

Pupil premium review 2018-2019 and strategy statement for 2019-2020 Thomas Bullock Primary Academy

1. Summary information					
School	Thomas Bullock Primary Academy				
Academic Year	2019/20	Total PP budget	£33000	Date of most recent PP Review	Aut 19
Total number of pupils	195	Number of pupils eligible for PP	33 (17%)	Date for next internal review of this strategy	Nov 20

Date of most recent review	Ofsted 2020 and New HT Mar 2020
Review date	November 2020
Statement authorised by	Acting Headteacher
Pupil premium lead	Headteacher
Governor lead	Chair of Governors

2. 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

2a. KS2 Disadvantaged pupil progress scores for last academic year 2018-2019	Score	National Disadvantaged Comparator	Difference
Reading	0.16	-0.6	+0.76
Writing	0.27	-0.5	+0.77
Maths	-4.97	-0.71	-4.26
KS2 Disadvantaged pupil progress scores for last academic year 2018-2019	Score	Non-Disadvantaged Comparator	Difference
Reading	0.16	0.32	-0.16
Writing	0.27	0.27	0
Maths	-4.97	-0.7	-4.26
KS2 Non-Disadvantaged pupil progress scores for last academic year 2018-2019	Score	National Non-Disadvantaged Comparator	Difference
Reading	-1.09	0.32	-1.41
Writing	0.96	0.27	+0.69
Maths	-2.81	0.37	-3.18

% at age related expectation at the end of KS2	Reading		Writing		Maths	
KS2 Statutory assessment of School Disadvantaged	Exp: 67%	GDS: 17%	Exp:83%	GDS:0%	Exp:50%	GDS:0%

KS2 Statutory assessment of School Non-Disadvantaged	Exp:70%	GDS:30%	Exp:85%	GDS:20%	Exp:75%	GDS:15%
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% at age related expectation at the end of KS1	Reading		Writing		Maths	
KS1 Statutory assessment of School Disadvantaged	Exp:100%	GDS:0%	Exp:100%	GDS:0%	Exp:50%	GDS:0
KS1 Statutory assessment of School Non-Disadvantaged	Exp:77 %	GDS:36%	Exp:59%	GDS:18%	Exp:73%	GDS:32%

% at age related expectation Phonics Y1	Reading
Y1 Statutory assessment of School Disadvantaged	Exp:100%
Y1 Statutory assessment of School Non-Disadvantaged	Exp:78%

% GLD in EYFS	School	National
EYFS Statutory assessment of School Disadvantaged	0%	74%
EYFS Statutory assessment of School Non-Disadvantaged	86%	72%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A number of new disadvantaged children joined the school with low prior attainment, particularly in speech and language, reading and writing.
B.	Some disadvantaged children are at risk of underachievement as their rates of progress are lower than required.
C.	The teaching of Maths has not proved to be consistent across the school and therefore Maths are below EXS.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	

D.	Some disadvantaged children present challenging behaviour and need additional plans and provision to support positive engagement	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	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 2020. Vocabulary is strengthened and pupils with gaps in vocabulary receive additional support. A whole school focus on closing the vocabulary gap.
B.	Ensure that interventions closely target gaps in learning and accelerate progress	By Autumn 2020 PiXL therapies are run consistently across KS2 and KS1. Plans and evaluations show that specific objectives have been met by participants. Tracking of pupils to close the gap is clear and progress is evident.
C.	Improve the teaching of Maths across the school by introducing Maths Mastery	Introduce a new Maths Leader and improve the teaching of Maths through a range of PiXL therapy sessions for disadvantaged and an improved programme of teaching. Investment in maths to close the gap by developing a range of new strategies with updated resources.
D.	Ensure that therapies/interventions and plans lead to improvements in behaviour and engagement	Case studies and behaviour reviews show improved behaviour and engagement for target disadvantaged children. Additional support is received.

5. Review of expenditure	
Previous Academic Year	2018/2019
i. 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	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
ii. 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
iii. 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	<i>Pupil premium children fully involved in school activities</i>	All children are involved in school and sporting events. Children talk positively about these events that inspire memorable learning.	Funding top-up from the Thomas Bullock Trust and Sports Premium funding ensures that disadvantaged children have full access to enrichment activities. This additional support has had a positive impact and should 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

Total 2018-2019 Expenditure: £44,700

6. Planned expenditure

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

i. 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?
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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 Further specific training scheduled for April and May 2020 to develop disadvantaged pupil gap (£500 Additional)
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
EYFS Support	Clearly identify disadvantaged vocabulary gaps for pupils in EYFS	Starting points are lower due to vocabulary gaps	Lesson Observations, pupils improved vocabulary use	EYFS	May 2020
Total budgeted cost					£1500 (VNET package) £595 (Educator Solutions) £2,095
ii. 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?

<p>Target TA support in interventions and in class to support progress of disadvantaged children</p>	<p>Identified children will make accelerated progress to catch up</p>	<p>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</p>	<p>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. SENCO to build and update a PIXL Gap new provision map</p>	<p>HT, RSL and SENCO</p>	<p>The criterion for focused teaching has been those at the appropriate level of attainment and in receipt of pupil premium funding first. At least 40% of the children who receive an intervention programme are in receipt of Pupil Premium. We will know this is improving when Analysis of data shows that children in receipt of pupil premium are achieving as well and sometimes better than non PP children.</p>
<p>PiXL Membership to close the gap for disadvantaged pupils</p>	<p>Targeted and forensic gap analysis</p>	<p>We subscribe to PiXL and use interventions to forensically detail gaps in learning and quickly tackle marginal disadvantaged pupils. See above for the 1-1 tuition and small groups of key marginal.</p>	<p>Following assessment of pupils consistently we will look at rate of progress and actively drive quick gap analysis to develop QFT and specific learning for disadvantaged pupils in class and through therapy sessions</p>	<p>HT, RSL and TAs £2700 + Travel £1500 +TA Support as above</p>	<p>When gap analysis shows that disadvantaged pupils gaps are narrowing and QFT is specific</p>

Total budgeted cost					£23,428 (TA Support) £4,200 (PiXL) = £27,628.00
iii. 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 Additional ELSA group and training	Pastoral lead £758 per term	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 £5800	Reviews each half term and yearly. Unpick group attending against the disadvantaged gap nationally.
Total budgeted cost					£8072

Current Budget Spend	£37,795
Pupil Premium Funding	£33,000
Top-up Budget	£4,795