

Pupil Premium Strategy Statement and Impact Analysis 2019-2020

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



We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

1.0 Strategic Vision- School Ethos and School Approach

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.
- 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 smaller groups for core subjects and by specialists in subjects such as, Music and in PE.

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.

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.

2.0 Contextual Information

School	Two Mile Ash				
Academic Year	2019-2020	Total Budget	£ (actual)	Date	Sept 2019
Number of Pupils on Roll	680	Number of Disadvantaged Pupils	£130,560.00	Date of final review	July 2020
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 H. Pigeon The strategic Pupil Premium lead in school is Mrs C. Glackin, 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 670 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 2019-2020. The percentage of pupils known to be eligible for Pupil Premium funding is 10.3% (70). 0.1% (1) are Looked After Pupils, 0.14% (1) have a parent in the Armed Forces and 0.4% (4) 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 44 (6.5%). The number of pupils on the EAL register is 286 (42.2%) (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. 				

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%

4.0 Barriers to future attainment (Internal and External)

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>
<ul style="list-style-type: none"> • Improving Reading attainment in line with non-disadvantaged children 	<p>As a whole school, reading has been set as a priority area – based on a continued trend within KS2 SATs results.</p> <p>Greater emphasis and opportunities for reading across the school within all core and non-core subjects at all levels; coupled with targeted mechanical and comprehension reading interventions have been planned across all year groups.</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 ring-fenced additional funding, Pupil Support Team interventions and bespoke 1:1</p>

	Alongside this the English faculty have brought in the 10 minutes of reading as a whole class each day, this will allow children to be exposed to genres and levels of text that they may not be at a point of accessing yet – potentially enriching their understanding and enhancing vocabulary.	support shall be made available through the internal panel referral system.
--	--	---

Planned expenditure for 2019-2020

Academic year	September 2019 – July 2020			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Accelerated Progress Identification of SEND Increased reading opportunities	Extra Year 6 Class	This is a continued expenditure from the last academic year 2018-19, the smaller class size allows for smaller teacher/student ratio allowing increased ability to target intervention and smaller set sizes. The smaller class size allows relationship building to deepen due to increased teacher/pupil time. The impact from this has been well evidenced from in excess of two years' successful progress and attainment data.	This is a planned expenditure that will continue on from previous years and is well implemented	YGM SLT Class teachers

<p>Gaps in knowledge and targeted needs identified quickly</p>	<p>Priority Hot marking in class</p>	<p>When needs and misconceptions are identified quickly, it enables the teacher to target interventions accordingly. This will allow children to keep up with the class, build confidence and resilience and impact progress</p>	<p>Moderation of class books to monitor how feedback is being given and responded to. Intervention logs and pupil progress reviews</p>	<p>YGM SLT CLASSTEACHERS Head of Pupil support</p>
<p>Low resilience and Language barriers</p>	<p>Classroom positioning and targeted questioning</p>	<p>Through classroom positioning you can impact a child's ability to focus; become distracted, to use non-verbal communication; hear clearly; limit obstructions in eye line – all of these things can effect a child's ability to take in, understand and manipulate what is being taught. Seating a child with supportive learning partners, to increase independence and boost self-esteem.</p> <p>Planning key questions to extend, challenge and consolidate a child's learning can be an excellent assessment tool, can be an important confidence builder and builds language skills – this can be further supported by sentence stems to aid those with language barriers and answer rehearsal.</p>	<p>Moderation of planning and lesson observations with clear focus.</p> <p>Teacher awareness on planning and through SALT interaction and guidance</p>	<p>YGM SLT CLASSTEACHERS Head of Pupil support</p>

<p>Enhanced professional skill set</p>	<p>MKTSA CPD Packages</p>	<p>In enhancing professional skill set teachers will be confident in meeting the needs within their classrooms.</p>	<p>When CPD attended this is disseminated through the school by those attended to share skills learnt.</p> <p>Skills acquired are evident in classroom, planning, interventions, book scrutiny</p>	<p>Class teachers YGM SLT Specialist teachers Subject Leads</p>
<p>Reading – enhancing progress in reading</p>	<p>Teaching and Learning focus- vocabulary</p>	<p>As part of our reading focus, building vocabulary is key to enhancing comprehension.</p> <p>We have noticed through our question analysis of past SATs and assessment papers that being able to establish a change in meaning through knowledge of vocabulary is a pivotal part of reading comprehension. Children are being asked to not only understand meaning but also why a particular word has been chosen and what its impact has been on mood and atmosphere.</p>	<p>Word of the day 10 minute reading as a class (minimum)</p> <p>Evidence of vocabulary building in red Magpie books</p> <p>Evidence of use of new vocabulary in writing.</p> <p>Planned exploration of topic words</p> <p>Moderation and scrutiny of books and planning</p>	<p>Class teachers YGM Subject leads Head of Pupil Support</p>
<p>Total budgeted cost: £34,901</p>				

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</p>	Haven	<p>For children with attainment significantly below Age-related-expectations the Haven provides a graduated learning environments, with supported Literacy and Maths at a ratio of 1:4. This environment allows children time to embed core skills and begin to develop successful learning behaviours and techniques.</p> <p>Last academic year we saw 5 year 6 students, 3 Year 5 students and 2 Year 4 students transition back into whole class learning after receiving 3 waves of intensive learning support from the specialist teacher in the Haven.</p>	<p>Continual review of progress against smaller increments within Milestones.</p> <p>Moderation of impact and evidence of differentiation.</p> <p>Moderation of planning to ensure that age-related-expectations are being covered to allow for consistent and appropriate coverage of curriculum.</p>	<p>Head of Pupil Support</p> <p>Specialist Teacher</p> <p>Class teachers</p> <p>SLT</p> <p>YGM</p>
<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</p>	Lower Sets (Core Support Groups) in Year 3, 4 , 5, 6 (SLT led)	<p>Identification of key groups of children that require a smaller and graduated learning environment to increase confidence, bridge gaps in basic skills to allow progression.</p> <p>Smaller sets led by experienced members of the Senior Leadership Team with a good understanding of sequence of learning and skills progression.</p>	<p>Continual review of progress against smaller increments within Milestones.</p> <p>Moderation of impact and evidence of differentiation.</p> <p>Moderation of planning to ensure that age-related-expectations are being covered to allow for consistent and appropriate</p>	<p>Head of Pupil Support</p> <p>Specialist Teacher</p> <p>Class teachers</p> <p>SLT</p> <p>YGM</p>

<p>Gaps in knowledge and targeted needs identified quickly</p>	<p>Teacher Interventions during Value Assembly</p>	<p>When needs and misconceptions are identified quickly, it enables the teacher to target interventions accordingly. This will allow children to keep up with the class, build confidence and resilience and impact progress</p>	<p>Moderation of class books to monitor how feedback is being given and responded to. Intervention logs and pupil progress reviews</p>	<p>YGM SLT CLASSTEACHERS Head of Pupil support</p>
<p>Gaps in knowledge and targeted needs identified quickly</p> <p>Accelerated progress, targeted support within core subjects.</p>	<p>Year 6 Tuition (afterschool)</p>	<p>Priority places for afterschool tuition will be given to Pupil Premium children, to help target identified needs, build confidence in tackling reasoning questions and bridge gaps in learning.</p> <p>These groups have had previously evidenced positive impact and are a continuation of previous targeted support.</p>	<p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>Class teachers YGM Subject leads Head of Pupil Support</p>
<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</p> <p>Language barriers</p>	<p>Speech and Language Therapist</p>	<p>Where appropriate, priority placement of Pupil Premium children on Speech and Language interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p> <p>Language barriers can include phonic awareness – pivotal in bridging gaps to support reading and spelling progression.</p>	<p>Moderation of progression through assess, impact, review process.</p> <p>Assessing children against individual targets</p> <p>Moderating planning and books to ensure SALT strategies are in place to support learning</p> <p>Lesson observations – with SALT focus</p>	<p>Speech and language Therapist Head of Pupil Support Class teacher YGM</p>

<p>Low resilience</p>	<p>Well-Being Coach</p>	<p>Where appropriate, priority placement of Pupil Premium children on well-being interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Moderating planning and books to ensure strategies are in place to support learning</p> <p>Lesson observations</p>	<p>Wellbeing coach Class teacher Head of Pupil Support YGM</p>
<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</p> <p>Gaps in knowledge and targeted needs identified quickly</p>	<p>Support Staff interventions</p>	<p>Where appropriate, priority placement of Pupil Premium children on well-being interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Moderating planning and books to ensure strategies are in place to support learning</p>	<p>Class teacher Head of Pupil Support YGM</p>

<p>Enhancing resilience Life skills and enrichment activities to boost understanding of world and community – sense of belonging and self-worth</p>	<p>Whole school Media and creative opportunities</p>	<p>Where appropriate, priority placement of Pupil Premium children for whole school media and creative opportunities will be provided.</p> <p>Exposure to subjects, opportunities that they may not ordinarily have with the intention of increasing confidence, reduce anxieties about new situations, enrich understanding of the world to impact on reading and writing content and ability to relate to curriculum content and topics. Diminishing some of the difference and working towards levelling the field.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>The Box YGM SLT Head of Pupil Support Class teachers</p>
<p>Parental engagement</p>	<p>Targeting parents for parents evening and workshops</p>	<p>In previous years we have seen an increase in Pupil Premium parents attending parents and evenings and workshops when a personal call is put through from a member of the Pupil Support team, explaining the event and helping parents to book on. By alleviating the pressure of needing to access the internet, processes involved in signing up and taking away the unknown of what it entailed.</p>	<p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>Head of Pupil support Pupil support team YGM Class teachers</p>

<p>Enhancing resilience Life skills and enrichment activities to boost understanding of world and community – sense of belonging and self-worth</p>	<p>Life experience Opportunities (centre MK, Service talks, tours around school)</p>	<p>Where appropriate, priority placement of Pupil Premium children for whole school media and creative opportunities will be provided.</p> <p>Exposure to subjects, opportunities that they may not ordinarily have with the intention of increasing confidence, reduce anxieties about new situations, enrich understanding of the world to impact on reading and writing content and ability to relate to curriculum content and topics. Diminishing some of the difference and working towards levelling the field.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>The Box YGM SLT Head of Pupil Support Class teachers</p>
<p>Total budgeted cost: £88,034.36</p>				

iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</p> <p>Gaps in knowledge and targeted needs identified quickly</p>	<p>Hive computer suite</p>	<p>Where appropriate, priority placement of Pupil Premium children on Nessy, Bug Club, Touch typing interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p>	<p>Moderation of progression through assess, impact, review process.</p> <p>Assessing children against individual targets</p> <p>Moderating planning and books to ensure programme strategies are in place to support learning</p> <p>Lesson observations – with intervention target focus</p>	<p>Pupil support department</p> <p>YGM</p> <p>SLT</p> <p>Class teacher</p>

<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</p> <p>Gaps in knowledge and targeted needs identified quickly</p>	<p>Educational psychologist</p>	<p>Where appropriate, priority placement of Pupil Premium children on assessment list for educational psychologist review.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p>	<p>Moderation of progression through assess, impact, review process.</p> <p>Assessing children against individual targets</p> <p>Moderating planning and books to ensure Ed Psyche strategies are in place to support learning</p> <p>Lesson observations – with recommendation target focus</p>	<p>Head of Pupil Support</p> <p>Pupil support department</p> <p>YGM</p> <p>SLT</p> <p>Class teacher</p>
<p>Accelerated progress, targeted support within core subjects.</p> <p>Gaps in knowledge and targeted needs identified quickly</p> <p>Low resilience</p> <p>Increased parental engagement</p>	<p>CPG Books (SATs revisions)</p>	<p>In previous years we have seen an increase in Pupil Premium parents attending SATs workshop and wanting to take advantage of the CPG revision books, when a personal call is put through from a member of the Pupil Support team, explaining the event and helping parents to book on. By alleviating the pressure of needing to access the internet, processes involved in signing up and taking away the unknown of what it entailed.</p> <p>Each pupil premium child is given a set of the CPG books, this allows them to use them to revise independent and</p>	<p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>YGM</p> <p>Class teacher</p> <p>Head of Pupil Support</p> <p>Pupil Support team.</p>

		<p>have the same access to resources as their cohort.</p> <p>It also enables parents to see how they can support their children by breaking down methods.</p>		
<p>Accelerated progress, targeted support within core subjects.</p> <p>Gaps in knowledge and targeted needs identified quickly</p>	<p>Lunchtime Homework help</p>	<p>When needs and misconceptions are identified quickly, it enables the teacher to target interventions accordingly. This will allow children to keep up with the class, build confidence and resilience and impact progress.</p> <p>Whereby a child is struggling to complete homework outside of school, they are able to complete homework in school with teacher support if needed.</p>	<p>Moderation of progression through assess, impact, review process.</p> <p>Homework mark book to show consistency of completion and impact of homework help</p> <p>Identification of children through mark book consistently being followed up.</p>	<p>YGM Class teacher SLT</p> <p>Head of Pupil support</p>
<p>Total budgeted cost: £5568.00</p>				

NOTE: This academic year has been challenging in an unprecedented way, with the lockdown of schools from 23rd March 2020 due to the COVID-19 Pandemic. During this time although our children haven't been physically in school, our teachers have been working around the clock, in school supporting Key worker and Pupil Premium families and at home through the bespoke setting, assessing and monitoring of core and foundation learning at home.

All of our home-learning has been directed by set teachers and so targeted and accessible for all children within the school. We have provided bespoke home-learning packs to our pupil premium children to enable them to access their learning with success. Teachers have called home to check in on children and families, providing additional resources, advice and answering questions at regular intervals throughout the Summer Term.

Preliminary baseline assessments for our pupil premium children suggest that on arriving back in school in September attainment has not widened as much as we feared and this is a testament to the continued support and provision these children have experienced during the lockdown period.

5.0 Impact Analysis and Review of Expenditure (July 2020)

Desired Outcome	Chosen Action and Approach	Impact	Cost
<p>Gaps in knowledge quickly identified to ensure that children are secure before learning moves on.</p> <p>Accelerated progress</p>	<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. 	<p>All year groups made excellent use of supplementary and reinforcement groups to target pupils. In pupil voice feedback, pupils stated that it made them feel more confident about their work and helped them to work with more independence in subsequent lessons boosting self-esteem and resilience.</p> <p>It is challenging demonstrating the impact of this provision due to the children being out of school from March and so teacher assessments being based upon work and learning up to this point. This has heavily impacted the data picture, as predictions rather than concrete assessment on learning produced and covered have been used to collate data.</p>	0
<p>Identification of SEND through stringent monitoring of age-related-expectations</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 	<p>During formal observations and the whole school audit, all teachers were actively using QFT aimed at disadvantaged children. Planning moderation demonstrated an awareness of Pupil Premium children in classes, target areas for these children and what was going</p>	0

<p>(ARE) and individual trajectories.</p> <p>For all members of staff to be aware of events and supports available and in place to enrich and scaffold the learning of Pupil premium children within the school.</p> <p>Reading – enhancing progress in reading</p> <p>Gaps in knowledge quickly identified to ensure that children are secure before learning moves on.</p>	<p>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.</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. • <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>to be done to target these children during lessons. Weekly team meetings have been held throughout the year with a standard agenda item being Pupil Premium best practice. Teachers bring the books of their Pupil Premium children to share successes, strategies and also gain advise on how to support further.</p> <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> <p>Throughout the Autumn and Spring term moderation processes, pupil premium priority marking was evident in all year groups and across all subject areas. This is something that we had continued to strive for to ensure consistency across both core and foundation subjects.</p>	<p>0</p> <p>0</p>
<p>Accelerated Progress</p> <p>Increased reading opportunities.</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. 	<p>The additional year 6 class allows for smaller form and set groups across the year. This means that all children benefit from higher teacher to child ratio and additional focused time with teachers. This has had an impact as we are continuing to raise the attainment % ARE in formalised assessment of disadvantaged children.</p> <p>:</p>	<p>3</p> <p>3,064.69</p>

<p>Enhancement of strong relationships with teacher and pupil in a pivotal transition year.</p>	<p>Disadvantaged pupils considered implicitly during assessment periods with additional support available if required and requested.</p>	<p>All disadvantaged pupils, who were deemed to be requiring access arrangements received an appropriate level of support based upon their individual needs in class and in the mock examinations.</p>	
<p>Targeted support for those with identified needs leading to improved progress.</p>	<ul style="list-style-type: none"> • <u>Set Grouping (English/Maths) for lower attaining pupils (taught by SLT)</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 	<p>It is difficult to accurately assess the impact of the provision this year due to the enforced school closures in relation to the pandemic. However, children were continuing to make progress along their trajectories, with the majority heading towards reaching their end of year target, as set by teacher.</p> <p>Throughout the pandemic, set teachers continued to plan and set work based upon children’s target areas, creating a bespoke learning package to ensure successful learning at home.</p>	<p>46,137.00</p>
<p>Through MKTSA and external provider ensuring staff have the skill set needed to meet the needs of their classrooms leading to accelerated progress – building resilience and supporting identification of need.</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. 	<p>During the Autumn term, our HLTA attended training on supporting children with Dyslexia, including the systematic teaching of spellings and supporting growth in writing. These directly impacted our provision as this training fed into existing intervention groups, with many children making accelerated and sustained progress. This has been evident in assessments of these key groups on return to school, as children have been able to retain their progress or have regressed minimally.</p>	<p>1500.00</p>

<p>To quickly identify the needs of children, in order to support appropriately and impact learning – with this children will develop confidence and boost resilience as they will be able to access the curriculum.</p> <p>Staff to use recommendations from reports and assessments to inform their planning and support strategies for children to ensure optimum impact.</p> <p>Reducing language barriers that impact academic and pastoral development.</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. • <u>Bespoke Assessment and Monitoring Tools</u> The yearly purchase and deployment of LASS, SNAP and Nesy 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>Due to being able to take advantage of a new condensed dyslexia assessment for children in Year 5 and 6, we were able to conduct the assessment of 4 pupil premium children all of which were diagnosed with dyslexia. This has enabled us to put the correct provision in place for them and provide evidence for the examination board to insure that appropriate access arrangements were in place. This also gave these parents peace of mind during what was a strange transition to secondary school, that they were able to clearly show their child’s needs with recommendations for support.</p> <p>100% of children assessed by the EP have seen progress towards their own bespoke recommendations</p> <p>Due to the dyslexia screening system as part of the Nesy programme, we have been able to assess and add to a working document of learning needs across the school nearly 180 students.</p> <p>This has supported class teachers in putting the right strategies and supports in place and has enabled the pupil support team to build a clear picture of need and structure interventions accordingly.</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. 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>	<p>1100.00</p> <p>525.00</p>
--	---	--	------------------------------

<p>Accelerated progress, targeted support within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations (ARE) and individual trajectories.</p> <p>Gaps in knowledge and targeted needs identified quickly.</p> <p>Accelerated progress within targeted support – impacting all subject areas.</p> <p>Boosting resilience and skill set in navigating emotions, life events in order to support the development of the whole child and help to prepare for entering next stage of education.</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. 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. 	<p>There have been 30 children across the school having 1:1 or small group intervention with our Speech and language therapist, 1/3 of these are children who have been captured on our pupil premium register.</p> <p>Out of the 30 students, 11 students were children who were identified were in our Year 3 cohort and have begun to access support to bridge gaps in language development.</p> <p>Due to the dyslexia screening system as part of the Nessy programme, we have been able to assess and add to a working document of learning needs across the school nearly 180 students.</p> <p>This has supported class teachers in putting the right strategies and supports in place and has enabled the pupil support team to build a clear picture of need and structure interventions accordingly.</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>7918.87</p> <p>21005.04</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>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> <p>Numbers participating in the homework clubs over the course of the Autumn and Spring term dwindled significantly. By the time we entered lockdown on 23rd March only 3 children were attending on a weekly basis and of these only 1 was PP. As part of a pupil voice children were asked about their thoughts on the club and many felt that giving up their lunch was a big sacrifice, especially if they find learning hard – they need the break. It was almost feeling like a punishment. To combat this, next year we will introduced a core skills session at different points in the day for each year group. During this time targeted children are being given the opportunity to complete homework tasks if needed. We will monitor this by moderating the homework rate (handed in) by our PP children.</p> <p>Over the Autumn term 30 children were on the caseload with 10 of these children being captured on our Pupil Premium register.</p> <p>Over the Spring term 30 children were on the caseload with 11 of these children being captured on our pupil premium register.</p>	<p>0</p> <p>6107.25</p>
--	--	--	-------------------------

<p>Accelerated progress, targeted within core subjects.</p> <p>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories. This is allowing children to make incremental steps of progress.</p> <p>Gaps in knowledge and targeted needs identified quickly.</p>	<ul style="list-style-type: none"> • <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 provision within their area (s) of need. 	<p>Due to the dyslexia screening system as part of the Nessy programme, we have been able to assess and add to a working document of learning needs across the school nearly 180 students.</p> <p>This has supported class teachers in putting the right strategies and supports in place and has enabled the pupil support team to build a clear picture of need and structure interventions accordingly.</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>The computer suite has allowed 100 students per week to access Nessy interventions – 38% of these students are pupil premium.</p> <p>We have also been able to support 15% of our PP children in class and through the Haven set provision using Clicker 8 learning programme to support across the foundation subjects in the afternoon and provide alternative recording methods.</p>	<p>0</p>
<p>Providing Pupil Premium children in Year 6 with a set of CPG SATs revision books – in order to increase their independence in accessing support material and ensuring that they are able to cover the correct</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. 	<p>During the COVID 19 lockdown, bespoke learning resources were prepared by teachers and members of the pupil support team. These packs included physical resources such as pens, pencils, rubbers, rulers etc. Alongside this it included mathematical resources to support learning to mimic the classroom and scaffold the children at home. This meant that children felt empowered to complete work independently, relieving the pressures from parents. A food bank was set up at school to enable parents who needed it to access food and household supplies to keep food on the tables and houses clean. This was well-used. As well as this, members of staff did car drop offs for families who could not travel to the school site to collect to insure that they had what was needed.</p>	<p>375.00</p>

<p>revising material alongside their peers.</p> <p>Enhancing resilience, life skills and enrichment activities to boost understanding of the world and community – creating a sense of belonging and self-worth.</p> <p>To increase parental engagement giving us a better understanding of how we can support our pupil premium families.</p> <p>Sharing of skill sets, so that parents feel better able to support the home learning of their children, working towards creating a strong home-school relationship.</p>	<ul style="list-style-type: none"> • <u>Life Experiences and Aspirations</u> <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> <ul style="list-style-type: none"> • <u>Targeting parents for parents evening and workshops</u> <p>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. 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>During the Autumn and Spring terms there were 213 weekly extracurricular places on offer at TMA. During this period we saw an increase in the number of these places being taken by Pupil Premium Children. The Head of Enrichment and PE, had worked hard to drive the awareness of the different clubs, how to apply and support was given by the Pupil support team for parents that did not have access to IT to apply for places at home or who could not navigate the system easily. We opened up additional spaces in clubs that were over-subscribed for PP children to join and allocated additional staff members to allow the clubs to run effectively.</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>We have supported many of our Pupil Premium families during the COVID-19 pandemic lockdown – offering modelling through video’s, resources sent out to home.</p> <p>Our well-being therapist made individual phone calls to families to support with social, emotional and mental health offering over the phone tutorials on relax kid’s strategies, zones of regulation for managing emotions and how to support children and families with high anxiety.</p>	<p>0</p> <p>0</p>
---	--	--	-------------------

--	--	--	--