

Tyndale Primary School Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Tyndale Primary School				
Academic Year	2018/19	Total PP budget	£101,640	Date of most recent PP Review	Sept 2017
Total number of pupils	178	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Dec. 2018

2. Outcomes Summer 2018

EYFS (No. of PP = 4)	School PP meeting the standard	School Non PP meeting the standard	In School Gap
% of pupils making a Good Level of Development	100%	60%	+40%

Phonics	School PP meeting the standard	School Non PP meeting the standard	In School Gap
Year 1 (PP Pupils = 12)	42%	57%	-15%
Year 2 (PP Pupils = 11)	66%	100%	-34%

KS1 (Year 2) Outcomes (No. of PP = 11)	School PP meeting the expected standard	School Non PP meeting the expected standard	In School Gap
Reading	55%	57%	-2%
Writing	27%	29%	-2%
Maths	55%	50%	+5

KS2 (Year 6) Outcomes (No. of PP = 14)	Pupil Premium meeting the expected standard		Non PP meeting the expected standard		In School Gap
	School	National	school	National	
Reading	57%	80%	56%	80%	+1%
Writing	43%	83%	75%	83%	-32%
Maths	21%	81%	31%	81%	-10%
Reading, Writing, Maths Combined (RWM)	21%	70%	31%	70%	-10%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some pupils who qualify for Pupil Premium have poor oral skills on entry to EYFS making it harder for these children to access the curriculum and make themselves understood.	
B.	Progress in core subjects across EYFS, KS1 and KS2 especially for Low Prior Attainers in Reading and Writing, Middle Prior Attainers in Maths KS1 – KS2 Not enough children are making accelerated progress to close attainment gaps.	
C.	No Pupil Premium children are achieving the higher standard in Reading, Writing or Maths at the end of KS1 or KS2. On average 25% of PP pupils are achieving the higher standard at the end of their previous Key Stage in reading and maths and 10% in writing. However, High Prior Attainers in EFYS or KS1 are not making enough progress to maintain their higher level of attainment due to historical lack of challenge and high staff turnover leading to inconsistent teaching/ low expectations.	
D.	28% of pupils eligible for the Pupil Premium also have other factors such as SEN to consider when planning for their provision. This is particularly the case in KS2 where 41% have additional needs.	
E.	Many pupils eligible for Pupil Premium are passive learners and lack resilience when faced with challenge.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	The attendance of 62% of Pupil Premium pupils is below the school the school target of 96.2% with 25% being below 90%. Overall Pupil Premium attendance 2017-18 94.8%. Poor attendance reduces their hours in school and causes them to fall behind in their learning.	
G.	A number of our Pupil Premium pupils are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in a negative attitude towards their learning and affect their wellbeing and progress.	
3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Pupils' oracy skills will enable them to access all areas of the curriculum effectively.	<ul style="list-style-type: none"> As a result of accelerated progress almost all PP pupils will meet the ELG for Communication and Language in EYFS;
B.	Higher rates of progress across KS1 and KS2 in all subjects for low/ middle attaining pupils eligible for PP funding.	<ul style="list-style-type: none"> Pupils eligible for PP in all year groups will make rapid progress so there is a higher proportion working at the expected standard or higher. Progress made by PP pupils will be comparable or better than non PP pupils. The gap between PP and non PP pupils will close in all subjects.
C.	There will be a higher proportion of PP children working at the higher standard/ greater depth in Reading, Writing and Maths and RWM combined.	<ul style="list-style-type: none"> Pupils eligible for PP identified as high ability make at least good progress indicated by 4+ points progress or securing 100%+ of Key Progress Indicators (KPI's); Progress will be comparable or better than other pupils identified as high ability in all subjects;

		<ul style="list-style-type: none"> • At the end of KS1 and KS2, the % of pupils working at the higher level in reading, writing and maths will be in line with or above the NA for that group • The gap between PP and Non PP will close in all subjects.
D.	Higher rates of progress across the whole school in Reading, Writing and Maths for pupils eligible for PP funding who are SEN.	<ul style="list-style-type: none"> • SEN PP pupils will make better than expected progress measured by making 3+ points progress or securing 100%+ progress of KPI's
E.	Pupils will be more active in their learning, showing resilience and perseverance when faced with challenges.	<ul style="list-style-type: none"> • There will be an increase in the proportion of PP pupils working at the expected and higher standards in Reading, Writing and Maths across the school. • There will be a decrease in the number of PP pupils losing golden time, receiving red cards and Fex as a result of their poor learning behaviour.
F.	Increased attendance rates for pupils eligible for PP whose attendance is below the school target	<ul style="list-style-type: none"> • Attendance of PP Pupils will be line with All Pupils and Non Pupil Premium.
G.	Embedded strategies to develop social and emotional resilience.	<ul style="list-style-type: none"> • THRIVE assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points. • There will be a decrease in the number of PP pupils losing golden time, receiving red cards and Fex as a result of their poor learning behaviour.



4. Planned expenditure



Academic year



2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all – Quality First Teaching is the main strategy that will be used to raise standards for our Pupil Premium pupils. This will underpin all further strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Pupils' oracy skills will enable them to access all areas of the curriculum effectively.</p>	<p>Implement Black Sheep Narrative, Time to Talk and Talk Boost Interventions;</p> <p>Train staff in delivering the interventions</p> <p>Increase the number of language rich text that pupils are exposed to.</p>	 <p>The evidence from research carried out by the Education Endowment Fund suggests that early years interventions have a positive impact, delivering an average of around an additional 5+ months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>It points out that improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p>	<ul style="list-style-type: none"> • High quality training for TA's and KS1 teachers lead by LA, EYFS teacher and intervention providers; • Provide monthly feedback from drop in's and book looks; • Pupil Voice - Meeting with pupils who are targeted and monitor oracy development 	<p>CA/RM/MK</p>	<p>Term 2 and 4 data EYFS plus end of year outcomes</p>
<p>B. Higher rates of progress across KS1 and KS2 in all subjects for lower/middle attaining pupils eligible for PP funding</p>	<p>Implement mastery approach (try it, use it, prove it) to teaching maths and writing.</p> <p>Additional adult support in class to release teacher to support pupils through Quality First Teaching</p> <p>Release time for class teachers to provide immediate 1:1 feedback.</p> <p>Additional release time for class teachers to provide 1:1 tuition/feedback in writing</p>	 <p>EEF Toolkit suggest that breaking subject matter and learning content into units with specified learning objectives which are pursued until they are achieved has a positive impact on learning (+5 months). It also suggests that high quality feedback is an effective way to improve attainment (+8 months). This feedback, in turn, can identify individual need that can be delivered through 1:1 support (+5 months).</p> <p>By providing additional adult support, class teachers can be released to work immediately work with disadvantaged pupils who need additional support, not leaving them to fall behind or wait for support the next day.</p> <p>The EEF Toolkit shows that teachers giving intense 1:1 tuition for short regular sessions can add +5 months progress. The work should be additional to but in line with what is happening in the classroom. This is to be achieved by regularly releasing teachers to provide tuition on gap filling and pre/post teaching of the whole class focus.</p>	<ul style="list-style-type: none"> • Whole staff training on try it approach; • Observations by maths, reading and writing leads to ensure high level of provision is in place • Planning/book monitoring; • Training on quality TA support; • Training on 1:1 reading support • Data tracking 	<p>Reading, writing and maths leads</p>	<p>Terms 3, 5 and 6 2019</p>

	1:1 reading with a focus on comprehension skills	In addition, Reading Comprehension which are tailored to individual reading abilities and provides challenge that is not overwhelming delivers an additional 6 months progress.			
C. There will be a higher proportion of PP children working at the higher standard/ greater depth in Reading, Writing and Maths and RWM combined.	As above Additional targeting of high achievers to move onto 'prove it' stage through targeted questioning and group work. PP pupils regularly targeted as 'Purple Learners'.	 As above. In addition, EEF Toolkit suggests that metacognition and self-regulation helps learners to think about their learning more specifically (+8 months). The 'prove it' part of our learning allows the children to think independently, self-selecting knowledge and skills needed to complete a task and applying learning to learn strategies. The school will implement the 'Purple' Learning' strategy which develops learning to learn behaviours, metacognition and self-regulation. Pupils are chosen to demonstrate good learning behaviour for a day and then receive feedback from their peers as to why they have been good learners. This is rewarded each time with a certificate.	As above <ul style="list-style-type: none"> • Whole staff training on planning reasoning/prove it activities and intelligent practice; • Monitoring of pupils identified to be 'Purple Learners'; by PL lead • Pupil Voice 	As above	As above
Total budgeted cost					£51,180
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Higher rates of progress across the whole school in all subjects for pupils eligible for PP funding who are SEN.	Implement specific interventions ie: <ul style="list-style-type: none"> ✓ Precision Teaching; ✓ Sounds Write; ✓ Talk4Number; ✓ Reading Comprehension ✓ Pre-KS input ✓ Speech Therapy 	 The EEF Toolkit recognises that 1:1 tuition, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning (+5 months). The school recognises that this can only happen if it delivers interventions which are known to have high impact; this is the case with the interventions that the school has chosen. Interventions such as Sounds Write involve instructional methods recommended in the Rose Review. Precision Teaching is a highly focused intervention targeted at a gap in a child's learning, primarily in writing and maths, where small steps of progress can be measured.	<ul style="list-style-type: none"> • Whole staff training on Word Aware; • Training and observations for TA's at partner school on Talk4Number; • External training on Sounds Write; • Internal training for Precision Teaching • Observations of delivery of interventions; • Performance related targets for TA's • Data tracking 	SENCo	Terms 3, 4 and 6
Total budgeted cost					£32,237

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Pupils will be more active in their learning, showing resilience and perseverance when faced with challenges.	Implement the Purple Learning Strategy Implement Assessment for Learning strategies PP pupils regularly targeted as 'Purple Learners'	 The EEF Toolkit suggests that metacognition and self-regulation helps learners to think about their learning more specifically (+8 months). The 'Purple Learning' strategy not only develops pupils understanding of growth mindset, develops learning to learn behaviours, metacognition and self-regulation Pupils will develop an understanding of how to challenge themselves, what useful talk is and how to cope with movers and blockers in their learning	<ul style="list-style-type: none"> Weekly monitoring of chosen Purple Learners; Monitoring of learning reward cards; Pupil Voice Behaviour monitoring; Monitoring of learning environments; Lesson obs/drop in's Data analysis 	Head/Purple Learning Lead	Termly
F. Increased attendance rates for pupils eligible for PP including less broken weeks and a higher % of pupils with more than 90% attendance.	Focused support from Education Welfare Officer (EWO); Implement a breakfast club targeted at poor PP attenders and lateness THRIVE to support families and PP children who are poor attenders	Poor attendance has been shown to have an impact on pupil's outcomes. An NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> Weekly monitoring of attendance; Behaviour monitoring linked to lateness/absence; Data tracking against attendance 	Head/Pupil Premium Lead	Termly
G. Embedded strategies to develop social and emotional resilience	Implement Sand Tray Therapy Train two members of staff in THRIVE and implement their practices. 1:1 support with THRIVE practitioner	 The EEF Toolkit suggests that social and emotional learning improves attainment (+5 months). There is also proven research for the use of strategies such as THRIVE and Sand Tray therapy having a positive impact on pupils social and emotional resilience. Together with support for parent/carers this in turn impacts on academic outcomes.	<ul style="list-style-type: none"> Analysis of THRIVE assessments; Feedback from 1:1 sessions; CPOMs tracking Data analysis 	SENCo Parent Support Worker Head	Termly
Total budgeted cost					£12,791
In addition, the school will continue to support Pupil Premium by assisting with the cost of extra-curricular activities (Terms 1 and 2) and educational/residential visits as it recognises the positive impact that such activities have on enriching the lives of those who are considered to be disadvantaged.					£5,500
Total cost of Pupil Premium Strategy 2018/19					£101,708