

Pupil premium report

School name:	Tithe Farm Primary School		
Academic year:	2019 - 2020	Total pupil premium budget:	£ 104,280.00
Total number of pupils on roll:	247 (exc. Nursery)	Number of pupils eligible for pupil premium:	67 (27%)
Date of review:	July 2019	Date of next scheduled review:	July 2019

Quality of Education

Implementation	Intended outcome	Estimated impact	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)	Cost	Staff lead
Employed Family Support Worker	To support the emotional, social and behavioral needs of the most vulnerable PPG pupils to allow them to access learning.	<p>All vulnerable pupils, including PPG pupils access the support provided by the Family Support Worker. This support was extended to include play therapy and counselling, for the most challenged pupils.</p> <p>Attendance for this group of pupils has significantly improved and they are able to remain in class for much longer periods of time. Their</p>	The role of the Family Support Worker is integral in the success of the school and allows class lessons not to be disrupted by anxious, emotional or disruptive pupils. The demands placed on the school by outside agencies including social care, has meant that the role is not practical for one full-time individual and the support needs to be further extended. The income for PPG pupils and the whole school budget cannot sustain the level of support required.	£ 30,000	JK

		progress has been better, although many of them still attain at a level below the expected standard.			
A strong offer of Learning Support Assistants to narrow gap in pupils' learning	Following pupil progress meetings, TAs are allocated specific interventions to ensure that the analysis of the gap in pupils' learning is used to teach to pupils' learning needs.	This provision has worked well and all pupils have made good progress from their starting points. This was recognised by Ofsted (Jan 2019)	There has been a shift in teacher's mindsets, away from a teaching assistant role to a learning support role. This has been emphasised during CPD this academic year. The CPD will continue and will provide support staff with tools to analyze the impact of their interventions more swiftly, thus adapting them sooner.	£ 183,492	DP
Enrichment and well-being opportunities to allow pupils to have experiences beyond those available in their community.	In-line with the expectations of the national curriculum and the Ofsted framework, pupils with limited life experiences are not able to be informed about fundamental learning opportunities, without experiencing them firsthand. To this end, pupils have: Played musical instruments Visited the theatre Been on residential to an adventure programme, a farm and the Brecon Beacons. Visited sports events, museums, the seaside	This approach is at the core of the ethos of the school and pupils at Tithe Farm are provided with experiences which allow them to relate their learning to life and retain it for longer. An example of this is the Year 1 trip to the Seaside – their topic in the summer term. Over 50% of the pupils had not visited a traditional English beach (many had been to theme parks.)	Budget restraints make it almost impossible for this offer to continue at the rate experienced in previous years. Music lessons have had to be cancelled and funding for clubs may have to be cut. Funding for trips will continue.	£ 26,000	DP

	and a broad range of extraordinary experiences. Been provided with the necessary uniform and resources required.				
				Total spend:	£ 239,492.00

Summary of spending

Desired outcomes

Desired outcome	Success criteria
All pupils, including those eligible for PPG have access to support to ensure they make better than average progress. The necessary tools are available to provide staff with the assessments and analysis to quickly identify gaps in a pupil's learning and teach to bridge it.	<p>Target tracker, Accelerated Reader and Essential Maths are used to fully support and analysis of attainment and progress and intervention programmes are used effectively to teach pupils to their need.</p> <p>This will result in improved outcomes for all pupils, with no gap between the attainment and progress of PPG and Non PPG pupils. This is more pertinent in Maths are for the more able PPG pupils.</p>
Pupils have access to an enriched curriculum, linked to the school's own curriculum. This will provide real-life experiences and embed learning for all pupils.	Pupils' learning in all subjects is embedded because they can relate their studies to actual events, places and experiences. This links into the school's Schemas.
The most vulnerable pupils are supported to access learning by accessing additional emotional and social therapy.	<p>A pupils' life experiences do not limit their ability to learn.</p> <p>All pupils feel valued, respected and supported.</p>

Targeted support

Implementation	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
All pupils are supported by staff who know their learning need and bridge gaps in learning.	All class-based staff have a clear understanding of the learning needs of all pupils in their charge and provide a personalized curriculum to allow the pupil to flourish.	All pupils will make expected progress or better, from their starting points – in all subjects.	Closer monitoring of impact is vital to ensure value for money in the implementation of interventions.	£ 185,000.00	DP
Pupils special needs are identified and accommodates more quickly – with more effective targeted support	Specialist SENDCo Assistant is used effectively to deliver referral forms to agencies, with all of the necessary assessments completed.	Pupils who are eligible for an EHCP are assessed more quickly and support is provided	The school has supported some of the most vulnerable pupils using PPG money, when they should be funded using EHCP funds.	£ 17,000	DP / RW
PPG pupils continue to have free day trips and a 50% subsidy for residential trips	All pupils, even the most hard-pressed, access experiences beyond their community.	Pupil relate and retain skills and knowledge for longer. Pupils are motivated to achieve beyond the expectations of their community experiences.	The PP Grant does not sufficiently support this objective so the offer has to be reduced from previous years.	£ 12,000	DP

Total spend: £ 214,000.00

Other approaches

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
<p>To review barriers to learning to ensure understanding is current.</p>	<p>When review completed, targeted support adapted to respond to any changes in barriers to learning.</p>	<p>Clearer understanding of the needs of the community should improve impact on all interventions.</p>	<p>n/a</p>	<p>£ nil</p>	<p>DP</p>
<p>To seek additional funding through grants and trusts.</p>	<p>Pupils needs are more effectively met with a greater budget.</p>	<p>Deficit budget is reduced more quickly and austerity measures are lifted.</p>	<p>n/a</p>	<p>£ 500</p>	<p>All Senior Leaders</p>

Parent and home engagement activities continue, but refreshments etc. reduced	Home learning opportunities and parental engagement will create greater aspiration and a better understanding of learning	Home learning is extended and parents support their children better. Attendance continues to improve.	Limit refreshments to cheaper biscuits and drinks	£ 500	DP
Total spend:				£ 1,000.00	

Impact statement

The impact on pupils' attainment owing to the money spent through the pupil premium is outlined in the tables below – this information highlights the impact the extra funding has had on the areas the school has identified.'

End of **KS1**

This data is statistically not strong because there are only 2 PPG pupils in Year 2

Area	Pupils attaining GLD PPG / Non PPG	Pupils eligible for pupil premium	All Pupils	Pupils not eligible for pupil premium
Percentage attaining at age related expectation in reading	100% / 52%	50%	72%	74%
Percentage attaining at age related expectation in writing	100% / 52%	50%	64%	64%
Percentage attaining at age related expectation in mathematics	100% / 52%	50%	80%	77%

Percentage attaining at a greater depth level in reading	100% / 52%	50%	36%	35%
Percentage attaining at a greater depth level in writing	100% / 52%	50%	20%	17%
Percentage attaining at a greater depth level in mathematics	100% / 52%	50%	32%	30%

This data indicates that, of the two children eligible for the Pupil Premium Grant, one did not achieve in all areas, whilst the other achieved at greater depth in all areas. As both of these pupils achieved a good level of development when leaving Reception – further analysis has taken place to identify the barriers to learning for the child who did not meet the expected standard. These findings remain confidential as the child could be identified. Suffice as to summarise that leaders are confident that this child received a good education to enable her to attain at the level s/he did at the end of key stage 1.

End of Year 4

38% of pupils are PPG.

Area	Pupils attainment at KS1 PPG / Non PPG	Pupils eligible for pupil premium	All Pupils	Pupils not eligible for pupil premium
Percentage attaining at age related expectation in reading	53%/ 77%	85%	88%	91%
Percentage attaining at age related expectation in writing	11% / 61%	59%	74%	84%

Percentage attaining at age related expectation in mathematics	32% / 68%	69%	82%	90%
Percentage attaining at a greater depth level in reading	5% / 32%	32%	50%	61%
Percentage attaining at a greater depth level in writing	0 / 16%	11%	32%	45%
Percentage attaining at a greater depth level in mathematics	0 / 29%	16%	36%	48%

Analysis of this data indicates that the PPG pupils have made better progress from their exit data at the end of Key Stage 1. However, the performance gap remains significant. Analysis of the cohort demonstrates that the most vulnerable pupils are also those accessing PPG and the school is not doing enough to overcome the barriers to learning for this group, particularly for the more able in writing and mathematics. Of the 19 pupils eligible for pupil premium, the school is working collaboratively with other agencies with over 50% of these pupils. The outcome of this work is recognized as empowering the pupil to achieve at a higher standard academically. The resources required to facilitate this work (part funded by PPG) should show an impact in future years.

End of **KS2**

46.2% of pupils are eligible for PPG.

Area	KS1 outcomes PPG / Non PPG	Pupils eligible for pupil premium	All Pupils	Pupils not eligible for pupil premium
Percentage attaining at age related expectation in reading	72% / 71%	94%	92%	91%
Percentage attaining at age related expectation in writing	61% / 66%	90%	92%	95%

Percentage attaining at age related expectation in mathematics	67% / 67%	78%	85%	91%
Percentage attaining at a greater depth level in reading	17% / 33%	28%	31%	33%
Percentage attaining at a greater depth level in writing	6% / 14%	28%	43%	36%
Percentage attaining at a greater depth level in mathematics	17% / 29%	11%	28%	43%

Pupils evidently catch-up by the end of key stage 2 and there is limited difference at the expected standard in literacy, although the gap is more pronounced in Maths. The percentage of PPG pupils achieving greater depth at Key stage 2 remains lower, although the number of pupils at greater depth is more. The areas for focus for future years are Maths and more able writers.