

Pupil Premium Strategy Statement 2018-2019



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

1.0 Contextual Information

School	Two Mile Ash				
Academic Year	2018-19	Total Budget	£140,000	Date	Sept 2018
Number of Pupils on Roll	671	Number of Disadvantaged Pupils (%)	78 (11.6%)	Date of final review	July 2019
Staff Information	<ul style="list-style-type: none"> The Head of School is Mrs Lucy Eldridge and the link Governor for Pupil Support, which includes Pupil Premium, is Mrs K. Cursley. The strategic Pupil Premium 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 Information	<ul style="list-style-type: none"> Two Mile Ash School has 671 pupils on roll and is considered to be a far bigger than average-sized junior school. The school is currently oversubscribed and has received 373 first choice preferences for the academic year 2018-19. The percentage of pupils known to be eligible for Pupil Premium funding is 11.62% (78). 0.28% (2) are Looked After Pupils, 0.14% (1) have a parent in the Armed Forces and 1.04% (7) 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 38 (5.51%). <i>By the end of January 2019, this number had increased to 47 – thanks in part to a greater level of information sharing through all communication channels (Newsletter, Parent Pay, Flyers on reception).</i> The number of pupils on the EAL register is 264 (39.1%), of which 29 (10.98%) 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 pupils 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 Pupils 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 highest-achieving schools in the country for the attainment and progress made consistently since 2011 by our disadvantaged pupils.

- *These percentages were correct at the time of publication – 4th October 2018.*

2.0 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 pupils 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 pupils 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 a positive and nurturing environment in which our Pupil Premium pupils 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 pupils with the huge number of experiences as they continue their journey through the school.
- On entry to the school our pupils 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, and supported by members of the Senior Leadership Team.
- Many pupils are taught in very small groups for core subjects and by specialists in subjects such as, Music, PE and Languages.

Bespoke provision for individual pupils:

- 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 pupils, 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 pupils 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, and a trained pupil'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.

3.0 Current attainment and progress (July 2018)

Year 7 Pupil Premium Differences		Percentage of Pupils At or Above their ARE Expectations											
		Reading			Writing			Mathematics			Reading, Writing and Mathematics Combined		
		Term	ARE	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium
Autumn Mid Term Y6	A1	77.78% (21/27)	6.6%	84.34% (140/166)	81.48% (22/27)	1.0%	82.53% (137/166)	74.07% (20/27)	12.1%	86.14% (143/166)	70.37% (19/27)	7.3%	77.71% (129/166)
Autumn End of Term Y6	A1	62.96% (17/27)	16.0%	78.92% (131/166)	70.37% (19/27)	9.0%	79.39% (131/165)	70.37% (19/27)	10.4%	80.72% (134/166)	62.96% (17/27)	13.4%	76.36% (126/165)
Spring Mid Term Y6	A1	66.67% (18/27)	6.4%	73.05% (122/167)	66.67% (18/27)	7.0%	73.65% (123/167)	68.18% (15/22)	14.1%	82.24% (125/152)	59.09% (13/22)	11.6%	70.67% (106/150)
Spring End of Term Y6	A1	77.78% (21/27)	6.1%	83.83% (140/167)	74.07% (20/27)	5.0%	79.04% (132/167)	66.67% (18/27)	15.4%	82.04% (137/167)	62.96% (17/27)	8.9%	71.86% (120/167)
Summer Mid Term Y6	A1	81.48% (22/27)	5.3%	86.83% (145/167)	85.19% (23/27)	0.6%	84.43% (141/167)	70.37% (19/27)	20.6%	91.02% (152/167)	70.37% (19/27)	9.3%	79.64% (133/167)
Summer End of Term Y6	A1	88.89% (24/27)	2.7%	91.62% (153/167)	85.19% (23/27)	5.2%	90.42% (151/167)	81.48% (22/27)	10.7%	92.22% (154/167)	77.78% (21/27)	9.0%	86.83% (145/167)

Year 6 Disadvantaged Differences		Percentage of Pupils At or Above their ARE Expectations											
		Reading			Writing			Mathematics			Reading, Writing and Mathematics Combined		
		Term	ARE	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged
Autumn Mid Term Y5	A1	72.73% (16/22)	14.8%	87.32% (124/142)	77.27% (17/22)	8.6%	85.92% (122/142)	90.91% (20/22)	2.8%	93.66% (133/142)	72.73% (16/22)	9.7%	82.39% (117/142)
Autumn End of Term Y5	A1	68.18% (15/22)	21.3%	89.44% (127/142)	72.73% (16/22)	13.2%	85.92% (122/142)	81.82% (18/22)	12.5%	94.37% (134/142)	68.18% (15/22)	16.3%	84.51% (120/142)
Spring Mid Term Y5	A1	80.95% (17/21)	10.4%	91.37% (127/139)	71.43% (15/21)	18.5%	89.93% (125/139)	77.27% (17/22)	17.1%	94.37% (134/142)	71.43% (15/21)	17.1%	88.49% (123/139)
Spring End of Term Y5	A1	77.27% (17/22)	10.1%	87.41% (125/143)	77.27% (17/22)	9.4%	86.71% (124/143)	81.82% (18/22)	7.0%	88.81% (127/143)	72.73% (16/22)	11.2%	83.92% (120/143)
Summer Mid Term Y5	A1	90.91% (20/22)	2.8%	93.71% (134/143)	77.27% (17/22)	10.1%	87.41% (125/143)	81.82% (18/22)	11.9%	93.71% (134/143)	77.27% (17/22)	9.4%	86.71% (124/143)
Summer End of Term Y5	A1	81.82% (18/22)	9.1%	90.91% (130/143)	77.27% (17/22)	8.0%	85.31% (122/143)	81.82% (18/22)	8.4%	90.21% (129/143)	77.27% (17/22)	5.9%	83.22% (119/143)

Year 5 Disadvantaged Differences		Percentage of Pupils At or Above their ARE Expectations											
		Reading			Writing			Mathematics			Reading, Writing and Mathematics Combined		
Term	ARE	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged
Autumn Mid Term Y4	A1	58.82% (10/17)	26.8%	87.59% (127/145)	52.94% (9/17)	25.7%	78.62% (114/145)	58.82% (10/17)	23.2%	82.07% (119/145)	52.94% (9/17)	23.6%	76.55% (111/145)
Autumn End of Term Y4	A1	58.82% (10/17)	26.8%	87.67% (128/146)	52.94% (9/17)	25.8%	78.77% (115/146)	58.82% (10/17)	24.1%	82.88% (121/146)	52.94% (9/17)	23.8%	78.71% (112/146)
Spring Mid Term Y4	A1	62.50% (10/16)	22.1%	84.82% (121/143)	56.25% (9/16)	22.2%	78.47% (113/144)	56.25% (9/16)	28.4%	84.62% (121/143)	56.25% (9/16)	21.9%	78.17% (111/142)
Spring End of Term Y4	A1	58.82% (10/17)	27.5%	86.30% (128/146)	58.82% (10/17)	21.3%	80.14% (117/146)	58.82% (10/17)	26.7%	85.52% (124/145)	58.82% (10/17)	19.8%	78.62% (114/145)
Summer Mid Term Y4	A1	64.71% (11/17)	24.3%	89.04% (130/146)	58.82% (10/17)	26.8%	85.62% (125/146)	58.82% (10/17)	28.1%	86.90% (126/145)	58.82% (10/17)	25.3%	84.14% (122/145)
Summer End of Term Y4	A1	64.71% (11/17)	26.3%	90.97% (131/144)	58.82% (10/17)	29.4%	88.19% (127/144)	64.71% (11/17)	26.3%	90.97% (131/144)	58.82% (10/17)	28.0%	86.81% (125/144)

Year 4 Disadvantaged Differences		Percentage of Pupils At or Above their ARE Expectations											
		Reading			Writing			Mathematics			Reading, Writing and Mathematics Combined		
Term	ARE	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged	Disadvantaged	% Difference	Non-Disadvantaged
Autumn Mid Term Y3	A1	60.00% (12/20)	24.3%	84.29% (118/140)	55.00% (11/20)	24.9%	79.86% (111/139)	70.00% (14/20)	14.9%	84.89% (118/139)	55.00% (11/20)	22.0%	76.98% (107/139)
Autumn End of Term Y3	A1	63.16% (12/19)	19.2%	82.39% (117/142)	60.00% (12/20)	18.9%	78.87% (112/142)	70.00% (14/20)	13.8%	83.80% (119/142)	57.89% (11/19)	16.8%	74.65% (106/142)
Spring Mid Term Y3	A1	70.00% (14/20)	14.6%	84.82% (121/143)	60.00% (12/20)	16.9%	76.92% (110/143)	70.00% (14/20)	10.4%	80.42% (115/143)	60.00% (12/20)	12.0%	72.03% (103/143)
Spring End of Term Y3	A1	70.00% (14/20)	16.0%	86.01% (123/143)	65.00% (13/20)	14.7%	79.72% (114/143)	70.00% (14/20)	12.5%	82.52% (118/143)	65.00% (13/20)	9.8%	74.83% (107/143)
Summer Mid Term Y3	A1	70.00% (14/20)	18.8%	88.81% (127/143)	65.00% (13/20)	18.2%	83.22% (119/143)	70.00% (14/20)	13.2%	83.22% (119/143)	65.00% (13/20)	13.3%	78.32% (112/143)
Summer End of Term Y3	A1	70.00% (14/20)	21.0%	91.03% (132/145)	70.00% (14/20)	15.5%	85.52% (124/145)	70.00% (14/20)	15.5%	85.52% (124/145)	70.00% (14/20)	12.8%	82.76% (120/145)

4.0 Barriers to attainment and desired outcomes

Barrier to attainment	Desired Outcome	Success Criteria
<ul style="list-style-type: none"> Engagement of Parents 	<p>The parents of all disadvantaged pupils will engage in their children’s learning and school community the same way that we expect parents of non-disadvantaged children too.</p> <p>The majority of disadvantaged children’s parents will attend parents evening and take an active interest in home learning.</p>	<p>An aspirational target of 90% of disadvantaged families attending Parents Evenings and other parental information events.</p> <p><i>Regular ‘open door’, high quality discourse between teachers, support staff and parents of disadvantaged children to be monitored by Year Group Managers.</i></p> <p>An aspirational target of 90% of disadvantaged families assuming an active role in any SEND discussions and documentation.</p> <p>Regular contact with those families deemed ‘hard to reach’ shall be maintained through members of the Pupil Support team, YGM’s, Class Teachers or members of the SLT, dependent upon need.</p>
<ul style="list-style-type: none"> Language difficulties on entry 	<p>Disadvantaged pupils will have improved language skills through bespoke, targeted interventions.</p> <p>There should be no difference between the language skills displayed by disadvantaged or non-disadvantaged children upon completion of KS2.</p>	<p>An aspirational target of 100% of disadvantaged children meeting or making progress toward meeting any Speech, Language and communication targets set via SEND documentation or by TMA SALT, Miss Laura Black.</p> <p>All disadvantaged children to have access to HIVE based assessments upon any underlying Speech and Language needs upon entry. LASS and FACT Assessments are to be conducted on ALL</p>

		<p>underperforming disadvantaged children to highlight any specific area for further intervention.</p> <p>100% of the bespoke, targeted interventions to be delivered by the schools SALT or by a member of staff with specific training in SALT interventions, such as through ELKLAN.</p>
<ul style="list-style-type: none"> Lower academic achievement on entry 	<p>Disadvantaged pupils will make accelerated progress to diminish the difference with their peers.</p> <p>Disadvantaged pupils will achieve in line with their non-disadvantaged peers in writing, reading and maths.</p>	<p>An aspirational target of 95% of disadvantaged pupils will make accelerated progress from their bespoke base line assessments in comparison with their non-disadvantaged peers.</p> <p>Where accelerated progress is not evident, all resources available to Year Group Managers, including ringfenced additional funding, Pupil Support Team interventions and bespoke 1:1 support shall be made available through the internal panel referral system.</p>
<ul style="list-style-type: none"> Undiagnosed special educational needs upon entry 	<p>The higher percentage of disadvantaged children entering the school with an undiagnosed SEND need will be assessed and if necessary diagnosed, within their first academic year at TMA</p> <p>Any undiagnosed special educational need can then be targeted through differing levels of provision within the school – or external specialist support can be sought to best meet the learning needs of all disadvantaged children with SEND at an earlier stage of their TMA journey.</p>	<p>An aspirational target of 100% of disadvantaged Y3 children with an undiagnosed SEND need being assessed using in house assessment tools (such as LASS/SNAP/Boxall/Flourish)</p> <p>All subsequent recommendations from either the Pupil Support team or external specialists, such as our Educational Psychologist shall be enacted through quality first teaching, as well as bespoke individual or group interventions.</p>

<ul style="list-style-type: none"> • Low Resilience on entry 	<p>Disadvantaged pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible citizens.</p> <p>Disadvantaged pupils display the same level of resilience regarding attitude to learning as their peers.</p> <p>Closer links fostered between TMA and our two main feeder schools of Ashbrook and Holmwood in order to provide support regarding resilience and mental health prior to transition.</p> <p>Greater emphasis upon 'Growth Mindset Theory' across the school, at all levels; coupled with Quality First Teaching strategies supporting mental health and wellbeing within the classroom.</p>	<p>Diminished 'on entry' occurrences of disadvantaged children accessing the TMA Children's Wellbeing Officer over a period of two academic years.</p> <p>Children in Lower School able to confidently use the strategies taught to build resilience to barriers in their own learning independently to a greater degree.</p> <p>The confidence of disadvantaged children is improved regarding their own sense of 'self-worth'. Flourish assessments can be used to provide baseline assessments of these wellbeing areas.</p>

5.0 Planned Initiatives 2018-19 – WHOLE SCHOOL

Initiative	Proposed Action	Impact measure	Estimated Cost (£)	Staff Lead
Teaching Interventions	<ul style="list-style-type: none"> <u>Additional 'diminishing the difference' interventions</u> Supplementary and reinforcement groups, one to one or group tuition sessions for identified, targeted pupils to accelerate their learning and to ensure that every child reaches their potential. <u>Quality First teaching</u> Quality First Teaching will occur throughout the school with outstanding standards of teaching and learning taking place. Class Teachers will be clear on who their disadvantaged children are, and exactly what it is they can be doing to support their individual learning needs in class. <u>Teaching and Learning Focus</u> Pupil Premium will be a key focus in fortnightly team meeting sessions, as well as an agenda item during all Year Group meetings. Pupil Premium as a vulnerable group will play a crucial part in the process of planning, monitoring and assessment by all stakeholders. 	<p>The majority of disadvantaged pupils will make accelerated progress and the difference between disadvantaged and non-disadvantaged will be diminished. Where accelerated progress is not made, all resources deemed appropriate will be utilised in order to attempt to accelerate progress through the internal panel process.</p> <p>Outstanding teaching and bespoke strategies to support the individual needs of disadvantaged children, in the majority of lessons, will raise standards and accelerate progress for all pupils.</p> <p>There will be complete awareness of all disadvantaged pupils, they will be explicitly highlighted on planning and adapted for accordingly, they will be robustly tracked and monitored and this information will be used to inform subsequent actions and interventions. This will result in a rise in</p>	26,700	PP lead SMT YGM's Teachers YGM's Teachers SMT YGM's Head of Assessment

	<ul style="list-style-type: none"> • <u>Pupil Premium 'Priority' Marking</u> In all core and non-core lessons where marking of work is required, disadvantaged children will be targeted through both 'hot marking' of work and through high quality verbal feedback. This initiative is as a direct response of the lessons learnt during 2017-18. 	<p>disadvantaged standards and accelerate their progress.</p> <p>Class teachers will actively seek out those disadvantaged children within their class / cohort to provide them with high quality, constructive feedback. The nature of the feedback will in turn allow for smaller steps of progress to be monitored and ensured across the curriculum.</p>		<p>Class Teachers</p> <p>YGM's</p>
Additional Teaching Staff	<ul style="list-style-type: none"> • <u>Extra Y6 Class</u> Six classes in Y6 enables lower pupil number to teacher ratio enabling more intensive, focused and targeted support to occur with the ultimate aim to raise standards and pupil progress for all pupils. Disadvantaged pupils considered implicitly during assessment periods with additional support available if required and requested. • <u>Set Grouping (English/Maths) for lower attaining pupils</u> Smaller set sizes for English and Mathematics in all year groups to provide lower pupil numbers to teacher ratio enabling more intensive, focused and targeted support to occur with the ultimate aim to raise standards and pupil progress for all pupils. • <u>CPD Opportunities for Quality First Teaching</u> 	<p>Identified disadvantaged pupils' barriers to learning will be erased and they will be accessing the curriculum and outstanding quality first teaching to ensure maximum impact and ultimately a rise in standards and making accelerated progress.</p> <p>All disadvantaged pupils will make rapid, sustained and accelerated progress and the difference between the disadvantaged and non-disadvantaged in academic attainment will diminish.</p>	40,050	<p>Head of Y6</p> <p>Head of Assessment</p> <p>PP Lead</p> <p>SMT</p> <p>Head of Assessment</p> <p>Teachers</p> <p>SLT</p>

	<p>Ongoing opportunities for all staff to access continued professional development through both in house expertise and external training providers such as the MK Teaching School Alliance and the MK Council.</p> <ul style="list-style-type: none"> • Teaching Specialisms Specialist teachers and support staff in Physical Education, Music and French to be deployed across the school. This will ensure disadvantaged pupils are able to access outstanding teaching in non-core enrichment learning activities. In planning learning activities, specialist teachers are to consider and address any barriers to learning experienced by disadvantaged children. 	<p>All members of the TMA teaching staff and support staff community will have the opportunity access to high quality training opportunities to further develop their own professional development. Monitoring of the impact shall be conducted through the 'Teacher on a page' and through accelerated pupil progress measures.</p> <p>The majority of disadvantaged pupils will make accelerated progress in non-core enrichment subjects and the difference between disadvantaged and non-disadvantaged will be diminished.</p>		<p>PP Lead</p> <p>Specialist Teachers</p> <p>SMT</p> <p>YGM's</p>
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5.1 Planned Initiatives 2017-18 – PERSONALISED AND TARGETED PROVISION

Initiative	Proposed Action	Impact measure	Estimated Cost (£)	Staff Lead
Specialist Provision	<ul style="list-style-type: none"> • Educational Psychologist The continued use and expertise of Horizons Educational Psychologist services to assist in the diagnosis of any underlying SEND needs. • Bespoke Assessment and Monitoring Tools 	100% of disadvantaged children seen by the EP will make accelerated progress towards the recommendations made in reports. Again, this will be through a mixture of outstanding Quality First Teaching and individual bespoke interventions.	33,375	Head of Pupil Support

	<p>The yearly purchase and deployment of LASS, SNAP and COGMED Assessment tools will enable the early identification of any specific learning needs of disadvantaged children. Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from the Pupil Support team.</p> <ul style="list-style-type: none"> • <u>Speech and Language Therapist –</u> Early intervention for pupils identified in Y3 with language and social skills difficulties. The sessions develop these areas to support the pupils’ learning and subsequent collaborative discussions and support to ensure that these skills are then implemented in class through Quality First teaching. • <u>Pupil Support Team – intervention, assessment and monitoring</u> Specialist SEND and PP provision to provide a bespoke, personalised and nurturing curriculum for identified high level need pupils and pupils considered disadvantaged. <p>Provision management, evaluating each of the interventions directly compared to the allocation</p>	<p>Meeting the individual needs of 100% of disadvantaged pupils by the end of their first year at Two Mile Ash School. This action will enable them to access the curriculum appropriate to their requirements and removing any potential undiagnosed SEND barriers to learning.</p> <p>100% of disadvantaged children seen by the Two Mile Ash SALT will make accelerated progress towards the recommendations made in reports. Again, this will be through a mixture of outstanding Quality First Teaching and individual bespoke interventions.</p> <p>Meeting the individual needs of all pupils by enabling them to access the curriculum appropriate to their requirements and removing barriers to learning. This is to ensure the pupils make the progress they are capable of and reach their full academic and enrichment potential.</p> <p>Interventions and provision will ensure maximum impact and value for money</p>		<p>Pupil Support Team</p> <p>SALT</p> <p>Head of Pupil Support</p> <p>Head of Pupil Support</p> <p>Pupil Support team</p> <p>PP Lead</p>
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	<p>of funds. This will be used to ensure maximum value for money and impact and subsequently used inform future provision, policy, actions and practice.</p> <ul style="list-style-type: none"> • <u>Homework Clubs and Group Y6 PP Tuition</u> Sessions are to be implemented during the school day or as an afterschool club to provide the opportunity for children to complete their homework during school hours if it is difficult to do so at home, or to do so to the accepted standard. Specific children are encouraged by their class teacher to attend. After school weekly tuition in Y6 specifically targeted towards disadvantaged children, as well as Saturday 'booster' sessions organised at points towards the end of the academic year. • <u>Pupils' Wellbeing Specialist</u> Pupils' Wellbeing Specialist to provide emotional and social support for individually identified pupils to overcome barriers to learning so they can access the curriculum more readily. 	<p>resulting in PP pupils making rapid, sustained and accelerated progress and the gap being closed with the non-PP pupils. An aspirational target that 90% of interventions in which pupils will either achieve or make progress towards achieving their target.</p> <p>Number of disadvantaged pupils attending over a period of time will accurately reflect any barrier to home learning. Feedback from class teachers will evidence not only quantity but also quality and of homework from pupils has improved. Any 'difference' noted within on entry data will be diminished as a result of the additional provision.</p> <p>Data collected from Flourish Assessments used to inform progress made by SEND and PP Pupils with regard to their SEMH difficulties and their ability to overcome barriers to learning. This will enable disadvantaged children with identified SMEH needs to access the curriculum to a greater degree.</p>		<p>YGM's</p> <p>Class Teachers</p> <p>Head of Pupil Support</p> <p>Children's Wellbeing Officer</p>
<p>HAVEN provision and assessment of need</p>	<ul style="list-style-type: none"> • <u>Establishment of HAVEN Computing Suite and Specialist Early Assessment</u> 			

	<p>HAVEN Specialist Computing Provision is to be implemented to those disadvantaged children working significantly lower than peers. These children will invariably also have severe to high level SEND needs too. The assessment and diagnostic system utilised within the HAVEN is to be robust and thorough, utilising a broad spectrum of assessment tools available. This will identify individual pupils early on in the academic year through collaboration between Pupil Support and Year Teams. Subsequent assessment data will be used to inform bespoke and targeted provision within their area (s) of need.</p>	<p>Any 'concern' disadvantaged pupils will be identified and bespoke interventions provided to ensure the pupils make rapid, sustained and accelerated progress towards their own targets and the attainment difference between them and their non-PP pupils will close.</p> <p>The SEND needs of any disadvantaged children will be taken into account through Quality First Teaching and targeted in class support shall be planned, enacted and reviewed.</p>	20,025	<p>Pupil Support Team</p> <p>HAVEN Team</p> <p>SALT</p>
<p>Enrichment and Communication</p>	<ul style="list-style-type: none"> • <u>Removing Financial barrier to enrichment</u> Monitoring and analysing pupil attendance to whole school events, residential trips and extracurricular clubs (including music teaching) to identify individual pupils and offering a subsidy where appropriate. • <u>Life Experiences and Aspirations</u> The active promotion of all TMA Extra Curricular Clubs and Pupil Voice Groups to disadvantaged children will be as a priority throughout the school year. Student Council representation will be considered in order to improve level of Pupil Voice for all vulnerable groups, including disadvantaged. • <u>Peer Mentoring Holmwood and Ashbrook.</u> 	<p>For all disadvantaged pupils to be participating fully in school life with promotion of development of the whole child.</p> <p>For all disadvantaged pupils to be participating fully in school life with promotion of development of the whole child.</p>	13,350	<p>PP Lead</p> <p>Head of Finance</p> <p>SMT</p> <p>SLT</p> <p>PP lead</p>

	<p>Peer tutoring to provide the group/ pair with explicit teaching support and learning opportunities both within reciprocal peer tutoring and cross-age tutoring, including links with a local first school.</p> <ul style="list-style-type: none"> • Additional communication and support Additional communication through all channels available (including direct approaches) will be deployed in order to actively engage with disadvantaged families to attend Parents Evening other parental information events. Disadvantaged families are to be actively encouraged to discuss concerns with the school regarding their children – be that during formal parent’s information sharing events, or during more informal discussions. <p>Academic ‘workshops’ to be devised and delivered at a subject level in order to better inform parents of teaching strategies and how better to support their children at home</p>	<p>To raise attainment and accelerate progress within the peer tutoring subject areas.</p> <p>An aspirational target of 90% of disadvantaged families attending Parents Evenings and other parental information events.</p> <p>There will be a greater discourse between school and home regarding disadvantaged pupils progress and anything more the school could be doing to support the family.</p> <p>A greater understanding of strategies used to support disadvantaged children at home with their academic progress. This in turn will result in greater levels of progress.</p>		<p>Head of Y6</p> <p>SLT</p> <p>SMT</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>SMT</p> <p>Pupil Support</p>
Notes	<p><i>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.</i></p>			

6.0 Impact Analysis (July 2019) - Including notes from internal mid-year review

Initiative	Actual spend	Impact
<ul style="list-style-type: none"> <u>Additional 'diminishing the difference' interventions</u> Supplementary and reinforcement groups, one to one or group tuition sessions for identified, targeted pupils to accelerate their learning and to ensure that every child reaches their potential. 	£26,600	<p>All teachers have continually put disadvantaged children into their fluid tuition groups and this has seen a huge impact for reading. For example, in Y6 the SATs results returned with only an 8% difference in Maths (85% to 93%), 4 % difference in Reading (79% to 83%), 5 % difference in GPS (88% to 93%) and a 8% difference in Writing (82% to 90%).</p> <p>The trends of diminishing the difference are seen to a greater extent during UKS2. in Y5 the difference in Maths has diminished by 6%, Reading 11%, Writing 12% and GPS by 17% across the year, however in LKS2, the difference between Disadvantaged and Non-Disadvantaged remained consistent throughout the year.</p>
<ul style="list-style-type: none"> <u>Quality First teaching</u> Quality First Teaching will occur throughout the school with outstanding standards of teaching and learning taking place. Class Teachers will be clear on who their disadvantaged children are, and exactly what it is they can be doing to support their individual learning needs in class. 	£0	<p>During formal observations and the whole school audit, all teachers were actively using QFT aimed at disadvantaged children. In Y6 questioning was commented on by an auditor as 'excellent across the board'. Currently, 83% of teaching staff are rated as Outstanding. The evidence of this has come from the recent T&L audit, teacher on a page documentation and regular book scrutiny.</p>
<ul style="list-style-type: none"> <u>Teaching and Learning Focus</u> Pupil Premium will be a key focus in fortnightly team meeting sessions, as well as an agenda item during all Year Group meetings. Pupil Premium as a vulnerable group will play a crucial part in the process of planning, monitoring and assessment by all stakeholders. 	£0	<p>Across all year groups Pupil premium has been a weekly agenda item. In Y6 this has contributed to the 'Y6 homework help' lunch time provision. They discuss weekly the disadvantaged children who are not regularly bringing in homework and this provides the children with assistance with the homework and a quiet place to complete it. They have regular disadvantaged children who attend this provision.</p>

<ul style="list-style-type: none"> <u>Pupil Premium ‘Priority’ Marking</u> In all core and non-core lessons where marking of work is required, disadvantaged children will be targeted through both ‘hot marking’ of work and through high quality verbal feedback. This initiative is as a direct response of the lessons learnt during 2017-18. 	£0	<p>In Maths, the PP Priority Marking seems to be having a positive impact. Data from Y3 indicated that the difference between PP and Non-PP has diminished by 17% since Autumn Term, whereas in Y5 the difference has diminished 10% from KS1. The Head of Maths has reported that during book scrutiny it is clear to assess when hot marking has taken place and the subsequent impact upon understanding.</p> <p>The data picture in Y6 has seen 85% of disadvantaged children achieving ARE (+17% since Y5) whereas 29% achieved GD (+4%).</p>
<ul style="list-style-type: none"> <u>Extra Y6 Class</u> Six classes in Y6 enables lower pupil number to teacher ratio enabling more intensive, focused and targeted support to occur with the ultimate aim to raise standards and pupil progress for all pupils. Disadvantaged pupils considered implicitly during assessment periods with additional support available if required and requested. <u>Set Grouping (English/Maths) for lower attaining pupils</u> Smaller set sizes for English and Mathematics in all year groups to provide lower pupil numbers to teacher ratio enabling more intensive, focused and targeted support to occur with the ultimate aim to raise standards and pupil progress for all pupils 	£56,000	<p>This has had an impact as we are continuing to raise the attainment % ARE in formalised assessment of disadvantaged children.</p> <p>M ARE OCT: 50 DEC: 68 FEB: 71 MAY: 93 (+43%) R ARE OCT: 58 DEC: 68 FEB: 79 MAY: 84 (+26%) GPS ARE OCT: 67 DEC: 80 FEB: 82 MAY: 93 (+26%)</p> <p>All disadvantaged pupils, who were deemed to be requiring access arrangements received an appropriate level of support based upon their individual needs.</p> <p>MD/HD IMPACT on READING: Autumn: only 50% of disadvantaged children at ARE at the beginning of the year in this group. Now (Summer 1) 80%.</p> <p>MD/HD IMPACT on SPAG: Autumn: 0% of disadvantaged children at ARE at the beginning of the year in this group. Now (Summer 1) 40%.</p> <p>SM IMPACT Maths: Autumn: 0% of disadvantaged children at ARE at the beginning of the year in this group. Now (Summer 1) 50%.</p> <p>During Spring 1, an additional Y3 ‘set’ has been created to give additional support during English and Maths sessions. PP make up 3/15 within this set. This accounts for the spend being more than estimated.</p>

<ul style="list-style-type: none"> • <u>CPD Opportunities for Quality First Teaching</u> Ongoing opportunities for all staff to access continued professional development through both in house expertise and external training providers such as the MK Teaching School Alliance and the MK Council. • <u>Teaching Specialisms</u> Specialist teachers and support staff in Physical Education, Music and French to be deployed across the school. This will ensure disadvantaged pupils are able to access outstanding teaching in non-core enrichment learning activities. In planning learning activities, specialist teachers are to consider and address any barriers to learning experienced by disadvantaged children. 	<p>£1500</p> <p>£0</p>	<p>Various Staff training has taken place this academic year that can be argued to have had a direct impact upon PP Progress, especially in English. This training has included Greater Depth Specific sessions, Spelling lesson training, SPAG Teacher Knowledge sessions and resources as well as Read Write Inc resource sessions.</p> <p>Data across year groups suggests a positive impact of these training sessions. For example, In Y3 Writing there has been a 11% increase in PP children working at ARE. In Y4 Writing the % of PP children assessed as GD has increased by 14%.</p> <p>SLT attendance at the MKTSA 'Raising attainment in disadvantage' training took place in October – this in turn has informed current practice and focus on vocabulary groups going forward.</p>
<ul style="list-style-type: none"> • <u>Educational Psychologist</u> The continued use and expertise of Horizons Educational Psychologist services to assist in the diagnosis of any underlying SEND needs. 	<p>£1848.00</p>	<p>Of the 18 children assessed by the EP so far this academic year, 5 have been PP. These assessments have enabled class teachers a much greater detailed understanding of the learning needs of these children. 100% of children assessed by the EP have seen progress towards their own bespoke recommendations.</p>

<ul style="list-style-type: none"> • <u>Bespoke Assessment and Monitoring Tools</u> The yearly purchase and deployment of LASS, SNAP and COGMED Assessment tools will enable the early identification of any specific learning needs of disadvantaged children. Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from the Pupil Support team. 	<p>£150</p>	<p>To date 270 children have been LASS assessed across the school. 30 of these children have gone on to be placed in a Nessy Online Software intervention. The results of this trial so far are extremely encouraging – with 100% of children achieving, or making good progress to achieving their targets. This initiative is a fantastic example of how the school uses PP funding not only to impact the progress of PP children, but also that of the wider TMA community. This initiative is to be further embedded next academic year.</p>
<ul style="list-style-type: none"> • <u>Speech and Language Therapist –</u> Early intervention for pupils identified in Y3 with language and social skills difficulties. The sessions develop these areas to support the pupils’ learning and subsequent collaborative discussions and support to ensure that these skills are then implemented in class through Quality First teaching. 	<p>£30,375.00</p>	<p>3 PP within Y3 (16%) have been in receipt of early intervention for SALT concerns. 2 of these children have had access to specialist support in the Haven which has involved 1:1 and small group support. They have also had access to a differentiated curriculum with speech and language embedded throughout. 1 child has been included in the Talk Boost programme which aims at closing the language gap between peers. All children have been making steady progress in a range of speech, language and communication areas and recommendations.</p>
<ul style="list-style-type: none"> • <u>Pupils’ Wellbeing Specialist</u> Pupils’ Wellbeing Specialist to provide emotional and social support for individually identified pupils to overcome barriers to learning so they can access the curriculum more readily. 		<p>This academic year NP has had 13 PP children on her caseload. All 12 children have received successful interventions meeting their needs. 4 – Retreat Access 6 – ongoing for SMEH needs 3 – anxiety and emotions intervention (inc 1 LAC PP+)</p> <p>8 PP children across the school have been in receipt of open access (emotional first aid), which is one a 1:1 ratio.</p>

<ul style="list-style-type: none"> <u>Pupil Support Team – intervention, assessment and monitoring</u> Specialist SEND and PP provision to provide a bespoke, personalised and nurturing curriculum for identified high level need pupils and pupils considered disadvantaged. Provision management, evaluating each of the interventions directly compared to the allocation of funds. This will be used to ensure maximum value for money and impact and subsequently used inform future provision, policy, actions and practice. 	£46, 580.00	<p>3 PP children across the school have had 30 minutes of early morning check-in and emotional reframing, which was on a 1:3 ratio.</p> <p>13 PP children from across the school have been part of anxiety, chill skills, talk about friendships, emotional first aid, warriors and support SATs and transition related emotions, which had ratio's of 1:1, 1:3 or 1:5 depending on the needs of the child/children. All children have been making steady progress and are growing in independence due to skills acquired.</p> <p>Provision Mapping analysis suggests that for all PP centric interventions, in all year groups, the majority of children have either met, or made good progress towards meeting their bespoke target.</p> <p>Provision within this area has included: Graduated learning approach structure within Haven, allowing children to work in smaller groups (1:4) and/or 1:1, which has allowed children to incremental progress along their own tailored trajectories.</p> <p>Targeted SALT interventions that have fed into spelling and reading learning – with SALT specialist leading lessons.</p> <p>Specialist teacher provision – with continued support during break and lunchtimes.</p> <p>Well-being coach – supports for communicating emotions building self-esteem, independence with navigating the social aspects of school and targeted support for children with specific areas of need.</p>
<ul style="list-style-type: none"> <u>Homework Clubs and Group Y6 PP Tuition</u> Sessions are to be implemented during the school day or as an afterschool club to provide the 	£6600.00	<p>All Y6 PP children were invited to attend after school Tuition with the uptake being impressive. The impact of this tuition across the year has been encouraging.</p> <p>M ARE OCT: 50 DEC: 68 FEB: 71 MAY: 93 (+43%) R ARE OCT: 58 DEC: 68 FEB: 79 MAY: 84 (+26%)</p>

<p>opportunity for children to complete their homework during school hours if it is difficult to do so at home, or to do so to the accepted standard. Specific children are encouraged by their class teacher to attend. After school weekly tuition in Y6 specifically targeted towards disadvantaged children, as well as Saturday 'booster' sessions organised at points towards the end of the academic year.</p>		<p>GPS ARE OCT: 67 DEC: 80 FEB: 82 MAY: 93 (+26%)</p> <p>Saturday Tuition took place again this academic year with 5 experienced members of staff at a cost of £1250. All Disadvantaged children within Y6 were invited to attend. Of these 75% did attend.</p>
<p>• <u>Establishment of HAVEN Computing Suite and Specialist Early Assessment</u> HAVEN Specialist Computing Provision is to be implemented to those disadvantaged children working significantly lower than peers. These children will invariably also have severe to high level SEND needs too. The assessment and diagnostic system utilised within the HAVEN is to be robust and thorough, utilising a broad spectrum of assessment tools available. This will identify individual pupils early on in the academic year through collaboration between Pupil Support and Year Teams. Subsequent assessment data will be used to inform bespoke and targeted</p>	<p>£0</p>	<p>To date 270 children have been LASS assessed across the school. 30 of these children have gone on to be placed in a Nessy Online Software intervention. The results of this trial so far are extremely encouraging – with 100% of children achieving, or making good progress to achieving their targets. This initiative is a fantastic example of how the school uses PP funding not only to impact the progress of PP children, but also that of the wider TMA community.</p> <p>Computer equipment to further establish the online interventions are being purchased next year of the budget.</p>

<p>provision within their area (s) of need.</p>		
<ul style="list-style-type: none"> <p><u>Removing Financial barrier to enrichment</u> Monitoring and analysing pupil attendance to whole school events, residential trips and extracurricular clubs (including music teaching) to identify individual pupils and offering a subsidy where appropriate.</p> 	<p>£4,641.80</p>	<p>Funds which have been directed to support individual pupils, support enrichment opportunities and school initiatives to increase attainment and progress made by Pupil Premium Pupils - £6200.00.</p> <p>During the Summer Term 2019 there have been a number of initiatives in placed focussed specifically upon Y6 and SATs. The SATs breakfast cost approximately £220.00 to allow all Y6 PP children to be best prepared for the rigours of the SATs week. In the build up to the SATs, 'Saturday tuition' was enacted with 5 members of the Y6 teaching team at a cost of £1250.00 (£250 per staff member).</p> <p>The SATs Chill Skills sessions run by Mrs Phillips (which had 6/8 PP children involved). These sessions took place over 6 weeks and lasted 1 hour each = £778.04</p>
<ul style="list-style-type: none"> <p><u>Life Experiences and Aspirations</u></p> <p>The active promotion of all TMA Extra Curricular Clubs and Pupil Voice Groups to disadvantaged children will be as a priority throughout the school year. Student Council representation will be considered in order to improve level of Pupil Voice for all vulnerable groups, including disadvantaged.</p> 	<p>£0</p>	<p>During the Summer Term there were 231 weekly extracurricular places on offer at TMA. 6.37% of these places were taken by Pupil Premium Children. This is a slight decrease from the Autumn Term, however this can be ascribed to the fact that more PP children were attending tuition / homework clubs as opposed to enrichment based clubs during this term.</p> <p>The Head of Enrichment is looking into ways for the forthcoming year in order to encourage more disadvantaged children to take places within the extended provision on offer at TMA.</p>
<ul style="list-style-type: none"> <p><u>Peer Mentoring Holmwood and Ashbrook.</u></p> 	<p>£0</p>	<p>This intervention did not take place during the academic year. As both Ashbrook and Holmwood are at some point in the future going to be officially joining the IFTL Trust – further developments will be put in place when closer links between the schools are established.</p>

<p>Peer tutoring to provide the group/ pair with explicit teaching support and learning opportunities both within reciprocal peer tutoring and cross-age tutoring, including links with a local first school.</p> <ul style="list-style-type: none"> • <u>Additional communication and support</u> Additional communication through all channels available (including direct approaches) will be deployed in order to actively engage with disadvantaged families to attend Parents Evening other parental information events. Disadvantaged families are to be actively encouraged to discuss concerns with the school regarding their children – be that during formal parent’s information sharing events, or during more informal discussions. <p>Academic ‘workshops’ to be devised and delivered at a subject level in order to better inform parents of teaching strategies and how better to support their children at home</p>	<p>£0</p> <p>Actual spend: £178, 694.80</p>	<p>Y6 disadvantaged children were training to mentor Y5 disadvantaged ‘buddies’. The impact of this was reported to be the building of positive relationships between the children allowing the Y5’s someone to discuss work concerns expectation concerns with.</p> <p>In monitoring parental evening bookings 100% of PP children’s parents were contacted directly and allocated a meeting time with their teacher. High levels of communication (through all media channels) were ensured to attempt to gain as high a % of disadvantaged children’s parents actively attended the meetings.</p> <p>An aspirational target of 90% of all disadvantaged parents to attend parents evening was set at the start of the year. For the most recent round of parental consultations only 82% attended – whereas the remaining 18% were attempted to be spoken to over the phone. Further work needs to be done at an SMT level in order to devise ways forward to meet this 90% target.</p> <p>During the year the a ‘reading’ Coffee Morning was initiated with the specific focus of PP parents. All disadvantaged parents were approached to attend.</p> <p>The response was less than would have hoped as only 3 disadvantaged parents attended. The way in which these ‘invitation’ events are to be managed requires further consideration for 19/20. A Maths ‘invitation’ event’ is planned for Sept 2019.</p>
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7.0 Data analysis – (July 2019)

Year 6 (July 2019) Key Stage 2 Assessment Data:

Pupil Premium - Percentage of Pupils Meeting or Exceeding the Expected Standard

	2017			2018			2019		
	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP	TMA All Pupils	Nat All Pupils
Reading	64	78	71	82	86	75	79	83	73
Writing	86	91	76	85	90	78	82	90	78
Maths	79	85	75	68	86	76	85	93	79
SPAG	75	83	77	82	85	78	88	93	78
Combined	51	72	61	61	77	64	71	80	65

Pupil Premium – Pupils Exceeding the Expected Standard

	2017			2018			2019	
	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP	TMA All Pupils
Reading	21	32	25	29	35	28	29	29
Writing	7	25	18	4	24	20	15	20
Maths	14	29	23	25	36	24	29	42
SPAG	36	41	31	32	43	34	35	48
Combined	0	18	9	4	13	9	6	9

Year 6 (July 2019) Teacher Assessment Data:

Pupil Premium comparison for diminishing the difference – At or above Age Related Expectations

	Reading			Writing			Maths			Combined		
	Disadvantaged	% Diff	Non Disadvantaged									
Summer End of Y5	82.61%	8.4	90.97%	78.26%	7.2	85.42%	82.61 %	7.7	90.28%	78.26%	5.1	83.33%
Summer End of Y6	92.00%	0.9	92.91%	88.00%	1.4	89.36%	82.61%	11.00	95.04%	80%	7.2	87.23%

Year 5 (July 2019) Teacher Assessment Data:

Pupil Premium comparison for diminishing the difference – At or above Age Related Expectations

	Reading			Writing			Maths			Combined		
	Disadvantaged	% Diff	Non Disadvantaged									
Summer End of Y4	68.42%	21.7	90.8%	63.16%	23.1	86.26%	63.16%	26.9	90.08%	57.89%	27.6	85.5%
Summer End of Y5	68.18%	18.5	86.71%	68.18%	17.1	85.31%	63.64%	24.5	88.11%	63.64%	20.3	83.92%

Year 4 (July 2019) Teacher Assessment Data:

Pupil Premium comparison for diminishing the difference – At or above Age Related Expectations

	Reading			Writing			Maths			Combined		
	Disadvantaged	% Diff	Non Disadvantaged									
Summer End of Y3	66.67%	23.0	91.24 %	66.67%	18.7	85.40%	66.67%	19.5	86.13%	66.67%	16.5	83.21%
Summer End of Y4	61.90%	27.9	89.80%	66.67%	21.8	88.44%	66.67%	21.1	87.76%	61.90%	23.8	85.71%

Year 3 (July 2019) Teacher Assessment Data:

Pupil Premium comparison for diminishing the difference – At or above Age Related Expectations

	Reading			Writing			Maths			Combined		
	Disadvantaged	% Diff	Non Disadvantaged									
Summer End of Y3	62.5%	18.5	81.05%	43.75%	34	77.78%	68.75%	12.3	81.05%	43.75%	31.4	75.16%

