

# Inspire Challenge Succeed



## Tudor Court Primary Pupil Premium Strategy 2019-20

1. Summary information					
<b>School</b>	Tudor Court Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£72,600 (Carry forward £7694.72)	<b>Date of most recent PP Review (external)</b>	Oct 2016
<b>Total number of pupils</b>	877	<b>Number of pupils eligible for PP</b>	52	<b>Date for next internal review:</b>	Jan 2020

2. Current attainment	KS1			KS2		
	<i>Pupils eligible for PP</i>	<i>Non disadvantaged</i>	<i>National Data</i>	<i>pupils eligible for PP</i>	<i>Non disadvantaged</i>	<i>National Data</i>
% achieving the expected standard in phonics	100%	84.6%	82%			
% achieving the expected standard in reading, writing and maths	100 %			75%	62.7%	65%
% achieving expected standard in reading	100%	82%	75%	75%	73.1%	73%
% achieving expected standard in writing	100%	77%	69%	83.3%	82.3 %	78%
% achieving expected standard in GPS				83.3%	82.5%	78%
% achieving expected standard in maths	100%	85%	76%	83.3%	74.8%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Improved reading progress for all disadvantaged children.
<b>B.</b>	Oral Language skills of disadvantaged children in EYFS/KS1 to continue to improve.

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<b>C.</b>	Social and emotional difficulties resulting in low self-esteem, anxiety towards learning and lack of confidence in an individual's ability to do well.
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## External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Attendance- The PP attendance rate for the academic year 2018-19 was 93.4% for disadvantage children, FSM stood at 91.8 % & whole school 95.3% with persistent absence at 11.5%.
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## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP progress in reading is in line with their peers.	Children enjoy reading and can talk about it enthusiastically. PP children achieved in line with NPP children. The gap is closed between PP and NPP children in the KS1 phonics screening. Progress in reading comprehension in regards to inference improves.
<b>B.</b>	Children with speech and language difficulties improve language acquisition in order for them to access learning within a classroom or social settings.	Talk Boost intervention will ensure that the children achieve a GLD in communication and language.
<b>C.</b>	Children have positive self- esteem and become more confident. They will be able to articulate their feelings in a controlled way and acknowledge problems can be solved. Children will have the effective tools to assess the curriculum and their attainment will be in line with their peers.	All pupils supported by the Inclusion team will be are monitored and tracked offering personalised support where needed. Pupils to make expected progress/ attainment in line with their peers and nationally. Children retain friendships, confidence and self –esteem and have less low level fall-outs.
<b>D.</b>	The attendance of the PP children improves and is in line with National Average for PP which is 94.3% with persistent absence at 5.7%	Reduce the number of persistent absentees among pupils eligible for PP < 6% Attendance for the children is in line with National Average for PP.

## 5. Planned expenditure

<b>Academic year</b>	<b>2019-20</b>
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### i. Quality of teaching for all

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?
All PP children achieve expected progress and attain in line with peers. PP data is above	1-2-1 tuition small group tuition for targeted pupils who are not making the expected progress	This strategy has been effective in previous years ensuring that PP children make progress with 100% of them achieving ARE in 2018-19.	DHT responsible for Teaching and Learning will organise the implementation and monitor progress with the YGL's and Assessment Lead. Release time	DHT for T & L	Half termly

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national outcomes for PP children.	Lexia	<p>Those children receiving group tuition will be focusing on the area of reading and maths.</p> <p>To continue to improve and enhance reading engagement and fluency. The main aims are to improve:</p> <ul style="list-style-type: none"> <li>• Foundational reading skills to develop automaticity and fluency</li> <li>• Listening and reading comprehension with complex text</li> <li>• Academic and domain-specific vocabulary to improve comprehension</li> </ul>	<p>will be organised and early morning groups will commence during the autumn term.</p> <p>Year group PP progress meetings will be used to analyse trends and the effectiveness of strategies to ensure they are enhancing PP progress.</p>	Maths Lead FSW/SENCo YGL Yr 6	
	Nessy	<p>EFF Toolkit – Digital technology +4 months progress</p> <p>The Nessy programme will also continue to enhance both reading and maths. Pupils are also able to access both programmes at home. 100% of PP children in KS1 have reached the expected standard in reading, writing and maths and 75% at the end of KS2.</p>	<p>There is an in-built monitoring system which carefully tracks progress and identifies individual areas to develop. This needs to be monitored (depending on the programme) by maths lead, FSW and SENCo.</p>		
<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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<p>D. Attendance for the PP children is in line with the National figure of 96% and the persistence absence rate decreases to &lt;11%</p>	<p>Family Support Worker</p> <p>Education Welfare Officer</p> <p>Counselling</p> <p>Jigsaw families programme</p>	<p>NFER building block research – 2 addressing behaviour and attendance. NFER cites the importance of responding poor attendance.</p> <p>Persistent absence for PP children is not in line with NPP. We will continue to increase our challenge and support families with attendance concerns.</p> <p>EFF Toolkit – parental engagement + 3months progress</p> <p>Disadvantage pupils and families will continue to be provided with support to remove barriers that enable children to learn</p>	<p>The attendance of the PP children will be monitored weekly by FSW.</p> <p>New attendance policy is written in conjunction with the recommendations from EWO. This to be shared with Governors, parents and staff. Meetings with parents will address absence where it is a concern and EWO notified where necessary in extreme cases.</p> <p>Professional counsellor made available for children one day per week. Children identified for counselling by parents, staff and monitored by FSW.</p> <p>FSW to receive training to effectively implement the Jigsaw families’ programme.</p>	<p>DHT for Inclusion</p>	<p>Weekly and half -termly</p>
<p><b>Total budgeted cost:</b></p>					<p><b>38,000</b></p>
<p>B. Speech &amp; Language difficulties</p>	<p>Talk Boost Intervention. (EYFS to Year 1)</p> <p>Educational psychologist</p>	<p>EFF Toolkit – Early Years Interventions + 5 months</p> <p>Evidence in the Foundation Stage has shown that children’s language acquisition has improved at least +4 months and has shown an increasing GLD in Language and communication. We wish to maintain and enhance this transitioning into Year 1 and to support those who are still experiencing difficulties in year 2.</p> <p>Education psychologist to support teachers to identify barriers to learning and to design bespoke learning to overcome them.</p>	<p>Official Talk Boost Training will be undertaken by agreed KS1 teachers/ LSAs.</p> <p>Impact of the provision will be monitored by YGL’s in conjunction with SENCo during half termly provision plan meetings.</p>	<p>SENCo</p>	<p>Half- termly</p>

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<b>Total budgeted cost</b>					£5,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C. Social and Emotional Positive self-esteem.</b>	Playground pal training	<p>EFF Tool kit- Social and emotional learning + 4 months progress</p> <p>Poor motor skills and inability to pay for extra-curricular clubs can lead to low self – esteem. Past case studies have proven how access to such clubs can improve children’s confidence and family dynamics.</p>	<p>Playground Pal training will be undertaken by an external provider and action plan compiled by FSW and Lunch Time Leader.</p> <p>Children to be identified and offered suitable clubs to attend and participate in.</p>	DHT for Inclusion	Termly
	Community Church Coaching				
	Fencing & Dancing Club				
	SATs breakfast				
Uniform					
<b>Total budgeted cost</b>					£3000
<b>6. Review of expenditure</b>					
<b>Previous Academic Year 2018-19</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	

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<p><b>Weakness in basic core subject knowledge</b></p> <p><b>Lack of higher ordered questioning and thinking for some PP children prevents higher ability children from making the same progress as their non PP peers. Additionally, Some of these more able PP children have low aspirations.</b></p>	<p>Investment in Nessy, daily repetition and challenge using an integrated learning platform. Cost of hardware, software and a member of staff to lead and monitor the impact. Also better utilise the work of Family Support worker to run targeted provision groups.</p>	<p>Nessy has completed its first year of trials in our school. The children have received personalised homework from their teachers using the information gathered from the gap analysis. Planning has also been centred on meeting an individual's needs. The attendance rates for those children rose and increased on average by 11%. Teachers also reported the children's confidence, attendance and engagement in lessons also improved.</p> <p>The children's progress in English and Maths increased and the gap between PP and NPP was reduced. The end of Key stage expectations have shown that the attainment gap has closed.</p>	<p>Daily repetition of this integrated learning platform is the more effective.</p>	<p><b>15000</b></p>
<p><b>Closing the gap between PP and NPP writing attainment gaps across the year groups</b></p>	<p>Pobble writing intervention</p>	<p>Children's stamina and enthusiasm for writing improved. Their use of compositional effects and appropriateness of detail significantly improved.</p>	<p>In order for this intervention to have a greater impact and sustainability it would have to be rolled out as a whole school project. The KS2 writing results show an improvement. However, we will need to focus on whole school reading progress.</p>	<p><b>£3300</b></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Year 6 attainment pupils achieve expected progress and achievement</p>	<p>1:1 / group tuition</p>	<p>This strategy has been effective in previous years ensuring that PP children make progress with the 75% of them achieving ARE.</p>	<p>This has been effective and will be continue running in the new academic year. DHT for Teaching and Learning will work with YGL's to ensure that the children's progress is closely monitored.</p>	<p>£8000</p>
<p><b>iii. Other approaches</b></p>				

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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Poor Motor Control and low self-esteem is improved</p> <p>SATs breakfast</p> <p>Uniform</p> <p>Subsidised visits</p>	Fencing and Dancing Clubs	PP children have had access to a range of before/after school clubs such as fencing and dancing. A case study has been compiled to demonstrate the impact of this especially in regards to our EAL children. Their confidence, inter personal skills and speech and language have noticeable improved. This has also impacted on their classroom and on Yr 2 phonics where 100% of PP children passed the screening.	<p>This approach will be continued due to the positive impact it has had on the children's self-esteem as can be seen by the individual case studies &amp; parent survey.</p> <p>96% of the children attending these clubs are now at ARE and 100% PP children passed the KS1 phonics screening.</p>	£4000
<p>Children develop social skills that allow positive interactions between their peers, which increases self-esteem</p> <p>Children feel respected</p>	<p>Step-On training (de-escalation techniques)- Staff training</p> <p>Personalised support</p> <p>New equipment</p> <p>New Playground Policy</p>	Evidence of a positive impact was seen from the pupil voice surveys carried out by the school council. This showed that 81% children enjoyed lunch time and felt that their issues was addressed compared to 57% prior to the new playground	This has been an effective start. However, this needs to be maintained and managed.	£10,000

## 7. Additional detail

### Purpose of the Pupil Premium

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

### Key Facts

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Pupil Premium because their families receive certain financial benefits from the Government. This funding is provided to the school for any child who has been eligible for free school meals at any point in the last six years (known as 'Ever 6').

Schools also receive funding for children who have been 'Looked After' for 1 day or more, 'Adopted from Care', and the children of 'Service Personnel'.

**For the year the 2019-20 funding is £1,320 for children who are or were free school meals, £1900 for children who are looked after and £300 for the children of Service Personnel.**

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We use this funding to support the children in a range of ways that are listed at the very end of this document. The money helps us eliminate social disadvantage- we do this very successfully in Tudor Court and traditionally the data shows that Pupil Premium children achieve as well as the rest of the cohort.

At Tudor Court we want each child to make the best progress possible in all areas including;

- social and emotional development
- academic progress
- physical development

We monitor ALL children's progress and support them in the most suitable ways that we are able. We know that in order for children to make most progress they need to be happy and healthy. The school fully accepts its role in supporting all aspects of children's development within the context of the school's capacity.

## **Roles and Responsibilities**

We work with support agencies to help us jointly work with children and families such as the Health Authority, Special Needs Support, Social Services, and Counselling Services etc.

Over time as the school has had greater number of pupils we have been able to put in place more staff who are trained to support children with additional educational and emotional support.

Together as a team we monitor all children's progress and decide what the best support we can offer is. We consult with others in relation to this and take the child's view into account where possible. We want children to reach their highest achievement possible. As well as monitoring individuals we monitor by groups such as Pupil Premium, Looked After Children, Ethnic groups, Gender groups, children that are new to the school etc.

The most impact on a child's progress is through best quality teaching within the classroom, as this is where they spend most of their time in school. However there are times we need to support beyond the classroom and we call this Extended Learning.

Within the Senior Leadership Team -

We have an Assistant Head Teacher with specific responsibility for overseeing Extended Learning.

## **Pupil Premium Expenditure**

We use the Pupil Premium to pay for, or subsidise specific activities and resources that we believe will raise standards for individuals or groups-this will include;

- Specific tuition
- Additional staffing costs to support individuals or groups
- Staff training



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- Counselling
- Resources
- Class trips and residential visits

The majority of Pupil Premium funding is used to support the costs of employing staff who will work with these children in school by providing specialist provision or tuition. All children have access to this support and often elect to go and talk an issue through of their own choice. We also have a child and family support worker to engage with families where there is persistent absenteeism and/or where children are reluctant to come to school.

We are responsive to our children's needs and as such expenditure is also planned for and allocated throughout the academic year.