



Pupil Premium Strategy Statement for Tadcaster Primary Academy

School Overview

Metric	Data
School name	Tadcaster Primary Academy
Pupils in school	105
Proportion of disadvantaged pupils	7% (8 pupils)
Pupil premium allocation this academic year	£23,760
Academic year or years covered by statement	2019 - 2020
Publish date	December 2019
Review date	April 2020
Statement authorised by	Caroline Towler
Pupil premium lead	Caroline Towler
Governor lead	Kerry Lee

Disadvantaged pupil progress scores for last academic year 2018- 2019

Measure	Score
Reading	-1.80
Writing	-4.47
Maths	-0.50

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	63%
Achieving high standard at KS2	0

Strategy aims for disadvantaged pupils

Measure	Activity
To raise outcomes for disadvantaged pupils	<p>Analysis of assessment data for Pupil Premium children within pupil progress meetings. Identify need and plan interventions accordingly to support these pupils. Pupil progress meetings held with class teacher and teaching assistants alongside SLT will highlight where gaps are not narrowing and plan next steps.</p> <p>SEND/ additional needs intervention training will be delivered by the SENDco to support all staff to ensure they know how best to ensure all children make effective progress.</p>
To improve the attendance for all pupil premium children and provide support where needed	<p>Attendance for pupil premium children will be tracked by attendance lead and support will be in place where attendance is below 97%</p> <p>Where any pupil premium children's attendance is below 90% action plan meetings will be held to identify how we can support these children's attendance to improve.</p>
To provide a tailored wellbeing provision for those children with social, emotional and behavioural needs and to build self-esteem and resilience for all pupil premium children.	<p>Pastoral lead to support pupil premium children with self-esteem and resilience work within Hub Club sessions and in specific interventions where appropriate. Pastoral lead to support staff in meeting the needs of pupil premium children.</p>
To provide pastoral support for those families who experience difficulties and need additional support	<p>Where families need additional support the Pastoral Lead will provide this, identifying any additional services where applicable such as Early Help.</p>
To ensure that children receive access to opportunities outside of lessons	<p>Children have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement. Greater aspirations for all children as they gain experience of the wider world around them.</p> <p>To fund school trips and residential for those</p>

	<p>children in receipt of free school meals where requested.</p> <p>To provide PE kit, swimming kit or other school equipment where requested</p>
Barriers to learning that these priorities address	<ul style="list-style-type: none"> -Raising outcomes for disadvantaged pupils, diminishing the difference between these children and their peers -Helping the staff to gain greater confidence in working with children to support their well being and mental health needs. Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment. -Missed learning opportunities as a result of lower attendance rates therefore impacting on outcomes of these pupils -Parents financial circumstances and the level of engagement of these families - Limited life experiences to support children's development and opportunities available to them
Projected spending	£23760

Teaching priorities for this academic year

Aim	Target	Target date
Progress in Reading	To raise attainment ensuring that all children in each year group make accelerated progress in reading.	July 2020
Progress in Writing	To raise attainment ensuring that all children in each year group make accelerated progress in writing.	July 2020
Progress in Mathematics	To raise attainment ensuring that all children in each year group make accelerated progress in mathematics.	July 2020
Progress in phonics	To raise attainment ensuring that all children in each year group make accelerated progress in phonics.	July 2020

Targeted academic support for current academic year

Measure	Activity
<p>To raise outcomes for disadvantaged pupils</p>	<p>Phonics Year One: At the beginning of the academic year children will be assessed to identify gaps in phonic knowledge and interventions will be carried out to ensure that improve their understanding</p> <p>IDL will be purchased and used to support children with their reading skills so that reading outcomes improve</p> <p>1:1 daily reading sessions will be carried out to support pupils</p> <p>Year 6 booster sessions will be delivered to support any children who have gaps and to ensure that outcomes are raised for these pupils</p> <p>Interventions to be carried out to meet the needs of pupil premium children</p>
<p>To provide a tailored well-being provision for those children with social, emotional and behavioural needs and to build self-esteem and resilience for all pupil premium children.</p>	<p>Support for PPG pupils with identified barriers to learning through a range of targeted emotional/mental health interventions, Worry-box, Fireworks and social groups. Purchase of resources to support children with social and emotional mental health needs.</p> <p>Regular sessions of circles for KS1 and KS2 children delivered by Pastoral Lead to support all children including vulnerable PPG children.</p> <p>Lunchtime provision in the form of Hub Club to offer alternative provision to support vulnerable PPG children.</p> <p>A nurture facility, 'The Hub' for KS1 and KS2 which addresses children's learning, behaviour, emotional and social needs through small groups.</p> <p>Special Educational Needs provision. Support for KS1/KS2 PPG pupils with identified barriers to learning through directed support from assistant teachers.</p> <p>SEN/ intervention training for staff to support PPG</p>

Barriers to learning these priorities address	-Raising outcomes for disadvantaged pupils, diminishing the difference between these children and their peers -Low self esteem, resilience and aspirations for some PP pupils.
Projected spending	£18,000

Wider strategies for current academic year

Measure	Activity
Monitoring of attendance including Pupil Premium Grant children to ensure that all pupils are in school, on time every day	Effective tracking of attendance to ensure that all pupils have attendance above 96%, letters to be sent out when pupils attendance falls below 96% and 90% (Persistent absentee pupils). PA pupils are monitored carefully through PA action plans being established, regular communication with families.
To ensure that children receive access to opportunities outside of lessons including trips, clubs and school activities so that financial barriers do not pose a challenge to participation for PP children	To fund school trips and residential for those children in receipt of free school meals. To provide PE kit, swimming kit or other school equipment where requested
To provide pastoral support for those families who experience difficulties and need additional support	Where families need additional support the Pastoral Lead will provide this, identifying any additional services where applicable such as Early Help.
Barriers to learning that these priorities address	-Missed learning opportunities as a result of lower attendance rates therefore impacting on outcomes of these pupils -Parents financial circumstances and the level of engagement of these families - Limited life experiences to support children's development and opportunities available to them
Projected spending	£5,760

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Meeting the needs of those pupils who have gaps in learning and how to close these to have the greatest impact on outcomes	SEND training on needs and appropriate intervention strategies to support meeting needs for all pupils including the needs of PP children
Targeted support	Careful monitoring of the interventions carried out to ensure these make the greatest impact	Support from SENDco and SLT to monitor impact of interventions
Wider strategies	Engaging families who experience challenging circumstances	Trained Pastoral Lead who will access supervision from Pastoral and Wellbeing workers and Hub network meetings (WEB) Access to support from Early Help where needed