



Tudhoe Colliery Primary School – Pupil Premium Strategy 2018/19

Background

Pupil Premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the pupil premium money is provided for:

- Children who are in receipt of free school meals (FSM) £1,320
- Children who have been in receipt of FSM at any point in the last 6 years (Ever 6) - £1,320
- Looked after children (LAC) – children in the care of, or provided with accommodation by the Local Authority - £2,300
- Children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order, or a residence order (PLAC) - £2,300

A smaller provision of £300 is provided for 'Ever 6 service' children: those recorded in the January 2018 census who were eligible for the service child premium since the January 2013 census, as well as those recorded as service children for the first time on the January 2018 census. These children are not classed as 'disadvantaged.'

Neither the school, nor any government agency have dictated how the Pupil Premium money should be spent; schools have the freedom to spend the premium in the way they see best to raise the attainment for the most vulnerable pupils and narrow the gap between the highest and lowest achieving pupils.

Our pupil premium budget for 2018/19 is £70,325.

Barriers:

Research shows that disadvantaged children have the following disadvantages compared to their peers:

- Less home support for their learning,
- Weaker language and communication skills,
- More likely to have basic difficulties in basic literacy and numeracy skills,
- Experience more frequent behaviour difficulties,

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- Less likely to believe they can control events that affect them

(Research summary taken from Oxford School Improvement, *The Pupil Premium: Making it work for your school 2016*).

At Tudhoe Colliery, the children within our school who generate pupil premium are spread across the school, varying from 2 to 9 pupils in a year group (as shown below)

Data updated March 2019 – school percentage [27%](#)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% disadv	27%	7%	30%	27%	27%	36%	32%
FSM/Ever 6	6	2	8	7	7	7	8
LAC	1						
PLAC	1		1	1	1	1	1
Forces	1	1					2

This represents a barrier when the funding allocation is so irregular. Our provision for pupil premium therefore needs to be flexible and regularly reviewed. Different cohorts also have very different needs and barriers, however we have identified the following as main barriers for our disadvantaged children in school:

Low starting points: Our disadvantaged pupils commonly show low levels of literacy and language on entry to school, compounded by the fact our pupils come from up to 7 different nurseries, or have no nursery provision at all.

How do we overcome it? Focusing high levels of staffing in Reception and KS1 to ensure that children get off to a good start.

Less home support with learning: Our disadvantaged children often have less support with learning activities at home. They are less likely to complete homework than their peers, less likely to read with an adult.

How do we overcome it? Using catch up interventions in school to complete homework tasks; online homework that children can complete independently; Reading Champion role in school to read with children who are not reading with an adult at home.

Limited experiences outside of school: Our disadvantaged children often have less experiences outside of school, e.g. visits to places of interest e.g. museums, theatres etc.

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How do we overcome it: We have a Tudhoe 30 list of experiences that all children will have by the time they leave our school. We also make sure that each term every class has a trip/visitor/other experience linked to their topic. At the moment, trips are funded for all children through budget allocation and through the Friends of the school, meaning finances would never mean a child missing out on an experience.

Key Principles in our PP approach:

1. High Quality first wave teaching – *Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018)*
We believe that high quality, first wave teaching and support within lessons is the starting point for success for our pupils and we invest heavily in teacher professional development, both in terms of in school support and external training.
We will spend **£23,000** to keep two additional part time Teaching Assistants, resulting in every year group in school having at least 2 fully trained educators, providing high quality learning opportunities in English and Maths lessons every morning. Consequently, there will be very little whole class teaching in our school, with adults working with all groups in small targeted learning sessions. This system ensures that the work is differentiated to the needs of the children, building on from the previous day's outcomes, making it relevant, challenging and pitched to the needs of the various groups of pupils.
2. Early intervention – *Research shows that high-quality early years provision, with strong educational focus and activities to support early reading and language concepts is highly beneficial for disadvantaged children (The Pupil Premium Making it work in your school – Oxford School Improvement 2015)*. As a result, we will spend **£7,000** on an EYFS apprentice to ensure that our Reception children get off to a strong start, allowing us to teach within smaller groups and run interventions to address weaknesses in CLL, particularly in speaking, reading and writing.
3. Flexibility – *The Oxford University Press Pupil Premium report highlights the process of 'analysis, action, evaluation and review' as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to 'match strategies and interventions to current learning needs to prevent or close gaps*. From September 2018, we will spend **£16,000** employing an extra Teaching Assistant in Year 3 to support the disadvantaged children and help them maintain their attainment at the end of Year 2 and another TA shared between Y1 & Y2 during morning lessons to ensure our children get a flying start in their initial years in school. Our pupil premium is constantly evolving and staffing reviewed to reflect

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the changing needs of our children. This is the starting point for staffing based on attainment information from the end of the 2017/18, but will change as the need of our children evolve. Our support staff understand the need for flexibility and that they can be re-deployed in different classes depending upon changes in need throughout the year.

4. **Targeted Intervention** – In their 2018 ‘Closing the Attainment Gap’ report, the EEF stated that *‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’* Following on from the morning sessions, we will spend the remaining £24,235 to employ 6 of our morning support staff in the afternoons, delivering targeted interventions (some planned and some reacting to the outcomes from the morning lessons) to ensure all our pupils achieve and make progress that at least matches that of non PP children, and consequently be the best that they can be.
5. **Regular Monitoring** The progress of our disadvantaged pupils will be closely monitored by the DHT who will report regularly to the Headteacher and governors, informing them about the progress and development of our disadvantaged pupils and the impact our interventions are having in relation to closing the gap. Senior leaders and governors carry out pupil premium strategy reviews termly to ensure good value following our moderation session midway through each term, which may result in the re-deployment of staff or a change of strategy.
6. **‘Pupil Premium’ is just one measure of being disadvantaged:** In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

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Aims of our Pupil Premium provision (long term aims – other areas will develop through the year):

Autumn Term 2018

Long term goal	How?	Impact – how will it be measured?	Progress:
<p><i>Achievement for all.</i></p> <p>To ensure pupil premium children leave primary school at/above national expectations in key areas of Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • High quality first teaching aimed at the needs of the children • Targeted and focused intervention to ‘close the gap.’ • Flexible staffing to ensure support can be targeted in areas of most need • Termly monitoring of progress and subsequent reviews of staffing 	<p>Target for each year group to reach or exceed national expectations in Reading, Writing and Maths for non-disadvantaged pupils:</p> <p>KS1: 79% Reading, 72% Writing and 78% Maths.</p> <p>KS2: 77% Reading, 81% Writing and 80% Maths.</p>	<p><u>Autumn HT1:</u> Achieving target: Y5, Y6 Partially achieved: Y2, Y3, Y1 Not achieving target: Y4, Y2, Rec</p> <p><i>Action – Additional support for teaching within Y4, increased interventions on afternoons; TA moved from Y1 into Y2 all mornings.</i></p> <p><u>Spring HT1:</u> Achieving target: Rec, Y5, Y6 Partially achieved: Y2, Y3, Y1 Not achieving target: Y4</p> <p><i>Action – Additional teaching assistant moved from Y3 to Y4.</i></p> <p><u>Summer HT1:</u> Achieving target: Rec, Y5, Y6 Partially achieved: Y1, Y2, Y3 Not achieving target: Y4</p> <p><i>Action – Additional teaching assistant staying in Y4 until summer term.</i></p>

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Long term goal	How?	Impact – how will it be measured?	Progress:
Every child a reader. For 90% of children to be reading at home 4+ times per week Children not reading at home, having an opportunity to read within school with our 'Reading Champion.'	<ul style="list-style-type: none"> • Communicating and engaging with parents • Quality books in school matched to the interests of children • Regular monitoring of home reading and discussions with children • Reading Champion with priority PP children to 'catch up' reading at home. 	Numbers of children reading at home to be tracked weekly. Children will be grouped as 'persistent non-readers,' 'inconsistent readers' or 'regular readers.' Reading Champion record of 'catch up' reading with persistent and inconsistent non-readers.	<p><u>Autumn:</u> Reception: 0% reading regularly <u>Year 1:</u> 50% reading regularly <u>Year 2:</u> 50% reading regularly <u>Year 3:</u> 63% reading regularly <u>Year 4:</u> 13% reading regularly <u>Year 5:</u> 29% reading regularly <u>Year 6:</u> 38% reading regularly <u>ALL persistent non-readers and inconsistent readers reading 1-2 times weekly with reading champion.</u></p> <p><u>Spring:</u> Reception: 38% reading regularly <u>Year 1:</u> 0% reading regularly <u>Year 2:</u> 63% reading regularly <u>Year 3:</u> 63% reading regularly <u>Year 4:</u> 50% reading regularly <u>Year 5:</u> 71% reading regularly <u>Year 6:</u> 63% reading regularly <u>ALL persistent non-readers and inconsistent readers reading 1-2 times weekly with reading champion.</u></p> <p><u>Action:</u> 12:00-12:30 reading interventions prioritised around book talk and fluency.</p> <p><u>Summer:</u> Reception: 50% reading regularly <u>Year 1:</u> 50% reading regularly <u>Year 2:</u> 63% reading regularly <u>Year 3:</u> 63% reading regularly <u>Year 4:</u> 50% reading regularly <u>Year 5:</u> 71% reading regularly <u>Year 6:</u> 75% reading regularly <u>ALL persistent non-readers and inconsistent readers reading 1-2 times weekly with reading champion</u></p>

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Long term goal	How?	Impact – how will it be measured?	Progress:
Experiences for all. Ensuring that the curriculum of all children has planned regular experiences, either linked to termly topics or through the Tudhoe 30.	<ul style="list-style-type: none"> Planned experiences termly for all children: trips, visitors, in school experiences Funding from school budget and Friends of the school to allow all children to attend without charging parents Range of after school clubs available for all children 	<ul style="list-style-type: none"> Number of children attending after school clubs All children will be attending trips – no charge to parents Tudhoe 30/Pupil Voice comments from children on personal impact of trips and experiences 	<p><u>Autumn (club attendance Autumn):</u></p> <p><u>Year 1</u> – 50% <u>Year 2</u> – 50% <u>Year 3</u> – 13% <u>Year 4</u> – 50% <u>Year 5</u> – 14% <u>Year 6</u> – 25%</p> <p><u>Spring (club attendance Autumn/Spring):</u></p> <p><u>Year 1</u> – 50% <u>Year 2</u> – 44% (new child joined) <u>Year 3</u> – 25% <u>Year 4</u> – 50% <u>Year 5</u> – 43% <u>Year 6</u> – 38%</p> <p><u>Summer: (club attendance Autumn/Spring/Summer):</u></p> <p><u>Year 1</u> – 50% <u>Year 2</u> – 44% <u>Year 3</u> – 63% <u>Year 4</u> – 63% <u>Year 5</u> – 71% <u>Year 6</u> – 63%</p> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> 60% of PP children from Y1-6 have accessed an after school club during 2018/19. </div>
Early Language and literacy	<ul style="list-style-type: none"> 3-4 adults in Reception all morning allowing targeted work around CLL Talk Boost intervention set up to develop talk 	<ul style="list-style-type: none"> Data tracking of children within reading, writing, listening and attention, understanding and speaking at key assessment points 	<p><u>Autumn baseline:</u> 13% in line for CLL</p> <p><u>Spring:</u> 50% in line for CLL</p> <p><u>Summer:</u> 60% achieved CLL</p>