

Pupil premium strategy statement 2019-20

School overview

Metric	Data
School name	Tany's Dell Primary School
Pupils in school	415
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£174,900 (based on Jan 2019 census)
Academic year covered by statement	2019-20
Publish date	7 January 2020
Review date	7 January 2021
Statement authorised by	Bernadette Miele
Pupil premium lead	Fern Middleton
Governor lead	Robert Rowlandson

Disadvantaged pupil progress scores for last academic year 2018-19

Measure	School Score	National Average
Reading	+0.37	-0.6
Writing	-1.65	-0.49
Maths	+2.23	-0.69

Disadvantaged pupil performance overview for last academic year 2018-19

Measure	School Score	National Average
Meeting expected standard at KS2		
Reading	73%	62%
Writing	68%	68%
Maths	82%	67%
Combined	64%	51%
Achieving high standard at KS2		
Reading	23%	17%
Writing	14%	11%
Maths	27%	16%
Combined	5%	5%

Strategic aims for disadvantaged pupils linked to analysis of 2018-19 outcomes

Measure	Activity
Priority 1	To raise attainment in writing by consistently promoting pupil speaking and listening skills using standard English; helping them use this to extend their vocabulary, improve their grammatical accuracy and develop the range of sentence types and structures that they use in their writing.
Priority 2	Ensuring that we make every effort to develop children's Cultural Capital through our curriculum, in particular reading, to further develop their vocabulary and increase their ability to understand and comprehend more complex texts.
Priority 3	Ensuring that the EMHWB of the whole school community is identified, analysed, supported and maintained in order to have a positive impact upon pupil progress and attendance.
Barriers to learning that these priorities address	<p>We recognise that a proportion of our children enter school with very poor speech and language skills. We are also seeking to redress the imbalance of poor communication and life experiences that some of our children receive in the home environment.</p> <p>We also recognise that some of our children are living in situations that have an emotional impact, which in turn affects their ability to focus. A proportion of our parents struggle to maintain organised routines, which can directly impact on school attendance.</p>

Targets for disadvantaged children in current academic year 2019-2020

Aim	Target	Target date
Reading	80%	July 2020
Writing	73%	July 2020
Mathematics	70%	July 2020
Phonics	70%	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	LSAs in every class to ensure on the spot intervention and opportunities for pre-teaching and re-teaching.
Priority 2	After school homework clubs and 1:1/small group tuition to target identified pupils who are at risk of not making expected progress.
Barriers to learning these priorities address	Ensuring that no pupil misses the opportunity to make good progress and meet their full potential.

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to embed Magic Breakfast club and investigate ways to continue to fund this facility once public funding ceases.
Priority 2	Continue to support families.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.

Planned PPG spending linked to priorities, strategies and targets identified above 2019-20

Item/project	Budget Cost	Objective	Intended Outcome	Measurable Outcome
Employment of Family Support Staff	32,784	Early intervention for vulnerable pupils especially when impacting on attendance.	Attendance is being maintained at national expectations and children and families are appropriately supported.	Attendance Data Performance Data
Employment of LSAs to support vulnerable pupils - based on 32% of £351,753	112,560	To further enhance provision of interventions and support for pupils who are vulnerable.	Vulnerable continue to attain similar standards to those of their peers.	Performance Data Termly Pupil Progress meeting records
Tutor fees – Drama	3,570	To raise aspirations and self-esteem for all children in class but particularly those who are vulnerable.	Speaking and listening skills of Y3 & Y4 pupils will improve.	Performance Data Pupil voice annual surveys
1:1 Counselling Service & Drama Therapy (Olive Branch)	18,020	To support identified vulnerable pupils through confidential 1:1 and small group counselling sessions and Drama therapy.	Raised self-esteem and trust of adults, leading to confidence to express feelings and be in a good place to learn.	Performance Data Attendance Data Pupil voice annual surveys
Breakfast Club EXPENDITURE Food £2,455 Staff £7,293 INCOME £6,559	3,189	Provide the opportunity for all children to start the day with a good breakfast.	Pupils more alert and ready to learn – raised levels of achievement.	Performance Data Termly Pupil Progress meeting records
After school Tuition – provided by experienced LSAs and teachers	11,976	To extend the number of identified children receiving 1:1 and small group tuition and enable them to make at least expected levels of progress.	Impacts on whole school to raise levels of achievement – particular focus on Y6 and Y2.	Performance Data Termly Pupil Progress meeting records
Homework Support	5,343	To support identified pupils with homework activities and on-going skills development.	Identified pupils to make accelerated progress.	Performance Data Termly Pupil Progress meeting records
Miscellaneous expenditure	3,000	Prizes for attendance awards Financial support for identified families re Educational visits / clubs etc.	Pupils are motivated to come to school every day. Identified families are supported financially for specific needs.	Performance Data Attendance Data
TOTAL BUDGETED	190,442			

Total PPG allocated 2018/19	174,900
Top-up from School's Delegated Budget	15,542
Total Budgeted	187,442

Monitoring

The impact of the implementation of our planned strategies will be monitored and reviewed as part of our whole school Self Evaluation. Evidence used will include analysis of data, information from Pupil Progress meetings, book scrutinies, whole school surveys, discussions at safeguarding meetings and records of visits from School Improvement Partners and other outside agencies.