



Pupil Premium Strategy Statement for Tadcaster Primary Academy 2020-2021

School Overview

Metric	Data
School name	Tadcaster Primary Academy
Pupils in school	105 (including nursery)
Proportion of disadvantaged pupils	12% (13 pupils) 10% Y1-6 (11 pupils)
Pupil premium allocation this academic year	£17,485
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Caroline Towler
Pupil premium lead	Caroline Towler
Governor lead	Kerry Lee
Pastoral Lead	Jeannie Bell

Tadcaster Primary Academy Pupil Premium Strategy Feedback 2019-2020

As a result of the impact of Covid 19 during the 2019/20 academic year, formal assessments were unable to be carried out. This means that we are unable to share attainment and progress data for all groups including Pupil Premium children.

During the period prior to school closure, we focussed on developing our pastoral support for children in receipt of PPG. From September 2019 we appointed our Pastoral Lead, Miss Bell, who began to work afternoons in school to support children with both behaviour and wellbeing interventions. This support was specifically designed to offer PPG pupils a bespoke package in the areas which they would most benefit from, including developing resilience, behaviour support and family support. Where families needed support our Pastoral Lead delivered one to one sessions and where necessary Early Help referrals were made.

Between March and the end of July, the Pastoral Lead and other members of school staff offered a package of support including weekly phone calls, home visits and one to one support sessions delivered within school. 64% of the PPG children returned to the school before the end of the summer term. Where some families chose not to send their child into school, they were given a package of support at home including in many cases, access to school loaned Chromebooks and paper packs delivered regularly throughout lockdown alongside that of the whole class remote learning offer.

Those families that were eligible for Free School Meals and did not have children accessing school were allocated weekly vouchers during the periods of partial school closure.

School monitored attendance of all Pupil Premium children and as a result of this intervention the number of persistent absentee pupils who were also in receipt of Pupil Premium funding reduced. During partial school closure regular contact was made with disadvantaged families to ensure that families were supported fully.

Strategy aims for disadvantaged pupils

Measure	Activity
To raise outcomes for disadvantaged pupils	<ul style="list-style-type: none">-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.-Catch up Interventions to be planned to support Pupil Premium children to ensure gaps are closed.-SEND/ additional needs intervention training will be delivered by the SENDco to support all staff to ensure they know how best to enable all children to make effective progress.-If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning. This will be done through delivering chromebooks, regular phone calls and online meetings to access the platforms and monitor engagement.

<p>To improve the attendance for all pupil premium children and provide support where needed</p>	<p>Attendance for Pupil Premium children will be tracked by attendance lead and support will be in place where attendance is below 97%. -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>
<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>	<p>--Pastoral Lead to support pupil premium children with self-esteem and resilience work within Hub sessions and in specific interventions where appropriate. Pastoral Lead to support staff in meeting the needs of Pupil Premium children. -Pastoral Lead will support new Reception intake by delivering weekly wellbeing sessions. These will develop children's ability to articulate emotional vocabulary and increase their resilience to support them to effectively start full time school. -Additional support will be provided to ensure smooth transition to secondary school for disadvantaged pupils. SLT, SENDco and Pastoral Lead will work with secondary school to provide a bespoke package of support for those children and families who need additional input. Increased online meetings will be held with school team, families and the chosen secondary school provider.</p>
<p>To provide pastoral support for those families who experience difficulties and need additional support</p>	<p>-Where families need additional support the Pastoral Lead will provide this, identifying any additional services where applicable such as Early Help. -Pastoral Lead and SLT will work alongside disadvantaged families to develop support networks and will liaise with external agencies to ensure that this has the greatest impact. -Regular communication will be made with families via phone calls and online meetings. Support will be monitored carefully and impact will be evaluated.</p>
<p>To ensure that children receive access to opportunities outside of lessons</p>	<p>-Children will have an exposure to and immersion in a range of opportunities, 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 will be provided as they gain experience of the wider world around them. -To fund school trips and residential for those children in receipt of free school meals if</p>

	<p>requested.</p> <p>-To provide PE kit, swimming kit or other school equipment where requested.</p>
Barriers to learning that these priorities address	<p>-Raising outcomes for disadvantaged pupils, diminishing the difference between these children and their peers</p> <p>-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.</p> <p>-Missed learning opportunities as a result of lower attendance rates therefore impacting on outcomes of these pupils</p> <p>-Parents financial circumstances and the level of engagement of these families</p> <p>- Limited life experiences to support children's development and opportunities available to them</p>
Projected spending	£17,485

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 2021
Progress in Writing	To raise attainment ensuring that all children in each year group make accelerated progress in writing.	July 2021
Progress in Mathematics	To raise attainment ensuring that all children in each year group make accelerated progress in mathematics.	July 2021
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
To raise outcomes for disadvantaged pupils	<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 these pupils improve their understanding (specifically as these children did not all access school full time during the summer partial school closure).</p> <p>-Phonics Year Two: Bespoke support will be given to ensure that those children who are not on track to pass the Phonics screener in December or who have new gaps in learning due to not accessing school during partial school closure are appropriately supported through intervention.</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>
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>-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>-Frequent input 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 (once school returns to normal lunchtime arrangements).</p> <p>-A nurture facility, 'The Hub' for FS2, 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 teaching assistants/.</p> <p>SEN/ intervention training for staff to support PPG</p>
Barriers to learning these priorities address	<p>-Raising outcomes for disadvantaged pupils, diminishing the difference between these children and their peers</p> <p>-Low self esteem, resilience and aspirations for some PP pupils.</p>
Projected spending	£12,000

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	<p>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).</p> <p>PA pupils are monitored carefully through PA action plans being established, regular communication with families.</p>
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	<p>To fund school trips and residentials for those children in receipt of free school meals.</p> <p>To provide PE kit, swimming kit or other school equipment where financial challenges are a barrier.</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. Work with children who need additional support returning to school (including Reception pupils), especially with COVID rules.</p> <p>-Pastoral Lead to offer opportunities to contact families where face to face meetings are not possible (online/</p>

	<p>phone calls). Set up a new phone system to allow Pastoral Lead to phone families confidentially.</p> <p>-If families are needed to isolate Pastoral Lead will support via phone calls, online meetings and pavement visits (with SLT) to ensure that families are appropriately supported with paper based or online based learning. Food packages will be arranged for those families that have Free School Meal children where required.</p>
Barriers to learning that these priorities address	<p>-Missed learning opportunities as a result of lower attendance rates therefore impacting on outcomes of these pupils</p> <p>-Parents financial circumstances and the level of engagement of these families</p> <p>- Limited life experiences to support children's development and opportunities available to them</p>
Projected spending	£5,485

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 who need support 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
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