

Pupil Premium Action Plan – Tinsley Meadows Primary Academy - 2019-20

FS2 Results

GLD at Tinsley = 66 %

GLD Pupil Premium at Tinsley = 83%

GLD National = 72%

GLD Pupil Premium National 61%

Phonics

Tinsley 51%

Disadvantaged at Tinsley 42%

National 82%

Disadvantaged National 74%

Key Stage One Results

| | 2018 - INA in brackets | 2019 - INA in brackets | Narrowing the gap (2017/18) | Narrowing the gap (2018/19) - INA in brackets |
|--|--|--|--|---|
| % of pupils achieving Expected + standard in reading | School all 67% (74%) School PP 62% (72%) National all 75% National PP 62% | School all 58% (63%) School PP 63% (78%) National all 75% National PP 70% | School -5% (-2%) National 0% (+10%) | School +5%(+15%) National -7% (+8%) |
| % of pupils achieving Greater Depth in reading | School all 31% School PP 38% National all 26% National PP 14% | School all 17% School PP 13% National all 25% National PP 17% | School +7% National +24% | School - 4% National - 4% |
| % of pupils achieving expected + standard in writing | School all 63% (68%) School PP 57% (66%) National all 70% National PP 55% | School all 57% (62%) School PP 54% (67%) National all 69% National PP 59% | School - 6% (-2%) National +2% (+11%) | School - 3% (+5%) National -5% (+8%) |
| % of pupils achieving Greater Depth in writing | School all 30% School PP 29% National all 16% National PP 8% | School all 15% School PP 17% National all 15% National PP 9% | School -1% National +21% | School +2% National +8% |

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| % of pupils achieving expected + standard in maths | School all 69% (74%) School PP 62% (71%) | School all 59% (65%) School PP 54% (67%) | School -7% (-3%) | School -4% (+2%) |
| | National all 76% National PP 63% | National all 76% National PP 70% | National -1% (+8%) | National -16%(-3%) |
| % of pupils achieving Greater Depth in maths | School all 30% School PP 29% | School all 17% School PP 13% | School - 1% | School - 4% |
| | National all 22% National PP 12 % | National all 22% National PP 16 % | National +17% | National - 3% |

Key Stage Two Results

| Attainment | 2018 | | Narrowing the gap % | 2019 | | Narrowing the gap % | National 2019 | |
|-------------------------------------|-------|-------|---------------------|------|------|---------------------|---------------|-----|
| | PP | All | PP | PP | All | PP | PP | All |
| Expected standard in reading | 77% | 80% | -3% | 82% | 80% | +2% | 58% | 73% |
| Greater depth in reading | 32% | 33% | -1% | 21% | 25% | -4% | 15% | 27% |
| Expected standard in writing | 70% | 77% | -7% | 82% | 81% | +1% | 63% | 78% |
| Greater depth in writing | 7% | 14% | -7% | 15% | 21% | -6% | 10% | 20% |
| Expected standard in maths | 74% | 79% | -5% | 82% | 84% | -2% | 63% | 79% |
| Greater depth in maths | 16% | 24% | -8% | 18% | 29% | -11% | 14% | 26% |
| Reading, writing and maths combined | 67% | 74% | -7% | 79% | 77% | +2% | 47% | 65% |
| Progress | | | | | | | | |
| Reading progress from KS1 to 2 | 2.25 | 1.45 | +0.8 | 0.64 | 1.17 | -0.53 | | |
| Writing progress from KS1 to 2 | -1.61 | -1.02 | -0.59 | 1.29 | 1.58 | -0.29 | | |
| Maths progress from KS1 to 1 | -0.08 | 0.37 | -0.45 | 0.92 | 1.84 | -0.92 | | |

| Priority area/data driver – where appropriate | How money will be spent | Success criteria | Evidence of impact |
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| <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 2018 – 19 showed disadvantaged children made good progress in these classes)</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>Planning from 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>Review and develop specific interventions in phonics, 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 17% positive gap between disadvantaged FS2 children for GLD and all FS2 children in school and a 11% positive gap between our disadvantaged and national. There was a 32% negative gap in phonics attainment for disadvantaged pupils compared to the national figure.</p> | <ul style="list-style-type: none"> • Rainbow interventions (TA time – FS2 to Y6) • Lexia (TA time – Y1 to Y6) • Phonics interventions (TA time FS2 to Y6) • Maths interventions (TA time – all year groups) • Handwriting Clubs (all year groups) • Y2 and Y6 Boosting (TA Time) • Additional Y6 TA time for booster (3 hours per week) • Reading interventions (TA time all year groups) • Look carefully at support being offered in writing for disadvantaged children | <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</p> | |

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| | <ul style="list-style-type: none"> Peer reading with older children | score in reading, writing and maths at the end of KS2 | |
| <p>Two day revision 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 14% 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 for three days | <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 8 disadvantaged pupils completed specific interventions with the senior learning mentor and we would like to build on this. Attendance last year was 93.3% for all pupils which did not meet the school target of 96%)</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 expressed through pupil surveys</p> <p>Results reported to SLT and trustees</p> <p>Attendance at or above 96%</p> | |
| <p>Investment in additional literacy resources to strengthen support to disadvantaged children</p> | <ul style="list-style-type: none"> Training for staff in interventions and new initiatives Reading Books Reciprocal Reading books Reading Buddy | <p>Continue preparation for P 4 C gold award</p> <p>Disadvantaged learners make good progress in reading and writing</p> | |

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| (Data driver: see above) | <ul style="list-style-type: none"> • Lexia • SAPERE membership (Philosophy for Children) | <p>Results for disadvantaged pupils meet or surpass national average for all children in reading, writing and SPAG at KS1 and 2 unless exceptional SEND</p> <p>Disadvantaged children achieve or surpass national average for greater depth</p> | |
| Subsidised visits and visitors into school so that all children have access to the curriculum | <ul style="list-style-type: none"> • Minibus Insurance, MOT and Tax • Subsidised trips/ visitors • TA allocations for SEND pupils accessing alternative provisions/enhanced provision | 100% of disadvantaged children attend visits | |
| <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: 136 pupil premium children attended clubs last year</p> | <ul style="list-style-type: none"> • Resources for Sports Club • Resources for other clubs • Curriculum specialists – portion of salary to organise and run clubs (SA and AA) | <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> | |
| <p>Continuation of Aqua class to improve social and emotional development</p> <p>(Data driver: 0% permanent exclusions last year)</p> | <ul style="list-style-type: none"> • Curriculum specialist salary x 1 • TA salary x 2 • SENCO time | Children are supported in their emotional and social development to enable them to quickly access the bespoke curriculum on offer | |

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| Improve attendance across the whole school - particularly that of disadvantaged groups of children | <ul style="list-style-type: none"> • Weekly class and individual attendance prizes awarded • 100% attendance trips during each term | School reaches or surpasses attendance target of 96% | |
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| <p>(Data driver: last year disadvantaged learners' attendance 93.3% and whole school 93.8%)</p> | <ul style="list-style-type: none"> • Salary of pupil support worker to chase up attendance daily • 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> | <ul style="list-style-type: none"> • Staffing costs • Activities and resources • Use of mini bus | <p>A high proportion of disadvantaged learners attend Summer School during July/August</p> | |