

Pupil Premium – Tickford Park Primary School

Pupil Premium strategy statement 2021 - 2022



1. Summary Information					
School	Tickford Park Primary School				
Academic Year	2021 - 2022	Total PP budget	£TBC	Date of most recent PP Review	September 2021
Total number of pupils	369	Number of PP pupils	55	Date of next internal review of this strategy	November 2021

Year group	Disadvantaged number	Disadvantaged percentage	LAC or Post LAC
Reception	7	17.5	0
1	9	23.1	1
2	5	10.6	0
3	9	13.8	1
4	6	10.5	2
5	9	15.2	3
6	10	16.1	0
Total	55	14.9	7

2. Performance Data for Disadvantaged Pupils

2020-21 Attendance

	Disadvantaged	Other	All
Attendance			96.7%
Persistent Absence	9.1%		4.9%

2020-21 Behaviour

	Disadvantaged	Other	All
Fixed Term Exclusions (No. of days)	0	0	0

2020-21 Academic Outcomes

Percentage of pupils meeting the expected standard in Phonics:

	Disadvantaged	Other	All
Year 1	50	81	79
Year 2	63	89	85

Percentage of pupils meeting the expected standard in Reading:

	Disadvantaged	Other	All
Year 1	0	65	62
Year 2	38	70	65
Year 3	33	80	76
Year 4	78	78	77
Year 5	50	81	78
Year 6	50	81	79

Percentage of pupils meeting the expected standard in Writing:

	Disadvantaged	Other	All
Year 1	0	60	55
Year 2	38	66	62
Year 3	33	78	73
Year 4	33	79	72
Year 5	10	59	52
Year 6	25	79	71

Percentage of pupils meeting the expected standard in Maths:

	Disadvantaged	Other	All
Year 1	0	65	60
Year 2	38	77	71
Year 3	33	80	76
Year 4	44	78	72
Year 5	20	76	69
Year 6	25	73	66

2020-21 Progress Data

Average progress in Reading (from September 2020 baseline):

	Disadvantaged	Other	All
Year 2	+8.3	+8.4	+8.4
Year 3	+6.3	+5.7	+5.7
Year 4	+9.8	+8.2	+8.4
Year 5	+4.5	+3.1	+3.3
Year 6	+3.9	+1.0	+1.4

Average progress in Maths (from September 2020 baseline):

	Disadvantaged	Other	All
Year 2	+8.4	+8.6	+8.6
Year 3	+3.7	+9.6	+8.9
Year 4	+1.8	+0.1	+0.3
Year 5	+3.3	+6.0	+5.6
Year 6	+3.3	+1.1	+2.4

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Some children have additional needs (e.g. SEND and / or including an EHCP) and will find it difficult to make end of Year 6 attainment expectations. Measures, therefore, can only be made on progress, and the school % at expected attainment in Year 6 will be affected.
B	PP children joining the school within KS2 with low academic starting points have to make accelerated progress to achieve expected at the end of Year 6.
External barriers (issues which also require action outside school, such as low attendance rates)	
C	Attendance issues for a small number of PP children has impacted on progress and attainment.
D	Some children experience changes in their home life, due to multi agency involvement, and this impacts on progress and attainment.

4. Desired outcomes

Desired outcomes and how they will be measured		Success criteria
A	Increase numbers of PP children reaching age-related expectations across the school.	For disadvantaged pupils in years 2 to 6: <ul style="list-style-type: none"> 80%+ make at least expected progress across reading, writing and maths. 70%+ achieve 'age expected' attainment, or better.
B	Rapid induction – including baseline assessment – for disadvantaged pupils who join the school within key stages leading to accelerated progress across the academic year.	Identified children make accelerated progress to reach age expected attainment (at least).

C	Accelerated progress for disadvantaged pupils	In class data shows accelerated progress by PP children, greater than that of their peers. Difference between the proportion of disadvantaged pupils at the expected standard and that of their peers has significantly decreased across the school to less than 15%.
D	Improvements in attendance levels for disadvantaged pupils.	<ul style="list-style-type: none"> Attendance above 96% for targeted children. Reduction in persistent absence amongst disadvantaged pupils to less than 8%. Where disadvantaged pupils continue to be persistently absent, parents are fully engaging with the school and a plan is in place to improve attendance.
E	Greater number of disadvantaged pupils reaching higher levels in reading, writing and maths.	20% disadvantaged pupils reaching greater depth in writing or 115+ in reading and maths across the school by the end of academic year 2020-21.
F	Improvements in attitudes to learning amongst disadvantaged pupils in KS2.	PASS survey shows targeted improvements in aspects of pupils' attitudes to self and school amongst disadvantaged pupils.

5. Anticipated funding

£TBC

6. Objectives for 2021 – 2022

How will PP funding be targeted	Objectives	Spend (£)	Evaluation
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Book trust – Letterbox Reading (external provision) KS2	Provide appropriate, and engaging, reading materials to extend, challenge and motivate identified disadvantaged children.	3,725	
Counselling Service (during school day) by registered counsellor – identified children (external provision)	Building self-esteem and confidence and addressing emotional need.	2,000	
1:1 tuition for disadvantaged pupils	Provide 1:1 tuition from an experienced teacher to accelerate progress for identified PP pupils, including more able disadvantaged.	4760	
Strategic technological support for home learning	Targeted provision to support families struggling to access online resources and remote learning.	7800	
Mentoring Programme (in house)	Provide individualised pastoral and academic support for pupils.	300	
Excel portfolios	<ul style="list-style-type: none"> • Support pupils in identifying their strengths across the curriculum. • Develop self-esteem and self-efficacy. 	1176	

	<ul style="list-style-type: none"> Engage parents with pupils' learning and progress across the curriculum. 		
Additional hours for teaching assistant in Year 1	Ensure that sufficient time is available to support needs of disadvantaged pupils in this high PP cohort (26%).	1,408	
Uniform provided for disadvantaged pupils	Building self-esteem and confidence. All children to be wearing correct school uniform.	300	
Funding allocated for children to choose and purchase a book on visit to bookshop (year groups TBC).	Develop love of books and reading. Ensure that disadvantaged pupils do not miss out on this opportunity.	800	
<p>Intervention Programmes specifically targeted at disadvantaged pupils:</p> <ul style="list-style-type: none"> Reading Wise Third Space Learning 	<p>To overcome barriers to learning in Reading and maths:</p> <ul style="list-style-type: none"> Intervention that offers personalised learning to children, and has a measurable impact in a short amount of time To provide a different way of learning through the use of ICT to engage 	2160	
Booster groups and interventions for English and Maths	<ul style="list-style-type: none"> To unpick misconceptions, embed skills and accelerate progress. To ensure that Pupil premium children make 'expected' progress across the academic year, and 'diminishing the difference' between PP and non-PP children 	1,200	

	<ul style="list-style-type: none"> Experienced teachers supporting extra sessions (after school) to support need – as directed by class teachers 		
Wellbeing counselling (onsite)	<ul style="list-style-type: none"> Building self-esteem and confidence. Ensuring all Y6 PP/LAC children are prepared for transition into KS3 PP children identified with specific 'identified' social and emotional needs 	5700	
Milton Keynes Music Co-op – music tuition & resources (external provision)	<p>'Studies in neuroscience show that music can enhance brain function in children. Musical activities (such as playing an instrument, singing or just listening to music) stimulate the brain, and this brain workout leads to improved brain structure with the formation of new neural connections.'</p> <p>Learning an instrument provides children with an outlet to practice, listen to feedback, adjust and see positive changes. As they improve, they will build confidence and boost self-esteem.</p>	400	
Individual learning equipment/support resources.	Support pupils in class as identified through disadvantaged pupils learning walks, conversations with teachers, support staff, etc.	4000	

Support for clubs/visits and residential	To ensure school trips, residential visits and clubs are accessible to all.	5000	
PASS survey	To better understand pupils' views of themselves and school and respond accordingly. Funds set aside for revised provision in response to identified needs on PASS survey.	150 3000	
Breakfast Club	Ensure that pupils have a positive start to the day and a good breakfast before school.	1900	
DESTY – emotional support programme	An emotional resilience programme which helps children to discover their strengths and develop their resilience in the face of challenges and uncertainty.	300	
Markeaton tracking grid.	Funds set aside for revised provision in response to identified needs on Markeaton tracking.	50 3000	
Targeted support and interventions	2 hours per week of TA time allocated to support of disadvantaged pupils, based on individual need. PP Lead to work with teaching teams to plan appropriate support and interventions.	15000	

