



Pupil Premium Report
Academic Year 2016-2017



There can never be another you. You are more than special ... you are unique.

TMA Pupil Premium strategic vision

Our key ethos and aims include:

- TMA adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.

All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Premium Governor.
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.

At TMA our strategic vision for Pupil Premium children is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

Whole School Level:

- Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.
- Our School Creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences amongst all members of the TMA community.
- Enrichment is key to our success at TMA. We offer over 500 places each week in extracurricular provision where Pupil Premium children are targeted and supported to attend. Inevitably, as with any residential trips, holiday clubs or opportunities we offer, we will assist our parents financially if necessary.
- Parental engagement is key to providing the a positive and nurturing environment in which our Pupil Premium children can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Closing attainment gaps very early on allows us freedoms to layer children with the huge number of experiences as they continue their journey through the school.
- On entry to the school our children are in smaller class sizes, have specific closing the gap interventions such as intensive phonics, reading recovery, maths led expertise, daily basic skills teaching and technological resources to redefine the learning experience. These are run by highly experienced Year 3 teachers, trained to significantly close the gap.
- Many children are taught in very small groups for core subjects and by specialists in subjects such as, Music, PE and Languages.

Bespoke provision for individual children:

- 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 children, in addition to, and in different ways from our other intervention programmes.
- Our Pupil Support team provides specialisms across the spectrum of need at TMA. As we cannot compartmentalize children into specific boxes, we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net. In addition, through the employment of a speech and language therapist, private educational psychologist, children and family practitioners, and trained children's wellbeing practitioner we have immediate response times to any concerns.
- 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.

TMA School Context 2016/17

Staff Context

- The Head Teacher of TMA School is Mrs S. Bennett and the link Governor for Pupil Support, which includes Pupil Premium, is Mrs K. Cursley.
- The strategic lead in school is Mr M. Gallop, who is Head of Pupil Support, however day to day contact can also be made through the class teachers and Head of Year for your child.

Setting Context

- Two Mile Ash School has 680 pupils on roll and is considered to be a far bigger than average-sized junior school.
- The school is currently oversubscribed and has received 440 first choice preferences for the academic year 2016-17.
- The percentage of pupils known to be eligible for Pupil Premium funding is 11.4% - of which 0.44% are Looked After Children, 0.29% have a parent in the Armed Forces and 0.88% are Adopted – however these percentages are liable to fluctuate throughout the year due to changes in cohort demographics.
- The number of pupils entitled to Free School meals is 3.97%.
- The number of children on the EAL register is 255, of which 23 (9.01%) are also on the Pupil Premium Register.
- The attendance of pupils on the Pupil Premium Register has been broadly in line with non-Pupil Premium children for a number of years. This could be argued to be as a direct result of pertinent and timely intervention from the Pupil Support team to ensure those Pupil Premium Children and their families who are assessed as to be 'at risk' from falling attendance percentages are supported in maintaining a good level of school.

- Pupil premium funding is used well to support in closing the gaps in attainment and progress between disadvantaged pupils and others in the school. In the 2015/16 Pupil Premium Awards, TMA was selected as one of the high-achieving schools in the country for the attainment and progress made consistently since 2011 by our disadvantaged pupils.
- The 2014/15 KS2 results showed the greatest gaps in attainment for disadvantaged pupils at Two Mile Ash were in reading (9.0%) and writing (6.0%). Due to enacted interventions, the 2015/16 KS2 results show that the gap in attainment has been closed further with reading now at 4.6% and writing 2.8%.

School Context – Numbers on roll

	Total	Total PP	Girls	Boys	FSM	Ever Six	Military	LAC	Adopted
Year 3	170	10	5	5	8	0	1	1	0
Year 4	170	21	6	15	7	14	0	0	3
Year 5	170	25	9	16	5	20	0	1	2
Year 6	170	36	16	20	10	26	1	1	1
Whole School Pupil Premium	680	92	36	56	30	60	2	3	6

Figures correct at time of publication – 03.10.16

Key Priorities 2016/17

- Pupil Premium children are underperforming compared to the whole cohort across the school in Reading and Writing, with the largest difference seen in Y5 (Reading 15% higher and Writing 22% higher Pupil Premium v Non Pupil Premium). Therefore closing the gap in Reading and Writing across the whole school forms a key priority for the academic year 2016/17.
- Pupil Premium children are underperforming compared to the whole cohort across the school in Maths, with the largest difference seen in Y5 (18% higher Pupil Premium V Non Pupil Premium). Therefore closing the gap in Maths across the whole school forms a key priority for the academic year 2016/17.
- Involving parents and carers and making the family unit central to pupil premium will continue to be a key priority for us this year, especially ensuring a complete awareness and understanding of Pupil Premium for every family whose child is Pupil Premium.
- Another key priority will be to ensure every pupil premium child accesses our extracurricular schools program and have the same or similar contextual and social opportunities as all our other pupils. In addition to this, we aim to further develop our peer tutoring initiative across the school as a universal strategy to support all our pupils including our pupil premium children.

TMA Pupil Premium Funding 2016/17

Pupils Eligible for Free School Meals	30 pupils @ £1320	£39,600
Pupils from Service Families	2 pupils @£300	£600
Pupils in Local Authority Care	3 pupils @£1900	£5,700
Pupils Adopted	6 pupils @£1900	£11,400
Total Pupil Premium Budget		£224,400

Proposed Allocation of Funding 2016/17

- Due to the positive impact measured evidenced in relation to our Pupil Premium progress and attainment, including closing the gap data, we have decided to use many of the approaches adopted last year with new initiatives as deemed appropriate. We will continue to work with our transition schools and the Denbigh and Hazeley liaison groups to ensure joined up thinking to benefit our families with siblings across the schools.
- Furthermore, a rigorous and thorough assessment process for all our pupil premium pupils and the groups within Pupil Premium and provision management, evaluating each of the interventions directly compared to the allocation of funds, will continue to be used throughout the year to ensure maximum value for money and impact.
- This analysis will subsequently inform future provision, policy, actions and practice. We will continue to investigate and explore innovative and creative new interventions to ensure we utilise our pupil premium resources to the utmost effect.
- Our Leadership Team and Pupil Premium Governor, alongside the whole Governing Body, will ensure a whole school vision continues to be shared with all stakeholders in their drive to ensure excellence of standards and provision for Pupil Premium Pupils.

This budget matches the allocated pupil premium funds for 2016-2017. It is proposed that the funding will be used for the following:

- Additional class within Year 3 to reduce the class size in order to increase pupil to teacher ratio and encourage children to settle and emotionally manage within the classroom.
- Haven provision across the whole day in order to focus on extremely low ratio learning as well as a high level of pastoral support for pupils across the school.
- Pupil Support Team in order to support the emotional, social wellbeing of pupils across the school and ensure close liaison and links with supporting parents.
- Private Educational Psychologist to offer specialist support, advice and assessments.
- Full time Speech and Language Therapist to support the communication and language needs of pupils within the school.

- Small sets across the school for children underachieving in Year 3, 4, 5, 6 for Maths and English.
- Supportive play intervention for small groups of children to support their play and behaviour in social parts of the school day.
- Gradual start to the day for pupils who find coming into school more challenging to ensure high levels of attendance and an increasing focus on their learning.
- Intervention groups for pupil premium children at risk of underachievement in core subjects.
- Funding for specific pupil premium children with after school clubs and extended clubs.
- Beanstalk – Reading intervention for reluctant readers. Charity run venture for Pupil Premium children to improve and instil a love of reading.
- Peer Mentoring - Participants of peer mentoring programmes feel that the programmes benefit both the young people. Recent studies have demonstrated the impact of peer mentoring in helping to reduce bullying, promoting self-confidence and self-esteem amongst Pupil Premium children.
- Family support - tracking of specific needs, progress, attainment, attendance and support for Pupil Premium children to ensure good value for money and removal of barriers to learning. This will include family support with behaviour or any specific issue in order to support children’s learning. TMA School has a Designated Safeguarding Lead (DDSL), to represent the school at child protection conferences and work with other agencies to safeguard and support families and Pupil Premium children.
- Family Support – research and investigation into ‘Social Worker’ type roles within current TMA Staffing structure.
- Homework – Extra Curricular Club, by invitation only, to support those Pupil Premium children who regularly fail to submit homework to the accepted TMA School standard. Intervention led by Teacher and subsequent family support offered through homework workshops or training.
- Flourish Assessment – In house emotional assessment initiative to address learning behaviours of Pupil Premium children and how these can be positively altered in order to allow for high levels of progress towards planned outcomes.
- Aspirations Agenda – instilling an aspirational mind-set amongst Pupil Premium children, especially in Y6. Events such as a careers fair and enrichment visits to local businesses to run throughout the year.

Our plans are adapted throughout the year and reviewed termly in conjunction with the Head of Pupil Support, Heads of Year and members of the Senior Leadership Team. The adaptations to our pupil premium budget allocation are made specifically with the needs of each individual child in mind, therefore our final spend is expected to be slightly higher.

Record of Pupil Premium Spending 2016/17 – Behavioural and Emotional Support

Initiative	Objectives	Target Group / Year Group	Staff Accountability	Estimated Cost (£)	Evaluated Impact (July 2017)
Haven Provision – (Social/Emotional needs)	Specialist Teacher to provide bespoke, timely interventions for Social and Emotional needs.	Whole School	Head of Pupil Support	26,628	
Pupil Support Team Interventions	Personalised behavioural / emotional /social skills programs supported specific children to access the curriculum and make outstanding or good progress. Training Opportunities sourced and attended in order to actively 'upskill' members of the team	Whole School	Pupil Support Team	54,376	
Private Educational Phycologist	Individualised support with outcomes personalised to each child's behavioural and emotional needs	Whole School	Head of Pupil Support	3,300	
Structured Start to the Day – Attendance Support	Pupil Support Team provide strategies / and support to assist Pupil Premium children and their families with low attendance/difficulties in coming to school	Individual Children	Learning Mentor	4,000	
Family Support	Tracking of specific needs, progress, attainment, attendance and	Individual Children	Learning Mentor HC	2,500	

	support for Pupil Premium children to ensure good value for money and removal of barriers to learning.				
Flourish Assessments	In house wellbeing assessment tool to assess behavioural and emotional barrier to learning the curriculum and make outstanding progress	Individual Children	Children's Wellbeing Officer	1,000	
Play invention groups	Enhanced Social and Emotional development. Children's increased attention and focus in lessons.	Individual Children	Learning Mentor	3,192	
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Record of Pupil Premium Spending 2016/17 – Learning and Curriculum Support

Initiative	Objectives	Target Group / Year Group	Staff Accountability	Estimated Cost (£)	Evaluated Impact (July 2017)
Supply Teaching	To provide directed and specific interventions in English and Maths to further 'close the gap'	Individual Children	Head of Y5 Head of pupil Support	7,000	
Learning Resources and Equipment	To provide equipment and resources to help support learning	Individual children	Year Group Managers	1,200	
Additional Y3 Class	Additional class in Year 3 to reduce class size numbers	Y3	Head of Y3	22,068	
Haven Provision – Y4 Curriculum provision	Specialist Teacher to provide small group teaching by highly differentiating the Y4 curriculum	Y4	Head of Y4 Specialist SEND Teacher	26,628	
Private Educational Phycologist	Individualised support with outcomes personalised to each child's behavioural and emotional needs	Whole School	Head of Pupil Support	3,300	
Full Time Speech and Language Therapist	Individualised support with outcomes personalized per each child.	Whole School	Speech and Language Therapist	24,094	
LSA led Small intervention sets	Additional intervention groups led by Learning Support Assistants	Y3/4/5/6	Year Group Managers	20,400	

Teacher Led Closing the Gap Intervention Sets	Targeting specific pupil premium children to ensure every child makes good or outstanding progress.	Y3/4/5/6	Year Group Managers Michelle Dixon	15,438	
Peer to Peer Mentors	Peer mentoring initiatives in helping to reduce bullying, promoting self-confidence and self-esteem amongst Pupil Premium children.	Individual Children	Year Group Managers	Nominal Time Allocation and Monitoring	
Family Support	Tracking of specific needs, progress, attainment, attendance and support for Pupil Premium children to ensure good value for money and removal of barriers to learning.	Individual Children	Learning Mentor	2,500	
Flourish Assessments	In house wellbeing assessment tool to assess learning skills of Pupil Premium children to help support access	Individual Children	Children's Wellbeing Officer	1,000	

	to the curriculum and make outstanding progress				
Homework Support	Extra-Curricular Club, by invitation only, to support those Pupil Premium in homework to the accepted TMA School standard. Intervention led by Teacher and subsequent family support offered through homework workshops or training.	Individual Children	Year Group Managers Head of Enrichment	2,175.42	
Beanstalk reading	Reading intervention for reluctant Pupil Premium readers.	Y5/ Y6	Head of English	1,000	
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Record of Pupil Premium Spending 2016/17 – Extra-Curricular

Initiative	Objectives	Target Group / Year Group	Staff Accountability	Estimated Cost (£)	Evaluated Impact (July 2017)
Extra-Curricular Activities	Partly funded extended schools provision, including excursions, trips and extra-curricular clubs	Individual Children	Head of Enrichment Year Group Managers	600	
PE intervention support groups	Enhanced specific pupils accessibility to the PE curriculum and promoted levels of self-esteem, confidence and speaking and listening skills.	Individual Children	Head of PE	600	
Remembrance Day Visit	Y6 children to attend MK Council ceremony to supplement 'World at War' Learning Journey and writing opportunities	Y6	Head of Y6	Nominal time allocation	
Funding during out of school hours and holiday club provision - wrap around care	Enabled specific children to access activities they otherwise would not have been able to	Individual Children	Year Group Managers Head of Pupil Support	800	
Aspirations Agenda	Instilling an aspirational mind-set amongst Pupil Premium children, especially in Y6. Careers Fair, Enrichment Visits – embedded within the curriculum/assemblies etc.	Whole School, especially Y6.	Head of Y6	Nominal Time Allocation and Monitoring	
Musical Enrichment Opportunity	Providing specific music lessons to act as	Individual children	Head of Pupil Support	600	

	an enrichment opportunity				
Enrichment Visit / Residential Subsidy	Providing funding cover the costs of enrichment activities and visits	Individual children	Head of Enrichment	800	
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