

Tadcaster Primary Academy Pupil Premium Strategy Statement



1. SUMMARY INFORMATION			
School	Tadcaster Primary Academy	Total PP Budget	£23, 800
Academic Year	2018-2019	Number of Pupils Eligible for PP	16
Total Number of Pupils	115	Date of internal PP Review	

Whole school 2017 Overview

Reading, Writing & Maths - Year 6				Reading, Writing & Maths - Year 2				GLD			
School	National Other	National Gap	School Gap	School	Reading	Writing	Maths	School	National other	National Gap	School Gap
60%			-8%	82%	82%	91%	82%	81.2%			

2. CURRENT ATTAINMENT - PUPIL PREMIUM								
	Expected Standard				High Standard			
	% Estimated	% Actual	Difference	Gap (expressed as pupils)	% Estimated	% Actual	Difference	Gap (expressed as pupils)
Reading	87%	87.5%	0	0	48%	25%	23%	2
Writing	88%	63%	25%	5	42%	0	42%	4
Maths	88%	75%	13%	3	47%	13%	34%	3
RWM Combined	88%	63%	25%	5	29%	0	29%	3

3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

In-school barriers

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| A. | Pace of pupil progress for Pupil Premium children can be an issue, |
| B. | Use of expressive language impacts on the quality of written work. |
| C. | Children lack resilience with challenging tasks. |

External Barriers

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| D. | Parental engagement with school and home support with learning. |
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4. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	Data capture shows that by the end of the academic year Pupil Premium children will make at least the expected progress for our school.	<ul style="list-style-type: none">• Pupil progress meetings at the end of each cycle will identify and address gaps in pupils learning.• Interventions will be targeted and have clear aims and time frame for delivery.• Pre and post intervention assessments will show the impact of additional support.• Support will be delivered using highly trained staff and good quality resources.
B.	Pupils writing shows that they are making improved word choices.	<ul style="list-style-type: none">• Book scrutiny of target children shows that they are using improved word choices. This will be indicated by a tick above the word.• Children are taught to use a thesaurus and these are readily available.• Magpie techniques are taught in KS2, this may include displays.• Subject specific vocabulary is displayed and monitoring highlights here it is being used in discussion.• Teachers model good vocabulary.• Children are read to from quality literature-aiming for five times a day.
C.	Class monitoring shows that pupils demonstrated high levels of	<ul style="list-style-type: none">• Children demonstrate the three before me approach.

	concentration with challenging tasks.	<ul style="list-style-type: none"> • Children reflect on the tricky bits and how they overcame them. • Children readily access the resources they require to approach the task.
D.	A record is retained by staff to monitor attendance at parents sessions and this shows that the majority of parents/carers attend.	<ul style="list-style-type: none"> • The number of children in the reading raffle is above 70% in each class. • Twitter is launched and is regularly updated with photos and comments showing the children's learning in action. The number of followers increases. • Parent/carers Star assemblies are well attended and they contain lots of information of our ongoing learning. • Home learning tasks are completed and returned. • Booster classes are well attended and children complete the gap tasks.

5. PLANNED EXPENDITURE 2018/19						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Develop confidence towards Year 6 SATs tests and fill identified gaps.	Booster sessions using SATs look a like materials. Additional TA support to work on individual areas of concern. SATs breakfasts and reward system to maintain motivation. Resources and staffing.	Previously successful approach.	Consistency in approach from all three staff. Joint planning and reviewing. Pupil discussions and assessment outcomes.	A Sands	July 2019
B.	Concrete, pictorial and abstract approach is delivered across school as appropriate but specifically year 2 and 4	TRG model and twilight training for all staff. Release time and resources.	Ebor past success and evidence to support this.	Maths leader and Ebor specialist monitoring outcomes.	W Parkinson	July 2019
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Year 6 SEND/PP child meets the required standard for a Year 2 pupil in reading and writing.	TA support with small steps planning to deliver outcomes and provide feedback. Appropriate resources to support learning.	Necessary due to level of child and to ensure needs are met without impact to rest of Year 6.	Monitoring, tracking and pupil progress meetings following PIRA (y2) testing at the end of the cycles.	D Bedford	July 2019
B.	Progress for PP children in Year 6 improves.	Additional TA support to ensure that gaps can be addressed and filled and feedback given. TA funding	Feedback has the most impact on learning.	Planned sessions and classroom monitoring. Pupil progress reviews.	D Bedford	End of cycle 2,3

iii	<u>Other</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	All interventions are fully and effectively resourced	Audit and prepare the interventions. Bridge any gaps in resources and share with staff.	Time is limited with interventions and impact is important so everything needs to run efficiently.	Feedback from staff delivering and learning walk evidence	D Bedford	July 2019
B.	Children develop improved social relationships with others.	Funded out of school activities.	Past successful experiences.	Observations and comments from sports/ activity leaders and school staff. Feedback from the children.	R Griffin	July 2019
C.						
TOTAL BUDGETED COST						£23,000

6. REVIEW EXPENDITURE (Previous Academic Year 2017/18)						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Improved progress for year 5 and 6 PP children	Morning sessions in small class with ongoing feedback and structured approach.	ED Foundation research	Quality of teacher. Use of constant assessment for learning. Summative and formative assessment system. Book scrutiny evidence	D Bedford	July 2018
B.	Develop confidence towards Year 6 SATs tests and fill identified gaps.	Booster sessions using SATs look a like materials. Additional TA support to work on individual areas of concern. SATs breakfasts and reward system to maintain motivation.	Previously successful approach.	Consistency in approach from all three staff. Joint planning and reviewing. Pupil discussions and assessment outcomes.	A Sands	July 2018
C.	Improve the phonic knowledge and progress of pupils as a result of delivery from highly trained staff.	Jolly phonics training for all staff.	Staff CPD audit showed this to be a desired area as some staff new to year group. Jolly phonics is an accredited scheme	Monitoring evidence. Phonic check progress.	J Bartlett	Feb 2018
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Improve the attainment in maths of 2 PP pupils	Third Space Learning Programme	Research and discussion with other schools	Pre and post assessment data	A Sands	May 2018
B.	Improve individual progress	Small group work using	Past experience	Pre and post assessment	D Bedford	June 2018

	in grammar	CPG revision guides and Grammarsaurus		data. Feedback from TA and book scrutiny.		
C.	Improve the use of phonics for both reading and writing.	Read write Inc 1:1 Phonics tuition	Past experience	On-going assessment built into programme.	D Bedford	July 2018
iii	<u>Other</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Improve the quality of intervention work through developing an additional learning space.	Provide a fully resourced additional teaching space.	Large classes mean that there is limited space for more practical and focussed approached.	Space is well timetabled. Pupil concentration is high as seen during learning walks.	D Bedford	July 2018
B.	HA pupils have the opportunity to work with other HAs on specific projects in the STAR.	HA sessions for writing, maths and science with specialists	Feedback from past groups and the staff.	Questionnaires and feedback following the events.	D Bedford	April 2018
C.	All interventions are fully and effectively resourced	Audit and prepare the interventions. Bridge any gaps in resources and share with staff.	Time is limited with interventions and impact is important so everything needs to run efficiently.	Feedback from staff delivering and learning walk evidence	D Bedford	July 2018
TOTAL BUDGETED COST						£24 920

7. ADDITIONAL INFORMATION

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