

## **Pupil Premium Narrative 2017 - 18**

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 2017 – 18 we received £234 960.00 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.
- Continue specific interventions in reading, writing and maths to support children who may be at risk of falling behind from FS2 to Y6
- Three day Easter school for year 6 pupils to support them in their SATs preparations – disadvantaged children targeted to ensure attend
- 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 resources to strengthen support to disadvantaged children
- 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
- Continuation of Aqua to improve social and emotional development
- Further Investment in maths teaching programmes, CPD and resources for the whole school
- Improve attendance across the whole school - particularly that of disadvantaged groups of children
- Holding of a Summer School – disadvantaged children prioritised
- Continuation of the school's breakfast club

### **What has been the impact?**

- Tracking of all three INA classes shows that children made good progress
- Observations in all three INA classes highlighted good practice
- Regular visits from other schools to showcase good practice of both INA and other classes

- Documented progress seen in books of most pupils in INA classes during book discussions.
- In KS2 67% of disadvantaged children achieved standard in Reading, Writing and Maths combined in 2017 -18 compared to 73% of all children in school and 64% of all children nationally
- Disadvantaged children were above the national average progress score in writing scoring 2.51. In maths and writing the progress scores were -1.48 and – 0.49. However the three year averages were 1.5 for reading, 1.76 for writing and 2.74 for maths
- In KS2 73% of children achieved standard in English Reading, Writing and Maths combined and 67% of disadvantaged children compared to 51% nationally.
- 60 Y6 children attended Easter school and 35 were disadvantaged
- Attendance – 93.66% (whole school) 94.6% (PP)
- Interventions tracked and recorded on CPOMS with disadvantaged learners. 13 Pupil premium children completed interventions with the senior learning mentor including worry warriors, interchange work, healthy mind champions and one to one targeted work.
- Achieved silver award for P4C
- 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.148 Pupil premium children attended clubs and earned Children’s University credits.
- Children were supported in their emotional and social development to enable them to quickly access mainstream curriculum.
- 0% exclusions across school
- 100% of Y6 and Crystal class accessed athletics throughout the year
- Maths results for disadvantaged children were below national average by 3%
- Disadvantaged attendance for 2017/18 93.66% (whole school) 94.6% (PP)
- 24 pupil premium children attended summer holiday activities
- Breakfast club regularly had over 100 children present

## **Results 2017-18**

### **FS2 results 2017/2018**

GLD at Tinsley = 71 %

GLD Pupil Premium at Tinsley = 78%

GLD National = 72%

GLD pupil premium National = 56%

### **Phonics Results 207/18**

Tinsley – 67%

Disadvantaged at Tinsley - 81%

National -83%

National Disadvantaged - 70%

### Key Stage One – 31% disadvantaged pupils (national 24%)

	2017	2018 - INA in brackets	Narrowing the gap (2016/17)	Narrowing the gap (2017/18) - INA in brackets
% of pupils achieving Expected + standard in reading	School all 64% School PP 81%  National all 76% National PP 63%	School all 67% (74%) School PP 62% (72%)  National all 76% National PP 63%	School + 17%  National +18%	School -5% (-2%)  National -1% (+9%)
% of pupils achieving Greater Depth in reading	School all 24% School PP 33%  National all 25% National PP 14%	School all 31% School PP 38%  National all 26% National PP 14%	School +9%  National +19%	School + 7%  National +24%
% of pupils achieving expected + standard in writing	School all 61% School PP 76%  National all 68 National PP 54	School all 63% (68%) School PP 57% (66%)  National all 70% National PP 55%	School +15%  National +22%	School - 6% (-2%)  National +2% (+11%)
% of pupils achieving Greater Depth in writing	School all 14% School PP 19%  National all 16% National PP 8%	School all 30% School PP 29%  National all 16% National PP 8%	School +5%  National +11%	School -1%  National +21%
% of pupils achieving expected + standard in maths	School all 73% School PP 91%  National all 75% National PP 62%	School all 69% (74%) School PP 62% (71%)  National all 76% National PP 63%	School +18%  National +29%	School -7% (-3%)  National -1% (+8%)
% of pupils achieving Greater Depth in maths	School all 25% School PP 38%  National all 21% National PP 23 %	School all 30% School PP 29%  National all 22% National PP 12 %	School + 13%  National +17%	School – 1%  National +17%

## Key Stage Two

	2017 expected standard +		Narrowing the gap %	2018 expected standard +		Narrowing the gap %	National 2018	
	PP	All	PP	PP	All	PP	PP	All
<b>Attainment</b>								
Expected standard in reading	64%	67%	-3%	80%	80%	0%	64%	75%
Greater depth in reading	19%	24%	-5%	33%	31%	+2%	18%	28%
Expected standard in writing	71%	77%	-6%	70%	76%	-6%	67%	78%
Greater depth in writing	14%	20%	-6%	7%	14%	-7%	11%	20%
Expected standard in maths	75%	78%	-3%	73%	79%	-6%	64%	76%
Greater depth in maths	17%	21%	-4%	17%	24%	-7%	14%	24%
Reading writing and maths combined	66%	67%	-1%	67%	73%	-6%	51%	64%
<b>Progress</b>							<b>3 year average PP</b>	
Reading progress from KS1 to 2	1.39	0.12	+1.27	2.51	1.4	+1.11	2.8	
Writing progress from KS1 to 2	3.17	2.44	+0.73	-1.48	-1.02	-0.46	2.2	
Maths progress from KS1 to 1	3.75	2.97	+0.78	-0.49	0.25	-0.74	3.13	

## Plans for 2018-19

- The continuation of two INA classes: 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 2017 – 18 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 7% positive gap between disadvantaged FS2 children for GLD and all FS2 children in school and a 11% positive gap between our disadvantaged and disadvantaged national. There was a 2% negative gap in phonics attainment for disadvantaged pupils compared to the national figure. A gap was present in attainment for disadvantaged pupils in 5/10 areas at KS2 compared to other children) in school and 2/3 areas for progress)
- 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 3% 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 13 disadvantaged pupils successfully completed interventions with senior learning mentor and we would like to build on this. Attendance last year was 93.66% 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: 148 pupil premium children attended clubs last year)
- Continuation of The Den and Aqua class 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 94.6% and whole school 93.6%)

## Results

### Key Stage One – 31% disadvantaged pupils (national 24%)

#### 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)**