**Pupil premium strategy statement 2019-2020**

**School overview**

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| **Metric** | **Data** |
| School name | Tockwith CE Primary Academy |
| Pupils in school | 208 |
| Proportion of disadvantaged pupils | 8% |
| Pupil premium allocation this academic year | £34,880 |
| Academic year or years covered by statement | 4-11 |
| Publish date | 01/12/19 |
| Review date | 01/11/20 |
| Statement authorised by | Gail Brown |
| Pupil premium lead | Justin Reeve |
| Governor lead | Sue Corbett |

**Disadvantaged pupil progress scores for last academic year**

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| **Measure – 3 children** | **Score** |
| Reading | 0.22 |
| Writing | 2.99 |
| Maths | -0.39 |

**Strategy aims for disadvantaged pupils**

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| **Measure – 3 children** | **Score** |  |
| Meeting expected standard at KS2 | 66% |  |
| Achieving high standard at KS2 | 0% |  |

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| **Measure** | **Activity** |
| Implementation of the Chimp Mind Management Model | Comprehensive training for staff to be aware of the model and how it impacts self. This is then to be cascaded to all staff.  Will be delivered to all as part of the skills for life programme. |
| Ensure that PPG pupils are targeted through targeted pastoral support | Boxall profiling  Google questionnaire focussed on the health and well being of pupils  Support or PPG pupils with well trained pastoral lead utilising a number of research based interventions.  Lego therapy for PPG children.  Targeted lunchtime support where needed and analysis of behaviour patterns through CPOMS. |
| Barriers to learning these priorities address | Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships |
| Projected spending | ASDAN and Support  - £800 |

**Teaching priorities for current academic year**

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Improved attainment in KS1, GD at KS2 | July 2020 |
| Progress in Writing | Improved attainment in KS 1 | July 2020 |
| Progress in Mathematics | Improved progress in KS2 | July 2020 |
| Phonics | 1 to 1 support for PPG children at risk of not achieving baseline. Precision teaching used as well as pre – teaching by support staff. | July 2020 |
| Other | Improve cultural capital – financial support for enrichment and visits. | July 2020 |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

**Targeted academic support for current academic year**

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| **Measure** | **Activity** |
| Bespoke targeted support with Teaching Assistants | Pupil Progress meetings to highlight specific needs and TA deployed appropriately to utilise research based interventions, pre teach, same day.  Pastoral support also provided as well as interventions such as lego therapy.  Measured impact in and out of intervention.  Pupil Progress meetings x 3 ensure that appropriate support is targeted in correct way by the people with the best skills ensuring maximum impact for the best value. |
| Continuous Professional Development | Specific Teaching Assistant training to compliment training delivered to staff.  Research based interventions to be shared amongst staff. Learning communities.  Professional Growth Policy - focussed on improving first wave teaching and therefore having impact on all, including lesson studies (focus on PP children) and use of teaching and learning journals.  Understanding of Boxall Profile.  Chimp Mind Model training  - 12 one and half hour sessions for 6 staff – HT, 2 teachers, HLTA, Pastoral Lead and TA. This will be cascaded to other staff to build on introduction that they have already had. |
| Barriers to learning these priorities address | Removing barriers in reading from the daily promise reading improving decoding, |
| Projected spending |  |

**Wider strategies for current academic year**

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| **Measure** | **Activity** |
| Ensure PPG pupils who are GRT have access to high quality T and L and bespoke personalised learning opportunities. | Early support for children with SEN who are GRT – bespoke packages. Revisiting of phonics. NESSY, doodle maths, google support (read write), numbots. ASDAN – Friday afternoon intervention with KS2 GRT |
| Improve attendance of PPG children | Dedicated time HT/ Pastoral Lead |
| Barriers to learning these priorities address | Click or tap here to enter text. |
| Projected spending | Click or tap here to enter text. |

**Monitoring and Implementation**

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | All staff know, monitor and track the progress of their PPG children.  Pupil Progress Meetings are held 3 times a year in alignment with end end of cycle data capture.  Opportunity to identify, evaluate and plan for further intervention.  SLT release to monitor progress of PPG children in class. | INSET days are used for PPG meetings. Class teacher, Assistant Heads, Head, Pastoral Lead, SENCO and teaching assistants are present at the meeting.  PPM form to be compiled in the meeting. This is built up over the 3 cycles and notices actions, impact and evaluation.  NTA tests to be used alongside Teacher Assessment to be used to help to identify gaps.  Understanding importance of how to track progress of interventions.  Reading for real TRG to look at a focus on PPG children |
| Targeted support | Interventions to be planned and timetabled in with appropriately trained support.  Ensure staff CPD  Appropriately skilled staff to be used.  Concise PEP’s in place with very specific finances attached for PPG+ children. | Ensure that coverage is in place across school. Time is |
| Wider strategies | Click or tap here to enter text. | Click or tap here to enter text. |

**Review: last year’s aims and outcomes**

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| **Aim** | **Outcome** |
| To ensure PPG pupils have access to the highest quality teaching, supported by well trained staff | Teacher tracker highlights high quality teaching across the school.  Pupil Progress meetings highlight strategies used for individual PPG children to boost. Children data shared with teaching team at these meetings both in attainment and progress |
| Ensure rapid progress for PPG pupils | Improved progress in reading for PPG children. |
| High quality CPD related to the teaching of reading with a focus on attainment for all |  |