

TINSLEY MEADOWS PRIMARY SCHOOL

Pupil Premium Expenditure Report: 2018 - 19

Overview of the school

Number of pupils and pupil premium grant (PPG) received in 2018 - 19	
Total number of pupils on roll	536
Total number of looked after children	1
Total number of Service families	0
Total number of pupils eligible for PPG	184 (PP + Ever 6)
Amount of PPG received per pupil	£1320.00
Total amount of PPG received	£242, 880.00

Narrowing the Gap: Our 2 year Performance Trend

FS2 results 2017/2018

GLD at Tinsley = 71 %

GLD Pupil Premium at Tinsley = 78%

GLD National = 71%

GLD pupil premium National = 57%

FS2 results 2018/2019

GLD at Tinsley = 66 %

GLD Pupil Premium at Tinsley = 83%

GLD National = 72%

GLD pupil premium National = 61%

Phonics Results 2017/18

Tinsley – 67%

Disadvantaged at Tinsley - 81%

National -82%

National Disadvantaged - 72%

Phonics Results 2018/19

Tinsley – 51%

Disadvantaged at Tinsley - 42%

National -82%

National Disadvantaged - 74%

FS2 and Phonics Narrative 2018-19

In FS2 disadvantaged pupils' attainment compares well with other disadvantaged pupils nationally. In 2019, 83% achieved GLD compared to 61% for disadvantaged children nationally and 74% for all pupils.

In Phonics when our international new arrivals are discounted from the data (those who arrived part way through FS2 and in Y1) we achieve 60% which is below the national average. Out of the total cohort 35% were pupil premium children and 19% identified with SEND. 33% of pupil premium children achieved expected level and 27% of SEND pupils. 60% of Y2 pupils not achieving the threshold when tested at the end of KS1 are on the SEND register. Six pupils joined school during Y1 and had not been educated previously in any country. Three of these pupils are also pupil premium children. For the children that missed the threshold additional support has been provided in order to address their gaps. The school has invested in Read Write Inc phonics to accelerate phonics progress across school.

Key Stage One – 27% disadvantaged pupils (national 24%)

	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% (73%) School PP 63% (78%) National all 75% National PP 70%	School -5% (-2%) National 0% (+10%)	School +5%(+5%) 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%
% of pupils achieving expected + standard in maths	School all 69% (74%) School PP 62% (71%) National all 76% National PP 63%	School all 59% (65%) School PP 54% (67%) National all 76% National PP 70%	School -7% (-3%) National -1% (+8%)	School -4% (+2%) National -16%(-3%)
% of pupils achieving Greater Depth in maths	School all 30% School PP 29% National all 22% National PP 12 %	School all 17% School PP 13% National all 22% National PP 16 %	School - 1% National +17%	School - 4% National - 3%

KS1 Narrative

The data includes new arrivals who represent 16% of this cohort. Four of these pupils were also disadvantaged – two who arrived in Summer 2 of FS2, one at the start of Y1 and one who arrived towards the end of Y1. When these children are removed the picture is more positive. In reading at expected standard the gap between disadvantaged children and non-disadvantaged has closed from the previous year and is now +5% for attainment at school level but disadvantaged children are -7% behind other disadvantaged children nationally. This decreases to +15% and +8% when the new arrivals are removed. The school will continue to have an increased emphasis on ensuring that all children get the targeted help they need to reduce the gap further through carefully tailored Y2 and Y3 boosting and other reading support. For greater depth at school level disadvantaged children were 4% below other children and other disadvantaged children nationally. In writing disadvantaged children were 2% below non disadvantaged children at school level but 5% below disadvantaged children nationally. This increases to 5% above and 8% above when the new arrivals are removed. Again targeted boosting needs to be used to raise attainment as well as looking carefully at the scaffolded support disadvantaged children are being offered in class. For greater depth at school level disadvantaged children were 2% above all children and 8% above all disadvantaged children nationally. In maths at school level the gap between all children and disadvantaged children was -4% and our children were -16% below disadvantaged children nationally. This increases to +2% and increases to -3% when new arrivals are removed. Extra targeted provision in maths needs to continue to happen and additional boosters put in place to include disadvantaged pupils. At greater depth the gap at school level was -4% with our disadvantaged children underperforming disadvantaged children nationally by 3%.

4% of the whole cohort were educated within our nurture provision full time with a high level of provision to meet their needs – two pupils having EHCPs.

KS2

	2018		Narrowing the gap %	2019		Narrowing the gap %	National 2019	
	PP	All	PP	PP	All	PP	PP	All
Attainment								
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		

KS2 Narrative

In reading and writing at expected standard the gap between disadvantaged children's attainment and all children closed at school level and disadvantaged children were above other PP children nationally in reading, writing and Maths. In Maths (expected standard) disadvantaged children were -2% below non disadvantaged children at school level but above disadvantaged children nationally. For greater depth at school level disadvantaged children were below all children but above all disadvantaged children nationally. In the 2018/19 cohort of disadvantaged children there were 12 children who were still accessing the language acquisition class during Y5 and the start of Y6. Fifteen children had SEND, one with an EHCP and two with behavioural significant behavioural needs. The results for the disadvantaged group have also been impacted by the poor attendance of five pupils and additionally extended absence of a further three

pupils. Nineteen of the pupils within this group have accessed additional interventions and boosters within school but have extremely limited support from home due to their parents limited understanding of spoken and written English.

Impact of Work Undertaken in 2018 - 19

Priority area (2018 – 19)	Specific Projects Undertaken	Actual Cost	Evidence of Impact
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	<ul style="list-style-type: none"> • Teacher salary x 2 • TA salaries x 2 • Classroom resources • CIP resources • Translation costs 	£95,117.00	<p>Data analysis for both classes and additional tracking during pupil progress meetings and shows that disadvantaged pupils make good progress from their starting points.</p> <p>Observations in both classes highlighted good practice with all pupils being included in lessons.</p> <p>Regular visits have taken place from other schools to showcase good practice with positive feedback being given regarding disadvantaged pupils within both INA classes.</p> <p>Documented progress has been seen in the books of disadvantaged pupils in these classes during termly book discussions.</p>
Continue specific interventions in reading, writing and maths to support children who may be at risk of falling behind from FS2 to Y6	<ul style="list-style-type: none"> • 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) 	£40,014.00	<p>83% of disadvantaged pupils achieved GLD in FS2.</p> <p>37% of disadvantaged children in Y1 passed the phonics screening test. 13% of the disadvantaged pupils who did not pass were in the early stages of learning English and 19% had SEND needs.</p> <p>In KS1 63% (nationally 70%) achieved standard in reading, 54% (nationally 59%, 70%) in writing and</p>

Priority area (2018 – 19)	Specific Projects Undertaken	Actual Cost	Evidence of Impact
	<ul style="list-style-type: none"> • 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) • Peer reading with older children 		<p>maths. This is compared to 58% of all children in reading, 56% in writing and 58% in maths. The disadvantaged children not at standard included four high needs SEND pupils who have a high level of support in order to access school and require a bespoke curriculum. Four pupils were INA pupils.</p> <p>In KS2 79% of disadvantaged children achieved standard in Reading, Writing and Maths combined in 2018 -19 compared to 77% of all children in school and 65% of all children nationally. This is an upward trend of 12%.</p> <p>Disadvantaged children were above the national average progress score in all subjects scoring 0.64 in writing, 1.29 in reading and 0.92 in maths.</p>
<p>Three day Easter school for year 6 pupils to support them in their SATs preparations – disadvantaged children targeted to ensure attend</p>	<ul style="list-style-type: none"> • Teaching staff costs • TA support costs • Breakfast provision for the three days • Prizes for each day 	<p>£2,531.00</p>	<p>In KS2 79% of disadvantaged children achieved standard in English Reading, Writing and Maths combined compared to 47% nationally. 71 children attended Easter school, 29 being identified as disadvantaged All disadvantaged children attended Easter school for at least two out of three days.</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>	<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>£52,474.00</p>	<p>Attendance – 93.98% (whole school) 93.3% (PP)</p> <p>Interventions led by learning mentors with disadvantaged learners are tracked and recorded on CPOMS.</p> <p>8 pupil premium children completed interventions with the senior learning mentor including theraplay, anger management, worry warriors, social interactions, self-</p>

Priority area (2018 – 19)	Specific Projects Undertaken	Actual Cost	Evidence of Impact
			<p>esteem work, healthy mind champions and one to one targeted work.</p> <p>Termly attendance figures and results are discussed at SLT meetings and reported to trustees.</p>
Investment in additional literacy resources to strengthen support to disadvantaged children	<ul style="list-style-type: none"> • Training for staff • Reading Books • Reciprocal Reading books • Bug club • SAPERE membership (Philosophy for Children) 	£6583.00	<p>Disadvantaged pupils 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 at KS2 unless severe SEND.</p> <p>The use of reciprocal reading lessons has contributed to good progress in reading at KS2.</p> <p>Disadvantaged learners have been targeted during individual reading sessions by adults in school and volunteers to ensure they have additional one to one sessions to develop their accuracy and understanding.</p> <p>All disadvantaged pupils have been involved in P4C sessions and supported when necessary to ensure they are included in discussions and feel confident to share their opinions.</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 high needs SEND pupils accessing alternative provisions and additional out of school visits 	£1,746.00	<p>100% of disadvantaged children attended local trips and visits</p> <p>All SEND disadvantaged, high needs pupils accessed additional out of school visits to develop their independence and life skills.</p>
The provision of extra-curricular clubs, before and after school	<ul style="list-style-type: none"> • Resources for Sports Club • Resources for other clubs 	£5,547.00	Wide range of clubs took place including cookery, Razamataz, football, cricket and other sports clubs

Priority area (2018 – 19)	Specific Projects Undertaken	Actual Cost	Evidence of Impact
and at lunch time with disadvantaged learners being targeted to attend	<ul style="list-style-type: none"> Curriculum specialists – portion of salary to organise and run clubs (SA and AA) 		All pupil premium children were able to attend clubs and earn Children's University credits. This was monitored through individual club registers and Children's University registers.
Continuation of Aqua class to improve social and emotional development	<ul style="list-style-type: none"> TA salary x 2 Assistant Head time 	£35,794.00	Children were supported in their emotional and social development to enable them to improve access to either mainstream or bespoke curriculum. 0% permanent exclusions
Further Investment in maths teaching programmes, CPD and resources for the whole school	<ul style="list-style-type: none"> Mathletics software licenses which allow children access to competitive maths games and activities both in and out of school – Y6 and Crystal Numicon training and resources Time (maths lead) 	£3057.00	100% of Y6 and Crystal class accessed mathletics throughout the year Maths results for disadvantaged children were above national average.
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 trip at end of year 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 	£1600.00	Attendance for 2018/19 was 93.98% (whole school) 93.3% (PP)
Holding of a Summer School – disadvantaged children prioritised	<ul style="list-style-type: none"> Staffing costs Activities and resources Use of minibus 	£1275.00	19 pupil premium children attended summer holiday activities

Priority area (2018 – 19)	Specific Projects Undertaken	Actual Cost	Evidence of Impact
Continuation of the school's breakfast club	<ul style="list-style-type: none"> Staffing costs (all other costs are met by the Greggs Grant and Tesco food) 	£9,122.62	Breakfast club is attended regularly by PP children and a register of attendance taken by pastoral team.

Total PPG received	£242,880.00
Total PPG expenditure	£249,137.00
PPG remaining	-£6257.00

Our priorities for 2019/20:

The performance data for 2018/19 informed our priorities for 2019/20 which are outlined below:

We want to use the grant to narrow the gap between FSM and non FSM children much more through the following priorities:

- The continuation of two new to English 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.
- Continue specific interventions to support children who may be at risk of falling behind (Rainbow Reading, RWI phonics, Lexia, maths interventions including mathletics) with a particular emphasis on phonics interventions at KS1
- Holding another Easter school for Year 6 pupils to support them in their SATs preparations
- Holding of Y6 booster classes – standard and greater depth – 3 nights a week
- The salary of our Senior Learning Mentor to boost confidence, raise self-esteem and attainment and to monitor and improve attendance and punctuality.

- Improved school resources such as reading materials, phonics resources, sensory equipment and key visuals
- Staff Development – training for our staff to help them better meet the needs of our children.
- Continued investment in the maths ‘mastery’ training programme that will help us to raise attainment in maths across the school including resources
- Investment in our Early Years provision to ensure children have access to the resources and materials that enhance their learning from a young age
- Improve attendance across the whole school, particularly that of vulnerable groups of children.
- Continue to hold a summer school which prioritises the attendance of pupil premium children
- Continuation of the school breakfast club
- Continuation of Aqua class to improve social and emotional development
- Further develop the provision of extra-curricular clubs, before school, after school and at lunch time