



Pupil Premium Report 2014-2015

School Context:

Staff

The Head Teacher of TMA School is Mrs S. Bennett and the link Governor Pupil Premium is Mr J. Blackhurst. The strategic lead in school is Mrs K. Kemp, however day to day contact can also be made through the class teachers and Head of Year for your child.

Pupils

The following table shows the school profile for pupil premium within the separate groups.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Whole School Numbers and Percentage of School Roll
TOTAL	17	32	40	36	125 (18%)
GIRLS	7	16	18	18	59 (7%)
BOYS	10	16	22	18	66 (8%)
FSM	7	9	10	10	36 (5%)
Ever Six	10	23	30	26	89 (13%)
Military	-	1	1	-	2 (0.2%)
BME	7	10	14	13	44 (6%)
SEN	5	5	5	1	16 (2%)
CLA	1	-	-	-	1 (0.1%)
Most Able	10	10	14	7	41 (6%)

Provision and Practices

No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing. We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupil

premium pupils, in addition to and in different ways from our other intervention programmes. Interventions for each pupil are decided upon on an individual needs-led basis, thus enabling the children to benefit from more than one intervention, which are directly matched to their needs.

Proposed Allocation of Funding:

The proposed use of the pupil premium funding of £186, 100 can be seen below in the interventions that will be put into place over this academic year.

- Smaller English and Maths set sizes for core subjects.
- Additional class in Year 3 to reduce class size numbers.
- Collaborative learning through whole school learning partners.
- Feedback, including closing the gap marking.
- Mastery learning in Mathematics for Year 3.
- Prep and independent learning.
- Support for Families
- Teacher led tuition and curriculum support interventions in reading comprehension, writing and maths.
- Intervention groups led by teaching assistants.
- Educational Psychology Support
- Speech and Language Therapist
- Pastoral Support Team, including Learning Mentor and Positive Behavioural Specialists (includes behaviour interventions and mentoring)
- Individualised and group intervention to support social, emotional and behavioural needs, including social skills, anxiety groups, cooking, anger management.
- PE Intervention Support groups
- Play Intervention groups
- Music and Photography Intervention to promote social and emotional support.
- Funds towards a specialist SEN provision with a highly experienced member of teaching staff and teaching assistant (The Haven)
- Partly funded extended school provision, including excursions, trips and extra-curricular clubs.
- Funding during out of school hours and holiday club provision with wrap around care.
- Funding for horse riding lessons and skiing.
- Information technology devices to support and enhance learning.

Our plans are adapted throughout the year according to pupil need and so our final spend is expected to be slightly higher.

Actual Allocation of Funding:

The total pupil premium fund allocated for 2014-2015 was £186,100 plus £1000 award money from the government due to our good pupil premium results in the previous year. The actual spend was £214, 495. The spend is higher than the allocated pupil premium funds for 2014-2015 because the school central budget supplemented the provision to

these pupil premium children due to the crossover of the achievements and educational benefits with the school provision and General Funding provided to the school for each pupil. Our ethos is to supplement and enhance the provision to provide the best outcomes for all children; pupil premium and non-pupil premium.

The following areas are what the pupil premium fund was spent on for this academic year:

- Smaller English and Maths set sizes for core subjects.
- Additional class in Year 3 to reduce class size numbers.
- Collaborative learning through whole school learning partners.
- Feedback, including closing the gap marking.
- Mastery learning in Mathematics for Year 3.
- Prep and independent learning.
- Support for Families
- Teacher led tuition and curriculum support interventions in reading comprehension, writing and maths.
- Intervention groups led by teaching assistants.
- Educational Psychology Support
- Speech and Language Therapist
- Pastoral Support Team, including Learning Mentor and Positive Behavioural Specialists (includes behaviour interventions and mentoring)
- Individualised and group intervention to support social, emotional and behavioural needs, including social skills, anxiety groups, cooking, anger management.
- PE Intervention Support groups
- Play Intervention groups
- Music and Photography Intervention to promote social and emotional support.
- Funds towards a specialist SEN provision with a highly experienced member of teaching staff and teaching assistant (The Haven)
- Partly funded extended school provision, including excursions, trips and extra-curricular clubs.
- Funding during out of school hours and holiday club provision with wrap around care.
- Funding for horse riding lessons and skiing.
- Information technology devices to support and enhance learning.
- Blue Hill Provision Management Tool
- Practical contextualised learning interventions and supporting social experiences, for example day trips for identified children for each year group.
- One to four tuition groups out of school hours with TMA teachers.
- Toy Box Counselling
- Additional individualised and group intervention for phonics, spelling, speaking and listening, memory and fine motor skills.

Progress and Impact

All our performance clearly demonstrates our pupil premium children and non-pupil premium children all broadly perform to an equally high standard and they perform higher

than the national average in all instances. Furthermore, this is consistent over time and for all pupil premium subgroups. For our SATs data in 2014, for our disadvantaged pupils we were a government award winner with an additional £1000 to spend on our children.

Our latest data (July 2015), shown below, demonstrates our Pupil Premium children continue to be highly successful at TMA.

- The proportion of our pupils achieving or surpassing a level 4 in mathematics, reading and writing combined were significantly above the national average for both pupil premium and non-pupil premium pupils with 86.1% of pupil premium children obtaining a level 4 in all three subjects.
- This pattern remained within Mathematics, Reading and Writing, analysed as separate subjects, whereby our pupil premium pupils and our non-pupil premium pupils' data were all higher than national expectations and the performance between both groups of our pupils broadly matched.
- Similarly, the attainment and average point scores (APS) all demonstrated our pupil premium pupils performed above the national average (comparing with 2014 National data).
- The percentage of our pupil premium and non-pupil premium pupils making expected progress were all higher than national 2014 averages and the progress for these pupils was good or outstanding.
- Attendance measures demonstrate disadvantaged children attendance is in line with the remainder of the school and is not a concern (percentage for 2014 to 2015 being 95.7% for our pupil premium children and unauthorised absences of 0.23%). The attendance of specific pupil premium children where there was a concern did respond and continue to respond to the strategies in place.
- There were no fixed term exclusions or permanent exclusions in 2014 to 2015.