

Pupil Premium Plan – 2020/2021

Tockwith CE Primary School

Summary information									
School		Tockwith CE Primary							
Academic Year		2020-21	Pupil Premium Total		£44,590	Number of pupils on Roll			205
Number of PP+	6	FSM	22	Service	3	Number receiving funding		31 – 15%	

Guidance

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

At Tockwith Primary, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free schools meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

Disadvantaged Pupil Progress Scores for 2019	EEF Recommendations								
<p>PREVIOUS YEAR as no academic results for 2020 due to COVID – 19.</p> <table> <tr> <th>Measure - 3 children</th><th>Progress score</th></tr> <tr> <td>Reading</td><td>0.22</td></tr> <tr> <td>Writing</td><td>2.99</td></tr> <tr> <td>Maths</td><td>-0.39</td></tr> </table>	Measure - 3 children	Progress score	Reading	0.22	Writing	2.99	Maths	-0.39	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p>
Measure - 3 children	Progress score								
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<table><tr><td>Measure - 3 children</td><td>Score - percentage</td></tr><tr><td>Meeting expected standard at KS2</td><td>66%</td></tr><tr><td>Achieving High standard at KS2</td><td>0%</td></tr></table>		Measure - 3 children	Score - percentage	Meeting expected standard at KS2	66%	Achieving High standard at KS2	0%	<ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology➤ Summer support
Measure - 3 children	Score - percentage							
Meeting expected standard at KS2	66%							
Achieving High standard at KS2	0%							

Statement regarding Pupil Premium Spend from 2019-20

Pupil Premium Strategy Feedback

Due to no formal assessments taking place over the academic Year 19/20, we are unable to publish data around the attainment and progress scores for Tockwith.

During the period prior to lockdown, we were able to significantly support our PPG children through targeted pastoral support. This was continued during lockdown with the children either being invited into school or receiving pastoral support remotely through class teachers and/or our pastoral lead.

87.5% of the children returned to the school before the end of the summer term. Over half of the children were in school for 6 weeks.

Comprehensive training was received regarding the implementation of the Chimp Mind Management Model and before the restrictions were taking place. The teaching of the model was being delivered across the school. This will be ongoing into next year as we continue to work with the Chimp Management Team.

Strategy Aims for Disadvantaged Pupils

Teaching - whole school strategies	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. ' Pupil Premium Guidance - EEF</p> <p>Focus</p> <p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulation, special educational needs in mainstream schools, working with parents, and social and emotional learning. This will link closely with our Professional Growth Model.</p>
Targeted Approaches	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Wider strategy.</p> <p>Keen focus on assessment and how that can inform targeted intervention in the form of research based interventions and same day intervention.</p>

Wider Strategies	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Pastoral support is at the heart of our vision allowing children to 'live life in all its fullness'. Health and Well Being Surveys, proactive and reactive support by our pastoral lead.</p> <p>Attendance and Pastoral support is facilitated and analysed through the use of CPOMS</p>
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2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Progress of Most Able pupil PP pupils across KS2
B.	Closing the Gaps earlier for PP pupils across school.
C.	Detailed analysis of effective learning Behaviours and implementation of evident based teaching strategies.
D.	Developing strategies across the core subjects in school

External Barriers

E.	<p>Attendance</p> <p>Mental Health and Well Being of Children – pastoral support</p>
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Outcomes

	Desired Outcomes and how they will be measured	Success Criteria
A.	Higher rates of progress across KS2 for higher attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and Writing. Measured in Y4, Y5 and 6 by teacher assessments and NTS tests.
B.	Pupils are on track during set assessment points and show progress	Pupils eligible for PP in all year groups make rapid progress by the end of the year so that the % of for PP pupils at age related increases.
C.	Detailed analysis of effective learning Behaviours and implementation of evident based teaching strategies.	Teachers apply the professional growth model to their practice, implementing strategies and working in partnership with colleagues and SLT to improve Teaching and Learning in school impacting on standards.
D.	PP pupils are reaching expected level in Maths	Pupils eligible for PP in all year groups make good progress by the end of the year so that the % of for PP pupils at age related increases. Measured in across the school by using NTS at 3 cycle points.
E.	Pastoral support for children is available to help them to be ready to learn and allow them to 'live life in all it's fullness'	Parents of PP pupils aware of age-related expectations and home/school can help pupils.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach/rationale	How will you ensure it is implemented well?	Staff lead	Review date?
C Teacher Development – Professional Growth model.	At the heart of our professional growth model is the idea that student success is as a result of teacher development. With this in mind, it is essential that our teachers have a strong and deep interest in their own growth and development and that of others. https://docs.google.com/document/d/1hQK5VVbdz4oFF6UCWfstpXLmpoN7EHWWp_bSEV2L7Fo/edit?usp=sharing 4 Element approach based on Teaching and Learning Journal Lesson Study Model Book Study Rosenshine's Principles in Action Coaching conversations – growth Partner and HT	Teacher's development of their T and L journal. Coaching conversations to be completed with HT. Lesson Study's to be completed and linked to effective Learning behaviours work from Huntington	JR	FEB 21
	2 teachers will work attend 5 session course at Huntington Research School to explore Effective Learning Behaviours. To work together to implement strategies in school, linked to professional growth model. Partner work with Ebor colleagues and time released to do this.	Lesson Study work, T and L journal. CPD for all staff evaluated. Link to Link governor for PP	JP	
D Leadership and preparation for Deep Dives - in Early Years, Maths and English.	Leaders to have a clear understanding of their curriculum intent, the quality of their implementation and impact for the children. Training to be cascaded to staff through Leaders evaluating their subjects and actioning improvements	Evidence from Deep Dives and action plans which are evaluated by SLT.	JP, RS and BM	

A B Support of early Career teachers – NQT,RQT programme.	In line with EEF document - allowing for support for early career teachers. Year plan to support NQT. RQT also able to access http://www.eborhope-tsa.org/cpd/nqt-leadership-programme/	Mentor of NQT to have regular meetings. Evaluating targets and progress.	JP	
<u>Teaching assessment and feedback</u> A,B Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Initial baseline to be provided through the catch up funding and subsequent Pupil progress meetings. Followed up by 2/3 cycles of data capture and pupil progress meetings to explore strategies to improve outcomes for PP children.	Time given to analyse assessments. PPM meetings to have SENCO, LIT and NUM leads, Head, Pastoral, Teacher and TA's present. Pupil progress meeting form to be completed with actions and measured impact.	JR	July 21

ii. Targeted approaches				
Desired outcome	Chosen action/approach/rationale	How will you ensure it is implemented well?	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> B EYFS – Support language and early literacy skills of Reception pupils through additional targeted support provided by trained Early Years staff.	Apply for online training and resources for NELI (Nuffield Early Language Intervention). Release TA for 20 hours training. After children identified for support and this to be delivered 1:1 or in small group activities. Work alongside Ebor colleagues to ensure consistency. Research based intervention +3 months progress https://educationendowmentfoundation.org.uk/covid-19-resources/neli/	Early Years Lead to monitor and evaluate. Focussed conversations about impact at Pupil Progress Meetings.	BM	July 21

	https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ - Part 5																																																														
<u>Intervention programme</u> D Focus on Numberstacks and Reading Wise as intervention strategies.	<p>Covid Recovery catch up Plan has enabled school to purchase and apply initial training of Number stacks.</p> <p>PP – to focus on delivery of the intervention – ensuring progress is measured in and out of the numberstacks intervention. Whole school intervention</p> <p>Supports concrete work in class and is able to assess the children where they are and then build a programme from this.</p> <p>https://www.numberstacks.co.uk/</p> <p>Readingwise https://readingwise.com/</p> <table border="1"> <thead> <tr> <th>Year</th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> <tr> <th>Group</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td rowspan="6">ReadingWise Modules</td> <td colspan="3">ZIP Whole Class</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3"></td> <td colspan="4">DECODING Intervention (Groups of 10)</td> </tr> <tr> <td colspan="3"></td> <td colspan="4">LEARNERS LIBRARY Whole Class (SATS prep)</td> </tr> <tr> <td colspan="3"></td> <td colspan="4">COMPREHENSION Intervention (Groups of 10)</td> </tr> <tr> <td colspan="7">TEACHER TRAINING Refresher & cascade training in school (Core module)</td> </tr> <tr> <td colspan="7">DASHBOARD Reports on individual progress (Core module)</td> </tr> </tbody> </table> <p>Focused intervention – taking advantage of our ICT resources to develop, phonics, decoding and comprehension across Key Stage 2 in school. This is in place to assist phonic gaps in KS2.</p> <p>This is linked https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ - Part 6 and 7 </p>	Year	R	Y1	Y2	Y3	Y4	Y5	Y6	Group	P1	P2	P3	P4	P5	P6	P7	ReadingWise Modules	ZIP Whole Class										DECODING Intervention (Groups of 10)							LEARNERS LIBRARY Whole Class (SATS prep)							COMPREHENSION Intervention (Groups of 10)				TEACHER TRAINING Refresher & cascade training in school (Core module)							DASHBOARD Reports on individual progress (Core module)							Linked Governor to PP and STEM. Pupil Progress Meetings and impact of intervention on attainment and achievement. Dedicated time available and training? Monitoring sessions.	RS	Feb 21
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<p><u>Extended school time</u></p> <p>D</p> <p>Number stacks</p>	<p>Additional time before school with specific focus on Pupil Premium children. Initial focus from Covid catch up was on Y2 and Y6. This to focus specifically on PP children where gaps. Also link to attendance and children who are late.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <p>2+ months progress although disadvantaged is closer to 3 months.</p>	<p>Monitored through Pupil Progress meetings and Pre and post intervention assessments.</p>		<p>Feb 21</p>
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iii. Wider Strategies				
Desired outcome	Chosen action/approach/rationale	How will you ensure it is implemented well?	Staff lead	Review date?
<p>A,B,D</p> <p>Children will have greater opportunities to access additional IT based online learning to support/ enhance their classroom based work. This will also work hand in hand with our remote learning policy.</p> <p>E</p>	<p>Teachers to be able to have online programmes to support/ enhance learning for children.</p> <p>Reading – active learn – KS1 - age book band appropriate levels. Built into use in school and also ability to access remotely.</p> <p>Maths – TT rockstars – to be used effectively with children in and out of the classroom. Children enjoy the speed and accuracy work.</p> <p>Numbots – progressively works through at the child's level. Links very closely to methods used in class.</p> <p>Spelling shed – Linked to half termly spellings that are assessed at the beginning and end of the half term.</p>	<p>Curriculum leads to check usage of online software.</p> <p>Effective use of software – adapting to the children's needs.</p> <p>Analysis of data – numbots and TT.</p> <p>Linked to Pupil Progress Meetings.</p> <p>Children to discuss usage and impact for them.</p>	<p>RS, JP , JR</p>	<p>July 21</p>

<p>Ensure all children are able to 'live life in all its's fullness through a pastoral support programme that permeates across the whole school</p> <p>To ensure that PP children are able to take part in extra curricular activities and receive subsidy for school trips and residential.</p>	<p>Pastoral Lead to play pivotal role in ensuring the Health and Wellbeing needs of the children are met. All children to participate in a health and wellbeing survey twice a year.</p> <p>Pastoral Lead released to support for half week across school. CPOMs to act as conduit for all information.</p> <p>Intervention strategies to be in place.</p> <p>PP children's extracurricular activities to be funded by Pupil Premium money.</p> <p>EG Rocks N Pops</p>	<p>Data from class spellings.</p> <p>Effective strategies shared.</p> <p>Analysed results of health and wellbeing survey. Overall school patterns and follow up of children who need support.</p> <p>Patterns for PP children.</p> <p>Follow actions for random children on cpoms.</p> <p>Number of PP children taking part in extracurricular activities.</p> <p>Pupil interviews – impact.</p>		
<p><u>Attendance</u></p> <p>E</p> <p>Attendance - continually monitor the attendance of our PP children. Reduce number of PA pupil premium children and increase attendance.</p>	<p>Monitor half termly attendance of PP children.</p> <p>Open dialogue with PA's and steps taken to improve attendance. GRT - intervention on Friday to improve attendance.</p>	<p>Link top safeguarding governor.</p> <p>Clear actions in place to positively encourage attendance but also steps in place to challenge lack of attendance.</p>	JR	

Previous Academic Year			
i. Quality of teaching for all			
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

iii.Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)