at KS2
- 100% of disadvantaged children attended local trips and visits
- Wide range of clubs took place.
- 152 Pupil premium children attended clubs and earned Children's University credits. (29 pupil premium children didn't attend any clubs- focus for 2017/18 year)
- Children were supported in their emotional and social development to enable them to quickly access mainstream curriculum by the provision of a learning mentor
- 0% exclusions across school
- 100% of Y6 and Crystal class accessed athletics throughout the year
- Maths results for disadvantaged children were above national average by 4%
- Disadvantaged attendance for 2016/17 95.9% (whole school 95.1%)
- 75 pupil premium children attended 2 summer holiday activities each
- Breakfast club regularly has over 100 children present

Key Stage Two Results

	2016 expected standard + 19 1 lac		Narrowing the gap %	2017 expected standard +		Narrowing the gap %
	PP	Non PP		PP	Non PP	
Expected standard in reading	70	76	-6%	66%	66%	0
Greater depth in reading	9	19	-10%	26%	24%	-2%
Expected standard in writing	65	83	-18%	76%	78%	-2%
Greater depth in writing	13	20	-7%	19%	24%	-5%
Expected standard in maths	65	85	-20%	80%	78%	+2%
Greater depth in maths	65	85	-20%	22%	25%	-3%
Reading writing and maths combined	61	71	-10%	68%	66%	+2%
Reading progress from KS1 to 2	4.05	2.97	+1.08	1.25	0.10	+1.15
Writing progress from KS1 to 2	4.69	3.87	+0.82	3.18	2.44	+0.74

Maths progress from KS1 to 1	6.23	4.99	+1.24	3.74	2.95	+0.79
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Our Proposals for 2017 – 18

- The continuation of three INA classes: Opal, Crystal and Pearl to develop language and basic skills at a very early stage of children’s education. This will ensure they can access the curriculum in mainstream classes more quickly
(Data driver: Tracking of data from 2016 – 17 showed disadvantaged children made good progress in these classes – see appendix below)
- Continue specific interventions in reading, writing and maths to support children who may be at risk of falling behind from FS2 to Y6
(Data driver: There was a 3% negative gap between disadvantaged FS2 children for GLD and all FS2 children in school and an 8% gap between our disadvantaged and national all. There is a negative gap at Y2 for disadvantaged children over two years. A gap was present in attainment in 4/10 areas at KS2 compared to other children in school. There was a 30% gap in phonics attainment for all pupils compared to the national figure)
- Three day Easter school for year 6 pupils to support them in their SATs preparations – disadvantaged children targeted to ensure attend
(Data driver: last year’s Y6 results showed a 2% positive gap between disadvantaged learners and all learners nationally so good evidence to continue practice)
- The salary of our Senior Learning Mentor to boost confidence, raise self-esteem and attainment and to monitor and improve attendance and punctuality.
(Data driver: last year 9 disadvantaged pupils successfully completed interventions with senior learning mentor and we would like to build on this. Attendance last year was 95.1% for all pupils which did not meet the school target of 96%)
- Investment in additional literacy resources to strengthen support to disadvantaged children
(Data driver: see above)
- Subsidised visits and visitors into school so that all children have access to the curriculum
- The provision of extra-curricular clubs, before and after school and at lunch time with disadvantaged learners being targeted to attend
Data Driver: 29 pupil premium children didn’t attend any clubs
- Continuation of The Den to improve social and emotional development
(Data driver: 0% exclusions last year)
- Further Investment in maths teaching programmes, CPD and resources for the whole school
(Data driver: see above)
- Improve attendance across the whole school - particularly that of disadvantaged groups of children
(Data driver: last year disadvantaged learners’ attendance 95.9% and whole school 95.1%)
- Holding of a Summer School – disadvantaged children prioritised
(Data driver: last year 77 disadvantaged children attended)
- Continuation of the school’s breakfast club
(Data driver: Over 100 children regularly attend daily)