

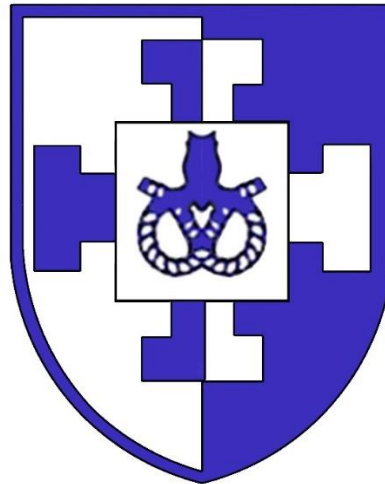
Tillington Manor Primary School

Pupil Premium Strategy - 2020/2021

Reset, Recover and Advance

'Maximising the progress and standards achieved by all'

Compiled Summer Term and September 2020



Pupil Premium Grant – Strategy for 2020/2021

Aims and Rationale

PPG - Desired Outcomes

Children communicate confidently in spoken and written forms
Children develop as confident and fluent readers, able to decode and interpret a range of texts
Children confident in the manipulation of basic number concepts and able to apply in problem-solving situations
Children access the range of primary curricular opportunities - their knowledge and understanding is broadened
Children are able to think and develop ideas for themselves and justify choices
Children able to talk about concerns and able to manage feelings/emotions
All children able to participate in residential visits and to access curriculum enrichment activities
Attendance for children eligible for PPG continues to improve and is closer to that of non-PPG

Barriers to Learning

Below average communication, language and literacy skills on entry - Opportunities to utilise/develop language skills through oracy/reading are exploited
Lack of fluency and conceptual familiarity with basic number concepts – ability to apply conceptual understanding in problem-solving situations
Range of social and emotional issues which impact on children's well-being and capacity to be fully involved and engaged.
Financial circumstances for some children can make it difficult for them to fully access extra learning/enrichment opportunities.
Attendance for some PP children is lower than others

Rationale for expenditure

Promoting quality first teaching through programmes to enhance key skills and standards/access in the wider curriculum provides the **first layer** of universal support for children in receipt of the PPG. The June 2019 EEF report states that, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.' A key priority for all teachers is reflection, planning and implementation of strategies to support PPG.
Our **second layer** of expenditure targets specific support for Literacy, Mathematics and mental health and well-being
The **third layer** of expenditure is based on financial support to increase access and participation

Where expenditure is on staffing and resources shared with non-PPG, the PPG will not be used to cover the whole cost - a proportionate cost based on the percentage of PP children and/or anticipated need will be applied

Review of 2019/2020

PP Pupils 2019/2020 69 27% of school population
 Allocation 2019/2020 (£) 111,000

<u>Focus for PP Expenditure</u>	Amount £	Outcomes/Evaluation
<p>RWI/Reading Quality First teaching (contribution to teaching - smaller groups in Y6 to focus on needs prior to transfer + key responsibility of all teachers)</p>	50,530	<p>Evidence from assessments of ch. moving on in attainment in phonics = key to on-going access in learning Vast majority of teaching is consistently strong (Ed Consultant - Feb 2020) - Known data indicates > then expected rate for progress --> differences with EXS diminishing - ch. developing in approach to tests 2019-ASP - progress for disadvantaged would be classified as average in R/Wr/Ma. Attainment greater than non-disadvantaged in like for like National comparison. 2019 - KS1 - disadvantaged attainment in line with/close to National 2019 Phonics - attainment of EXS increased from end of EYFS - this was a continuing pattern in 2020</p>
<p><u>Targeted Support</u> Pastoral Support Assistant TA Support Integration of LAC</p>	54180	<p>Nearly 50% of PP access support from Learning Mentor - no exclusions in 2019/2020 Progress rates are in excess of expected - see above 5 LAC children have successfully integrated from other settings - 1 to 1 TA support has aided this</p>
<p><u>Wider Strategies</u> Access to Residential Improving attendance</p>	6290	<p>All PP children accessed this provision? Overall attendance for PP has improved from 2019</p>
Balance	111000	

Expenditure Plan - 2020/2021

PP Pupils 2020/2021 - Sept 2020
Allocation 2020/2021 (£)

73
82,000

32% of school population

Focus for PP Expenditure	Amount - £	Reason	Expected Outcome
<u>Programmes to increase attainment in core and support Quality First Teaching</u>			
Read, Write Inc	3000	Basic reading/oracy provides tools for effective learning/attainment and access	Increased % at EXS - Progress > than expected
Mathematics - resource supplement	1500	Basic fluency programmes support attainment and access to problem-solving	Increased % at EXS - Progress > than expected
Accelerated Reader	2500	Encouraging development of reading skills through regular diagnosis of need	Increased % at EXS - Progress > than expected
MyOns - On-line reading resources	1200	Increasing access to/availability of a range of texts for remote/home learning	Increased % at EXS - Progress > than expected
		Increasing access to broad range of learning widens horizons and fuels attainment in core and non-core	Increased range of experiences and attainment in non-core
<u>Staffing</u>			
40% Pastoral Support Assistant	8000	Support for mental health aids integration and involvement - a greater % of PP access this service than other groups - we anticipate this will increase after the return to school	Ch. integrated and fully contributing - increases in EXS
PP element in T's salary	8800	Quality first teaching is the primary means of supporting access and attainment for pupils who attract PP - this is a key expectation for all teachers' reflection and planning	Increased % at EXS - Progress > than expected
1:1 interventions PP(SEN) - 32% of total	38000	Targeted 1:1 support aims to improve attainment of ch. below EXS and PP with additional needs	Increased % at EXS - Progress > than expected
40% Attendance Officer	5800	Improving attendance increases potential for achievement - key focus after return to school	Attendance > 96%
Music teaching supplement	2000	Ensuring access to specialist teaching and broadening outlook	Children enthused and accessing music
<u>Enrichment</u>			
Visits/Workshops - 500 per class	4500	Widening access to a broad and balanced curriculum and enrichment	Full involvement of PP In range of activities
Resources/Books/ICT up-date contribution (wider curriculum beyond core)	4000	Widening access to a range of educational experiences/resources increases attainment ICT is an essential tool for learning and supports attainment - resources need to provide children with necessary experiences for on-going learning	Full involvement of PP In range of activities Breadth of kn/und/skills
Access to clubs - £100 per class	800	Widening access broadens outlook and develops interests	PP children participating in all clubs
<u>Food</u>			
Necessary food supplement	500	Ensuring contingency for basic needs support	
<u>Training</u>			
Training supplement to support quality first teaching and leadership re. PP	1400	Training to support quality first teaching enhances learning for PP - e.g. for PP with additional needs through SENDCo qualification - staff development of RWI understanding, metacognition etc.	Attainment for PP increases - differences diminish
Balance	82000		