



Pupil Premium Report 2019/20

Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can also benefit a wider group. For example, when a teaching assistant supports a disadvantaged pupil, other pupils might be part of the group, too. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support or additional challenge in school. Contact us if you'd like to know more about how we use pupil premium in school.

Due to the closure of school in March 2020, caused by the COVID-19 pandemic, the outcomes of the Pupil Premium Plan 2019-20 cannot be quantified. Where appropriate, these have been carried forward on to our 2020-21 plan which is available on our school website.



Pupil Premium Strategy 2019-20 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

Total number of pupils eligible for pupil premium (deprivation):	4 x £1,320 £5,280		
Total number of pupils eligible for adopted pupil premium :	4 x £2300 £9200		
Total pupil premium allocation:	£14,480		
Review of pupil premium strategy:	termly: Autumn, Spring, Summer		
What	Description and detail	Proportion paid for	Amount
Support Staff	Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014. Teaching and learning time across the week totals approximately 25 hours. Across the week, at least 5% (minimum of 1 hour and 15 minutes weekly) of teaching assistant time is used to support pupils achieving below the Expected Standard for their year group. This allocation equates to 2.5 hours a week of dedicated support from a teaching assistant, either 1-1 or in a small group. If disadvantaged pupils are achieving below the Expected Standard, they are included in this intervention. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per year group on average, 2 in EYFS and Y6. Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress.	2.5%	Total support staff spend: £175,578 2.5% of this figure: £4,389



CPD	This is to develop staff knowledge / skills in areas which we believe will have significant impact on disadvantaged children. See the Provision Plan Detail table below for more detail. In 2019 -20, we are continuing to develop teachers' skills and approaches in reading (to meet higher National Curriculum	50%	£350 – RIC reading CPD meeting – in actual terms FOC as we are
	expectations in this area) Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies.		a Noctua TSA school
Learning resources	Various resources which may be purchased are listed below, for use both at school and at home. Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.	100%	Agreed annually



<p>Tuition/Additional Support</p>	<p>In addition to total staffing costs, we may invest in additional support for some disadvantaged pupils if they are working below expected levels – this will be ascertained from in school attainment tracking. We may also provide daily 1-1 support for identified PPG pupils to subsidise FFI.</p> <p>We also provide homework club weekly with support from school staff free of charge to all attendees with PP pupils targeted. Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</p>	<p>100%</p>	<p>Allocated annually dependent on need – maximum budget £1000 1-1 support to support identified PPG pupils - maximum budget £1000 per pupil – 2 pupils Homework Club £1000 These notional budgets have been reserved from previous years PPG and are a recurring budget cost centre</p>
<p>Resources and activities</p>	<p>For our adopted pupil premium pupils, we invest 100% of their PPG funding into an off-site therapeutic intervention called “Think like a Pony” - we believe this will have a substantial benefit for these pupils through impacting upon the social and emotional aspects of learning. TLAP will run all year round. It is offered to all adopted pupil premium pupils from Y1 onwards. For pupils who do not partake in this intervention, adopted pupil premium spend will be agreed on</p>	<p>100%</p>	<p>£7600 TLAP £2160 FR – paid for from main school budget as offered to all pupils</p>



	<p>an individual basis A further year round intervention focusing upon the development of personal and social skills is a 'Forest Rangers' intervention which all PP pupils are offered a place at. Education Endowment Foundation evidence indicates that these therapeutic interventions can have positive impacts on learning – around 4 months.</p>		
Total	N/A	£14,989 £509 overspend covered from School Budget	



Pupil Premium Strategy 2019-20 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths.

Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

Specific nature of investment	Rationale / aims	How we will measure impact	Review / Outcomes
<p>In 2019-20, we plan to invest pupil premium money in the following):</p>	<p>The aim of the intervention is:</p>	<p>We will measure the impact of the investment through:</p>	<p>What were the outcomes? What conclusions can we make? Will we repeat this support?</p>
<p>Supporting individual Pupils Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</p>			
<p>Provide opportunities for tuition when outcomes for PP are below expected levels</p>	<p>To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.</p>	<p>Attainment and progress Staff feedback on engagement and learning behaviour</p>	



Embed staff understanding of reading comprehension strategies through CPD	To improve older children's reading skills e.g. inference and deduction. Education Endowment Foundation evidence: 5 months' extra progress.	Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	
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Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.

Arts events – music, dance, drama and the arts Target disadvantaged pupils for individual music tuition	To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). Education Endowment Foundation evidence: 2 months' extra progress.	Pupil feedback	
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Supporting social and emotional aspects of learning

At Tranmere Park Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress e.g. behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems

Opportunities for all children to partake in educational visits and other experiences	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits Pupil feedback Outcomes in Topic Books	
PSHE intervention and support: 'Think like a Pony' intervention Forest Rangers intervention	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more. Education Endowment Foundation findings indicate that those involved in extra PSHE support on average make 4 months of extra progress.	Staff feedback on engagement and learning behaviour Pupil and parental feedback	



<p>A series of after-school, professional development on a mastery approach to teaching and learning in all subjects, supporting learning in other subjects.</p>	<p>To develop teachers' skills and approaches in the context of 'mastery', and therefore improve learning outcomes for children.</p> <p>Education Endowment Foundation evidence: 5 months' extra progress.</p>	<p>Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in foundation subjects.</p>	
<p>Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.</p>			
<p>Arts</p> <p>Artemis</p> <p>Target disadvantaged pupils more for individual music tuition</p>	<p>To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC).</p> <p>Education Endowment Foundation evidence: 2 months' extra progress.</p>	<p>Pupil feedback</p>	



<p>Pupil premium can be used to pay for disadvantaged pupils who participate in clubs run by external providers Our pupils enjoy a residential experience from Year 3 to Year 6.</p>	<p>To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind.</p> <p>Education Endowment Foundation evidence: 2 months' extra progress.</p> <p>To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC).</p> <p>Education Endowment Foundation evidence: 3 months' extra progress.</p>	<p>Pupil feedback</p>	
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Supporting learning at home

From surveying parents and discussions with children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds. At Tranmere Park Primary School, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.

<p>Parent workshops / class drop ins (Focus: homework, learning resources etc) and focused invites to open mornings.</p>	<p>To provide more opportunities for parents /carers to talk to staff and spend time in school; to provide resources to support homework activities.</p> <p>Education Endowment Foundation evidence: 3 months' extra progress.</p>	<p>Attendance at workshops and drop ins and parental feedback about impact it has had.</p>	
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<p>Opportunities for all children to partake in educational visits and other experiences</p>	<p>To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.</p>	<p>Attendance on visits Pupil feedback Outcomes in Topic Books</p>	
<p>PSHE intervention and support: Learning Mentor Support</p>	<p>To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more.</p> <p>Education Endowment Foundation findings indicate that those involved in extra PSHE support on average make 4 months of extra progress.</p>	<p>Staff feedback on engagement and learning behaviour Pupil and parental feedback</p>	

