



# Tynsel Parkes CE Primary Academy

## Pupil Premium Strategy Review of Expenditure: 2019-2020

| Summary Information           |           |  |                                      |
|-------------------------------|-----------|--|--------------------------------------|
| <b>Academic Year</b>          | 2019-2020 | <b>Total PP budget</b>   | £23, 080<br>(April 2019- April 2020) |
| <b>Total number of pupils</b> | 145       | <b>Number of pupils eligible for PP (On the school register)</b> | 15 – April 19<br>8 – Sept 19         |

The way in which the Pupil Premium money is spent on our children reflects barriers to educational achievement faced by Pupil Premium children attending Tynsel Parkes CE Primary Academy. These are identified as:

### In-school barriers:

|           |  |
|-----------|--|
| <b>A.</b> | Some pupil premium children have low prior attainment resulting from gaps in schooling or having inconsistent support from home. |
| <b>B.</b> | Increased social, emotional and behavioural difficulties affecting well-being for some disadvantaged children.                   |

### External barriers (*issues which also require action outside school, such as low attendance rates*)

|           |   |
|-----------|---|
| <b>C.</b> | Attendance issues for some disadvantaged pupils due to low expectations of attendance from parents.   |
| <b>D.</b> | Pupils eligible for PP may have a limited opportunity for enrichment activities outside school. This limits life experiences and their ability to relate to first hand experiences when accessing the curriculum. |

### Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
|-----------|--|--|
| <b>A.</b> | At least good progress for all children  | Pupil premium children making at least expected progress and many making accelerated progress.   |
| <b>B.</b> | Pupils will have had support with their social, emotional and behavioural needs to develop self-confidence and well-being at school and at home. | Interventions to support with well-being and nurture. Accessing support from external agencies when required. Happier, confident children. Willing learners. |
| <b>C.</b> | Attendance of PP children improves   | Attendance of PP children improves 95.8% (September 2018- July 2019).  |

|           |   |   |
|-----------|---|---|
| <b>D.</b> | Pupils eligible for PP have opportunities to take part in enrichment activities outside school. Enhancing their life experiences and their ability to relate to first hand experiences when accessing the curriculum. | All children participate in at least one off site educational experience annually and at least three enrichment activities. |
|-----------|---|---|

**Planned expenditure :**

The pupil premium allocation is used to address the barriers identified above. The way in which this money is spent and how the impact and effect of its expenditure is measured, is detailed below.

| <b>Priority Area for Development for Disadvantaged.</b> | <b>Chosen action/ How the Pupil Premium Grant will be spent.</b>   | <b>Our measure of success</b>  | <b>Staff Lead</b>           | <b>Budget</b>               |
|---|--|--|-----------------------------|-----------------------------|
| A. At least good progress for all children.             | Continuous assessment will provide staff with gaps for intervention groups to work on – Purchase of an online tracker to support with teacher assessment and data analysis.  | The number of PP children who achieve age related expectations and greater depth is in line with national average. | Principal                   | Tracking Programme<br>£360  |
|   | Ambitious targets are set, ensure high expectations for all pupils where data is monitored, analysed and questioned at Pupil Progress Meetings.  |  | Principal<br>Vice Principal | Pupil Progress Meeting Time |
|   | Learning Support Assistants to be used to complete targeted support/ interventions for children for maths, reading/phonics and writing.  |  | Vice Principal              | £7540                       |
|   | Reading status increased throughout the school, the purchase of new reading materials to support with the teaching of phonics and reading throughout the school.   |  | Vice Principal              | £3000                       |
|   | Early identification of children with specific learning needs to ensure the correct intervention is in place to support individual's needs. Use of outside agencies to support with the teaching and learning taking place in the classroom for pupils with special educational needs. |  | SENDCO                      | £1200                       |
| <b>Total budgeted cost</b>                              |  |  | <b>£12100</b>               |                             |

| Priority Area for Development for Disadvantaged.  | Chosen action/ How the Pupil Premium Grant will be spent.   | Our measure of success  | Staff Lead     | Budget                            |
|---|---|---|----------------|-----------------------------------|
| B.Pupils will have had support with their social, emotional and behavioural needs to develop with self-confidence and well-being at school and at home. | Classroom Support Assistants to implement strategies and support programmes that will include Mindfulness Programmes, Circle time – SEAL activities, supporting target pupils with social, emotional and behavioural needs. | Through pupil voice and parental questionnaires, children will feel safe and secure at school.                            | Vice Principal | £5080                             |
|   | Working closely with outside agencies, teachers and classroom support assistants to carry out strategies in school that are advised.  | Interventions be completed and impact is shown to have increased the child's confidence and well-being at home or school. | SENDCO         | £1600 (Supply costs for meetings) |
|   | Agencies to work with pupils who require specialist support to aid with behavioural, social or emotional needs.   |   | SENDCO         | £1500                             |
| <b>Total budgeted cost</b>  |   |   | <b>£8180</b>   |                                   |

| Priority Area for Development for Disadvantaged.  | Chosen action/ How the Pupil Premium Grant will be spent.  | Our measure of success                                 | Staff Lead   | Budget |
|---|--|--|--------------|--------|
| C.Attendance issues for some disadvantaged pupils due to low expectations of attendance from parents. | Office staff and Principal monitor attendance weekly and have a tight system set up to proactively address arising issues. | Pupil Premium attendance for each cohort is above 95%. | Principal    | £1800  |
|   | Outside agency employed to work with families who need support. 'Attend ltd'   |  |              |        |
| <b>Total budgeted cost</b>  |  |  | <b>£1800</b> |        |

| Priority Area for Development for Disadvantaged.  | Chosen action/ How the Pupil Premium Grant will be spent.          | Our measure of success  | Staff Lead            | Budget |
|---|--|---|-----------------------|--------|
| D.Pupils eligible for PP may have a limited opportunity for enrichment activities outside school. This limits life experiences and their ability to relate to first hand experiences when accessing the curriculum. | Funding provided to subsidise the cost of trips in all year groups | All children participate in at least one off site educational experience annually and at least three enrichment activities. | Bursar                | £1000  |
| <b>Total budgeted cost</b>  |  |   | <b>£1000</b>          |        |
| <b>Total Budget Cost for all Priority areas</b>   |  |   | <b><u>£23,080</u></b> |        |

## How we supported pupils eligible for Pupil Premium during the Covid-19 School Closure.

- Eligible pupils were offered attendance at school.
- FSM pupils were offered a weekly food vouchers.
- Weekly work was set by class teachers online and a class email was used for daily interaction, praise and support.
- Where IT access was limited pupils had resources supplied to them individually and these were collected from school.
- Weekly telephone calls were completed to offer support and provide wellness checks with support from the class teacher or senior members of staff.
- Additional resources were purchased for school for when school re-opened so that we are able to teach and address gaps in learning and adapt teaching methods dependent.
- Training was completed to address emotional aspect of the crisis.