

Pupil Premium – Tickford Park Primary School

Pupil Premium strategy statement 2020 - 2021

1. Summary Information					
School	Tickford Park Primary School				
Academic Year	2020 - 2021	Total PP budget	Anticipated: £56,490 (made up of 36 x £1345) plus 7 x £2345 (LAC/Post LAC) plus 1 x £310 (service) Total: £65,145	Date of most recent PP Review	September 2020
Total number of pupils	369	Number of PP pupils	43	Date of next internal review of this strategy	January 2021

2019 – 2020: Outcomes

2. Current attainment – end of KS2 children reaching expectation at the end of Y6 in 2019 - 2020		
	Pupils eligible for PP (Tickford Park School) – 12 children (outcomes are based on teacher assessment to March 2020, as there were no SATS tests in 2020 due to the Covid-19 pandemic)	All pupils (National)
% making expected progress in reading (as measured in the school)	100%	n/a (no data due to Covid – 19 pandemic)
% making expected progress in writing (as measured in the school)	100%	n/a (no data due to Covid – 19 pandemic)
% making expected progress in maths (as measured in the school)	100%	n/a (no data due to Covid – 19 pandemic)

% making expected progress in reading, writing and maths (as measured in school)	100%	
	Target Area: Key stage Progress for Pupil Premium children *Children attaining expected at KS1 should achieve at least expected at the end of KS2, and greater depth should achieve greater depth.	

3. Current attainment – end of KS1 Children reaching expectation at the end of Y2 in 2019 -2020		
	Pupils eligible for PP (Tickford Park School) - 5 children (outcomes are based on teacher assessment to March 2020, as there were no SATS tests in 2020 due to the Covid-19 pandemic)	All pupils (National)
% making expected progress in reading	60%	n/a (no data due to Covid – 19 pandemic)
% making expected progress in writing	80%	n/a (no data due to Covid – 19 pandemic)
% making expected progress in maths	60%	n/a (no data due to Covid – 19 pandemic)
% making expected progress in reading, writing and maths (as measured in school)	60%	n/a (no data due to Covid – 19 pandemic)
	Target Area: Key stage Progress for Pupil Premium children *Children attaining expected at EYFS should achieve at least expected at the end of KS1, and greater depth should achieve greater depth.	

4. 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.

Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	<p>Increase numbers of PP children meeting expectation at end of KS2 (compared to 2018 – 2019 data)</p> <p>In Years 3, 4 and 5: PP children with Expected+ KS1 results to meet end of year expectations at ‘w+’ (working within) or better</p> <p>Year 6: PP children with expected + KS1 results meet end of year expectations in Year 6, and achieve 100+ on end of Y6 Key Stage tests</p>	<p>In Years 3, 4 and 5: 80%+ make expected progress across reading, writing and maths. 80%+ achieve ‘age expected’ attainment, or better.</p> <p>Year 6: % of children meeting the expected standard at KS2 shows an increase on 2018 – 2019 results. 80%+ children who attained expected + attainment at KS1 reach 100+ in the end of KS2 tests. 80%+ make expected progress across reading, writing and maths in Year 6.</p>
B	PP children who have joined the school within KS2, and have low academic starting points, make accelerated progress across 2020 - 2021	Identified children make accelerated progress to reach age expected attainment (at least).
C	Increased progress of PP children so that the ‘difference’ between PP and non PP children in Tickford Park School decreases this year, and is within -5 by end of 2020 – 2021 in reading, writing and maths.	In class data shows accelerated progress by PP children, with more attaining ‘age expected’ at the end of the year.

		Difference between PP and non PP children across the school decreased.
D	Attendance increased for identified children	Increased attendance reaching 95% for identified children Parents responding to school communications and meetings with Attendance Lead (Deputy Head Teacher) Good attendance impacting on progress, with 80% of PP children making expected progress across the year

Objectives for 2020 – 2021

Anticipated funding = £63,800

Planned allocation (this will change as additional spending/support is identified) – to be reviewed at the end of Autumn Term 2020.

How will PP funding be targeted	Objectives	
Book trust – Letterbox Reading (external provision)	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
Ride High (identified child)	Ride High is a registered charity based in Milton Keynes that transforms the lives of disadvantaged children and those having difficulties in their daily lives, by giving them the opportunity to learn to ride and care for horses. Building self-esteem and confidence.	£700
Uniform	Building self-esteem and confidence.	£300
Visit to Waterstones bookshop in Milton Keynes, to choose and purchase a book.	Provide appropriate, and engaging, reading materials to extend, challenge and motivate identified disadvantaged children.	£800
Intervention Programmes: Reading Wise – fluency Reading Wise – comprehension	To overcome barriers to learning in Reading: <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

Spelling – precision teaching		
Booster groups and interventions for English and Maths	<p>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:</p> <ul style="list-style-type: none"> • Experienced teachers supporting extra sessions (after school) to support need – as directed by class teachers 	£1,200
Wellbeing counselling – (during school day) small group (external provision)	<p>Building self-esteem and confidence.</p> <ul style="list-style-type: none"> • Ensuring all Y6 PP/LAC children are prepared for transition into KS3 – September 2021 • Ensuring all Y5 PP/LAC children are prepared for transition into Y6 in September 2021 • PP children identified with specific ‘identified’ social and emotional needs 	£5700
Milton Keynes Music Co-Op – music tuition & resources (external provision)		£400.00
PP Teaching Assistant (internal provision) – to provide interventions (3 x afternoons a week – Y5)	<p>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:</p>	£3091.00
Individual learning equipment / support resources		£4500
Support for clubs/visits and residential	To ensure school day visits, residential visits, clubs and music instrument tuition is accessible to all.	£5000
Teaching Assistant support with Speech and Language difficulties, and interventions	<p>To support children to ensure all learning can be accessed. Pre and Post tutoring – to impact of progress and attainment Confidence and self-esteem – to increase as a result of regular, and timely, speech and language support</p>	£35,569.00
Teaching Assistant carrying out Play Therapy sessions	Building self-esteem and confidence, so all learning can be accessed.	As 12% of pupils are PP, 12% of teaching assistant costs allocated to
Teaching Assistant carrying out Drawing & Talking sessions	Building self-esteem and confidence, so all learning can be accessed.	

Teaching Assistant running morning exercise activities, and Rainbow Road for KS2 (fine and gross motor skills intervention scheme)	Building gross and fine motor skills so all learning can be accessed.	this support (based on 12% of PP children in the school – and the support they receive within morning sessions, and during afternoon interventions)
Teaching Assistant running Rainbow Road for KS1 (fine and gross motor skills intervention scheme)	Building gross and fine motor skills so all learning can be accessed.	
Teaching Assistant running Numicon maths intervention sessions	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:	

NB:

The above are projected spends. As a school, we reserve the right to amend plans as the year progresses according to needs identified. Where groups supported include PP and non PP children the allocation of funding is proportional to the number of children in the group; the remainder of the cost is borne by the school. ***This strategy will be reviewed termly.***