**Pupil premium strategy / self-evaluation Thomas Bullock Primary Academy**

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| 1. **Summary information** | | | | | |
| **School** | Thomas Bullock Primary Academy | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £33000 | **Date of most recent PP Review** | Aut 18 |
| **Total number of pupils** | 195 | **Number of pupils eligible for PP** | 33 (17%) | **Date for next internal review of this strategy** | Aut 20 |

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| 1. **Current attainment and progress– 08/10/19** | | | | | | | | | | | |
| (size of cohort) | | |  | *Year 2*  *(5)* | *Year 3*  *(2)* | *Year 4*  *(4)* | *Year 5*  *(7)* | | *Year 6*  *(4)* | *2019 Nat Dis* | *2019 Nat Non Dis* |
| **% expected standard or above in reading, writing & maths** | | |  | 20% | 50% | 0% | 57% | | 0% | *51%KS2* | *69%KS2* |
| **% expected standard or above / progress in reading** | | |  | 40% | 100% | 50% | 86% | | 0% | 66% KS1  62% KS2 | 78% KS1  76% KS2 |
| **Average progress score** | | |  | -0.4 | 1.0 | 0.25 | 0.7 | | 0.75 | 0 | 0 |
| **% expected standard or above / progress in writing** | | |  | 20% | 100% | 25% | 71% | | 0% | 55% KS1  68% KS2 | 73% KS1  82% KS2 |
| **Average progress score** | | |  | -0.6 | 0 | 0.25 | 0.1 | | -0.25 | 0 | 0 |
| **% expected standard or above / progress in mathematics** | | |  | 20% | 50% | 50 | 57 | | 0% | 63% KS1  67% KS2 | 79% KS1  82% KS2 |
| **Average progress score** | | |  | -0.4 | 0.5 | 0.25 | 0.4 | | 0.25 | 0 | 0 |
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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | |
|  | | Some disadvantaged children join the school with low prior attainment, particularly in speech and language, reading and writing. | | | | | | | | | |
|  | | Some disadvantaged children are at risk of underachievement as their rates of progress are lower than required. | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | |
| **C.** | | Some disadvantaged children present challenging behaviour and need additional plans and provision to support positive engagement | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | **Success criteria** | | | |
|  | Ensure that the curriculum and interventions promote vocabulary and key literacy skills. | | | | | | | Progress and attainment for disadvantaged children rises in line with the rest of the cohort by July 2002 | | | |
|  | Ensure that interventions closely target gaps in learning and accelerate progress | | | | | | | By December 2020 intervention plans and evaluations show that specific objectives have been met by participants. | | | |
|  | Ensure that interventions and plans lead to improvements in behaviour and engagement | | | | | | | Case studies and behaviour reviews show improved behaviour and engagement for target children | | | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **2018/2019** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Teacher assessments to be moderated throughout the year | Percentage of children achieving combined expected standards at the end of Year 6 in line with national average for pupil premium children | | By the end of KS2 disadvantaged children performed at similar levels to the rest of the cohort (57% combined score compared to 58%), apart from in maths where attainment and progress was lower than the rest of the cohort.  Other than writing attainment scores for the children were below national average for the school as a whole. | | | With a small disadvantage cohort (6 children) the assessment data can be distorted. However, the need for accurate assessments to inform teaching remains a priority for the school to improve attainment and progress for all children. | | | Not funded through pupil premium |
| Maths mastery approaches to be embedded in every teacher’s practise | Pupil premium children to achieve at least expected progress by the end of Y6 | | The average progress score for the cohort of disadvantaged Year 6 children was low (-5.0). However, within this one child, who was expected to, did not attain the standard and within the cohort of 6 this significantly impacted the data. | | | Improving attainment and rates of progress in maths remains a priority for the whole school and disadvantaged children are included in focus groups of vulnerable children across the school. | | | Not funded through pupil premium funding |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Ensure TAs deliver interventions by limiting the amount of time they spend covering classes. | Pupil premium children to achieve at least expected progress by the end of Y6 | | Average progress was in line with expectations within reading and writing. Maths progress was impacted by one child from the cohort of six not attaining the expected level. | | | TAs provided some effective interventions and this supported progress of disadvantaged children. The budget has been set to ensure that additional adult support is the central strategy to support pupil premium progress. | | | £23,325 |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Well being team developed to include family support, ELSA , Nurture group and Benjamin foundation support. | 100 % of Children taking part in previous year's wellbeing support demonstrate at least expected progress. | | Case studies show positive impact on pastoral support for specific children. | | | More specific tracking information needs to be retained to be able to demonstrate academic impact of this area of work. | | | £13375 |
| All pupil premium children to attend all school trips and represent the school sports teams at festivals. | *Pupil premium children fully involved in school activities* | | All children are involved in school and sporting events. Children talk positively about these events that inspire memorable learning. | | | Funding from the Thomas Bullock Trust and Sports Premium funding ensures that disadvantaged children have full access to enrichment activities. No need to continue. | | | £700 |
| Attendance letters reviewed so that they specifically reference the impact of good attendance on progress and attainment. | Attendance for disadvantaged children is in line with non disadvantaged children | | Attendance for disadvantaged children is only very marginally below the rate for all other children | | | Attendance is not currently a significant barrier to learning for disadvantaged children and this intervention will be incorporated within the overall school revenue budget. | | | £1500 |
| Breakfast club continued | Children who have attended breakfast club demonstrate the fastest progress in the school. | | Case study information highlights some improvements within engagement and academic progress for this group | | | Closer tracking of this initiative is required. However, there is sufficient evidence to support the continuation of this project. | | | £5800 |
| 1. **Planned expenditure** | | | | | | | | | |
| **A Academic year** | | **2019/2020** | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Consultant led training in the effective teaching of maths | Improved first quality teaching in maths so that attainment rises to be at least in line with national averages. | | | Maths remains an area of underachievement, particularly for disadvantaged children. | Lesson observations and book looks through the autumn term will focus on how effectively resources are used to support learning. Pupil progress meetings will focus on impact on disadvantaged children | | Maths subject lead | December 2019 | |
| Consultant to work alongside staff to support teaching of reading | Improve first quality teaching and attainment in reading | | | Attainment in reading, particularly for disadvantaged children, is below national average. | Lesson observations and book looks through the autumn term will focus on how effectively resources are used to support learning. Pupil progress meetings will focus on impact on disadvantaged children | | English subject lead | February 2020 | |
| **Total budgeted cost** | | | | | | | | £1500 (VNET package) | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Target TA support In interventions and in class to support progress of disadvantaged children | Identified children will make accelerated progress to catch up | | | In each class there are disadvantaged children who are at risk of underachievement. The use of assessment based interventions will provide specific teaching or critical concepts and skills | Teachers will identify disadvantaged target children. These will be tracked in pupil progress meetings.  TAs will have performance management targets that focus on effective interventions. | | Headteacher | Pupil progress meetings each half term | |
| **Total budgeted cost** | | | | | | | | £23,428 | |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Provide effective pastoral support for disadvantaged children | Children within group attend regularly and meet individual targets | | | Some of the disadvantaged children present some challenging behaviour and need additional measures to support their engagement | Review of progress against individual targets | | Pastoral lead | Reviews each half term | |
| Provide breakfast club for targeted children | Good attendance, improved behaviour due to established morning routine and opportunity to support home learning. | | | Some of the disadvantaged children present some challenging behaviour, have disrupted attendance and are not supported with their learning at home. | Monitoring of sessions, attendance and case studies | | Pastoral lead | Reviews each half term | |
| **Total budgeted cost** | | | | | | | | **£8072** | |