

Pupil Premium Action Plan – Tinsley Meadows Primary Academy - 2018-19

FS2 Results

GLD at Tinsley = 71 %

GLD Pupil Premium at Tinsley = 78%

GLD National = 72%

GLD Pupil Premium National 74%

Phonics

Tinsley 67%

Disadvantaged at Tinsley 81%

National 83%

Disadvantaged National 70%

Key Stage One Results

	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	School all 63% (68%) School PP 57% (66%) National all 70%	School +15% National +22%	School -6% (-2%) National +2%

	National PP 54	National PP 55%		
% of pupils achieving Greater Depth in writing	School all 14% School PP 19%	School all 30% School PP 29%	School +5%	School -1%
	National all 16% National PP 8%	National all 16% National PP 8%	National +11%	National +21%
% of pupils achieving expected standard + in maths	School all 73% School PP 91%	School all 69% (74%) School PP 62% (71%)	School +18%	School -7% (-3%)
	National all 75% National PP 62%	National all 76% National PP 63%	National +29%	National -1% (+8%)
% of pupils achieving Greater Depth in maths	School all 25% School PP 38%	School all 30% School PP 29%	School + 13%	School - 1%
	National all 21% National PP 23 %	National all 22% National PP 12 %	National +17%	National +17%

Key Stage Two Results

	2017 expected standard +		Narrowing the gap %	2018 expected standard +		Narrowing the gap %	National 2018	
	PP	All	PP	PP	All	PP	PP	All
Attainment								
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%
Progress							3 year average PP	
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	

Priority area/data driver – where appropriate	How money will be spent	Success criteria	Evidence of impact
<p>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</p> <p>(Data driver: Tracking of data from 2017 – 18 showed disadvantaged children made good progress in these classes – see appendix below)</p>	<ul style="list-style-type: none"> • Teacher salary x 2 • TA salaries x 2 • Classroom resources • CIP resources • Translation costs 	<p>Tracking of both classes during pupil progress meetings and data analysis shows that disadvantaged children make good progress</p> <p>Observations in both classes highlights inclusive practice for disadvantaged children</p> <p>Visits from other schools to showcase good practice for disadvantaged children in INA classes get good feedback</p> <p>Book scrutiny of disadvantaged children shows good progress</p>	
<p>Continue specific interventions in reading, writing and maths to support children who may be at risk of falling behind from FS2 to Y6</p> <p>(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)</p>	<ul style="list-style-type: none"> • Rainbow Reading (TA time – Y3 to Y5) • Lexia (TA time – Y1 to Y6) • Phonics interventions (TA time FS2 to Y2) • Maths interventions (TA time – all year groups) • Handwriting Clubs (FS2, Y1 & Y2 TA time) • Y6 Boosting (TA Time) • Additional Y6 TA time for booster (3 hours per week) • Mathletics for Y6 and Crystal • Spag interventions (Y3 to Y6) • Reading interventions (TA time all year groups) 	<p>FS2 disadvantaged children meet national expectations for GLD unless exceptional SEND needs or poor attendance</p> <p>Disadvantaged children pass phonics screening test unless exceptional SEND needs</p> <p>Disadvantaged children achieve expected standard in reading, writing and maths in KS1 and 2 in 2018 -19 unless exceptional SEND needs or poor attendance</p> <p>All disadvantaged children are above the national average progress score in reading, writing and maths at the end of KS2</p>	

<p>in school and 2/3 areas for progress</p>	<ul style="list-style-type: none"> • Look carefully at support being offered in writing for disadvantaged children • Trial Y6 children working with Y2 children in maths at lunchtime • Peer reading with older children 		
<p>Three day Easter school for year 6 pupils to support them in their SATs preparations – disadvantaged children targeted to ensure attend</p> <p>(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)</p>	<ul style="list-style-type: none"> • Teaching staff costs • TA support costs • Breakfast provision • Prizes 	<p>At least 65% of disadvantaged children achieve standard in Reading, Writing and Maths combined unless exceptional SEND needs or very poor attendance</p> <p>All disadvantaged children are above the national average progress score in reading, writing and maths</p> <p>All disadvantaged children attend Easter school</p>	
<p>The salary of our Senior Learning Mentor to boost confidence, raise self-esteem and attainment and to monitor and improve attendance and punctuality.</p> <p>(Data driver: last year 13 disadvantaged pupils successfully completed interventions with senior</p>	<ul style="list-style-type: none"> • Time to support children (1:1 and small group interventions) • Time to support teachers with appropriate strategies in class • Time to improve attendance 	<p>Interventions with disadvantaged children tracked and recorded on CPOMS</p> <p>Disadvantaged children feel well supported</p> <p>Results reported to SLT and trustees</p> <p>Attendance at or above 96%</p>	

<p>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%)</p>			
<p>Investment in additional literacy resources to strengthen support to disadvantaged children</p> <p>(Data driver: see above)</p>	<ul style="list-style-type: none"> • Training for staff • Reading Books • Reciprocal Reading books • Bug club • SAPERE membership (Philosophy for Children) 	<p>Prepare for P 4 C gold award</p> <p>Disadvantaged learners make good progress in reading and writing</p> <p>Results for disadvantaged pupils meet or surpass national average for all children in reading, writing and SPAG at ks1 and 2 unless severe SEN</p> <p>Disadvantaged children achieve or surpass national average for greater depth</p>	
<p>Subsidised visits and visitors into school so that all children have access to the curriculum</p>	<ul style="list-style-type: none"> • Minibus Insurance, MOT and Tax • Subsidised trips/ visitors • TA allocations for SEND pupils accessing alternative provisions 	<p>100% of disadvantaged children attend visits</p>	
<p>The provision of extra-curricular clubs, before and after school and at lunch time with disadvantaged learners being targeted to attend</p> <p>Data Driver: 148 pupil premium children attended clubs last year</p>	<ul style="list-style-type: none"> • Resources for Sports Club • Resources for other clubs • Self-esteem Sports and wellbeing clubs for targeted children 	<p>Wide range of clubs take place</p> <p>A high proportion of disadvantaged learners attend clubs – checked through individual club registers/Children’s University registers</p>	

	<ul style="list-style-type: none"> Curriculum specialists – portion of salary to organise and run clubs (SA and AA) 		
<p>Continuation of The Den and Aqua class to improve social and emotional development</p> <p>(Data driver: 0% exclusions last year)</p>	<ul style="list-style-type: none"> Curriculum specialist salary x 1 TA salary x 1 Assistant Head time SENCO time 	Children are supported in their emotional and social development to enable them to quickly access the mainstream curriculum.	
<p>Further Investment in maths teaching programmes, CPD and resources for the whole school</p> <p>(Data driver: see above)</p>	<ul style="list-style-type: none"> Mathletics software licenses which allows children access to competitive maths games and activities both in and out of school – Y6 and Crystal Numicon training and resources Time (maths lead) 	<p>100% of Y6 and Crystal class access mathletics throughout the year</p> <p>Results for disadvantaged pupils meet or surpass national average for all children in maths at ks1 and 2 unless exceptional SEND needs</p> <p>Disadvantaged children achieve or surpass national average for greater depth</p> <p>Numicon use evident in book scrutinies</p>	
<p>Improve attendance across the whole school - particularly that of disadvantaged groups of children</p> <p>(Data driver: last year disadvantaged learners' attendance 94.6% and whole school 93.6%)</p>	<ul style="list-style-type: none"> Weekly class and individual attendance prizes awarded 100% attendance trip at end of year Salary of pupil support worker to chase up attendance daily 	School reaches attendance target of 96% or surpasses it	

	<ul style="list-style-type: none"> • Part of salary of learning mentor to support with attendance • Resources to produce attendance passports • Staff time to attend attendance panels 		
<p>Holding of a Summer School – disadvantaged children prioritised</p> <p>(Data driver: last year 24 disadvantaged children attended the summer school provision)</p>	<ul style="list-style-type: none"> • Staffing costs • Activities and resources • Use of mini bus 	A high proportion of disadvantaged learners attend	
<p>Continuation of the school's breakfast club</p>	<ul style="list-style-type: none"> • Staffing costs (all other costs are met by the Greggs Grant and Tesco food share) 	Disadvantaged learners regularly attend breakfast club Children more learning ready in a morning	

Appendix A

Progress of New to English Classes

Y1/2 Pearl

	Maths	Reading	Writing/SPAG
1 step progress	4%	4%	11%
2 steps progress	36%	18%	29%
3+ steps progress	56%	74%	56%

Y3/4 Crystal

	Maths	Reading	Writing/SPAG
1 step progress	19%	24%	12%
2 steps progress	23%	21%	19%
3+ steps progress	57%	55%	69%