



# Tanners Wood JMI School

ESTABLISHED 1952

**Head Teacher: Mrs P Oureshi**

## **Pupil Premium Allocation and Impact 2016-17**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and Children Looked After. The allocation for 2016-17 is £ 1320 per eligible pupil. There are currently 79 children (21.3%) of pupils eligible for support at Tanners Wood. The pupil premium allocation for 2016-17 is therefore £104, 280.

<b>Strategy</b>	<b>Estimated Cost</b>	<b>Intended Impact</b>	<b>Comments – End Summer Term</b>
In-School Interventions (Year groups 1-6) for Maths and Literacy to support PPG children in danger of not attaining in line with non-PPG peers.	£51,255	Accelerated progress for identified children reducing the attainment gap with non-PPG peers.	Year 6 interventions have shown most impact. Many PP children also have SEND in Year 2 group – consequent impact on reaching ARE. 2017 data improved from 2016 for all key stages.
Purchase of Intervention Resources – e.g. Rapid Maths, Rapid Writing and Fresh Start.	£1,000	Quality, proven intervention materials leading to accelerated progress for identified children therefore reducing the attainment gap with non-PPG peers.	Rapid Maths and Rapid Writing resources have been purchased. RWI spelling resources have also been purchased. Total spent to date £710
Additional Teaching Assistants in the Reception Class to enable early identification and intervention for foundation stage children at risk of falling behind their peers.	£10,000	The majority of foundation stage children to make good or better progress (80%) and most children to reach good or better attainment. Identified children are provided with pre-teaching and extra input to ensure that they keep up with their peer group.	Additional TAs in place and supporting additional speech and language / socially speaking interventions, as well as picking up 'spot' interventions, from Autumn 2.
Additional TA support for children with emotional and behavioural difficulties.	£10,000	Reduced exclusions for identified children with behavioural difficulties.	High levels of one to one support given for some pupils. Some of these moving onto specialist provision.

Strategy	Estimated Cost	Intended Impact	Comments – End Autumn Term
Family Support Worker help for identified families in a range of year groups.	£6,000	Identified families are better able to support their children with learning. PPG children will make accelerated progress and the attainment gap will reduce with non-PPG children.	FSW used to effectively support a small number of families requiring support for a range of issues.
Play therapy / therapeutic play for identified children in all year groups as needed.	£5250	Improved attendance of target children over time. Fewer exclusions and lost golden time for identified children. Children are better able to cope with school.	Therapy support has been well used by children throughout the term and has supported children with identified emotional issues. There are two levels of support on offer (lower level therapeutic play and play therapy)
'Munch Bunch' breakfast club for identified PPG children in all year groups	£1400	Children who attend club are better able to learn and have higher self-esteem and motivation. Improved attendance of target children over time. They see school as a positive influence.	Club is well attended by 13 PPG children. Food costs to date are £400 plus the cost of staffing over the year (£1560).
<i>Green Team (outdoor learning club) for 18 PPG children with social, emotional or behaviour issues.</i>	£5000	Children will have improved behaviour for learning over time which will transfer to the whole class environment. They will develop their social skills, team skills, sense of responsibility, self awareness and self esteem. They will have a positive view of school. There will be a reduction in exclusions and lost golden time.	Green Team Leader received training over the summer and reports feeling much more confident in use of the therapy. This was reflected in positive intervention meetings with identified impact from the sessions. Cost of training £600, plus waterproofs £70 in the Autumn, wages £4000 for the year.
Subsidise the cost of all school residential visits for PP children.	£2225	PPG pupils will attend all residential visits.	Kingswood residential was subsidised for 11 PPG child – 50%.
Subsidise the cost of school visits for PP children.	£550	PPG pupils will attend all school visits.	Children in both key stages were supported with the cost of trips and visits this year.

Strategy	Estimated Cost	Intended Impact	Comments – End Autumn Term
Additional transition support where required.	£500	Better attendance for identified children. Children feel confident with transition.	Transition support offered included transition books for vulnerable children, group sessions and whole class sessions for Y6 children. Supply costs paid for new staff members joining the school.
To continue with systems to improve the attendance of PPG parents at parents evening meetings.	£200	Increased parental involvement with the school. Subsequent improved progress and attainment.	Excellent attendance at parent consultations – any parents who did not attend were followed up and new appointments given. New online systems aids tracking and booking of appointments and received good feedback from parents.
Pupil Progress Meetings (with focus on needs and progress of PP children) for all year groups to include SENCo and PP Leader release time.	£5400	Accelerated progress for PPG children. The gap will be narrowed between PPG children and their peers.	Meetings every term reviewed progress and attainment so far.
Monitoring (and follow up where necessary) of attendance for PP children in all year groups.	£500	High levels of attendance for PPG children lead to better learning and more positive attitudes towards school.	Attendance officer visited each term – visit followed up with letters / interviews with parents as appropriate.
To improve teacher/intervention staff communication systems.	£200	Issues will be picked up at an earlier stage leading to better impact from all interventions.	Folders seem to be working well. Meetings have been received positively by intervention TAs and Teachers. Interventions are mostly happening according to schedule.
Continuing Professional Development for all Teachers and TAs in areas of need.	£2,100	Standards of teaching and learning improved. Vulnerable pupils' are better supported and receiving higher quality feedback.	Staff meeting time on INSET day in Autumn term, and staff meeting in spring term with focus on PPG. English Leader led TA training on reading / phonics in Autumn term during leadership time.
Enrichment weeks (all year groups) including Maths and English - to engage harder to reach families and increase confidence.	£500	Events will be very well attended by PPG children and their parents. PPG children and their parents will have a positive viewpoint of school.	Easter revision school took place focused on reading and maths. Small groups with 5 adults.

Total spend on strategies to raise achievement and progress for pupils eligible for pupil premium is was in excess of £104, 280.

## Data Impact 2016-17

### EYFS

In the table below, average steps of progress for the whole cohort is compared with steps of progress for PPG children. Expected progress is 3 steps per year. There are 5 PPG children in the cohort. Of the children who did not meet the EYFSP, one child is assigned SEN, one child has very low attendance.

Prime Steps	Specific Steps	7 AoLs Steps	Prime ELGs	Literacy ELGs	Maths ELGs	GLD
3.9	4.2	4.1	43 (72.9%) 2 (3.4%)	43 (72.9%) 4 (6.8%)	43 (72.9%) 2 (3.4%)	43 (72.9%) 2 (3.4%)
3.6	4.2	3.9	2 (40.0%) 0 (0.0%)	2 (40.0%) 0 (0.0%)	2 (40.0%) 0 (0.0%)	2 (40.0%) 0 (0.0%)

### KS1 Reading, Writing and Maths Attainment – With SEND Children Filtered Out.

Many of our PPG children in this KS1 cohort are also SEND and this has impacted on their attainment.

The report below shows the impact of removing SEND children from the PPG group for reading (yellow), writing (pale blue), maths (dark blue) and reading/writing/maths combined (pink). This shows excellent attainment for this group, particularly in reading and maths. Writing is an area for further development.

No. in Whole Cohort:	59	Filtered Group % Higher:	9.1	9.1	9.1	9.1
No. in Filtered Group:	11	Filtered Group % Exp/Higher:	90.9	81.8	90.9	72.7
No. in Inverse Group:	48	Inverse Group % Higher:	25.0	22.9	25.0	18.8
		Inverse Group % Exp/Higher:	77.1	77.1	79.2	75.0

### KS1 Reading, Writing and Maths Progress (with and without SEN Filtered Out).

SUMMER	Cohort	Min Suff +		Good +		Very Strong		Cohort	Min Suff +		Good +		Very Strong		Cohort	Min Suff +		Good +		Very Strong			
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		
Total	17	11	64.7	8	47.1	5	29.4	Total	17	11	64.7	8	47.1	3	17.6	Total	17	16	94.1	9	52.9	1	5.9
Total	11	10	90.9	7	63.6	4	36.4	Total	11	10	90.9	7	63.6	3	27.3	Total	11	11	100.0	7	63.6	1	9.1

Not all PPG children are making good progress but a large majority are making at least minimum sufficient progress.

### KS2 Attainment - Disadvantaged Group.

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>GPS</u>	<u>R/W/M combined</u>
PP	81.8	81.8	100	90.9	63.6
Non PP	85.3	82.4	91.2	85.3	76.5
National	71.1	76.4	74.6	76.8	60.9

PPG group have attained higher than national (all) for all areas. Within school gap is small, or in some cases positive e.g. maths and GPS.

## KS2 Progress - Disadvantaged Group

### Reading Progress

	All			Dis			Other		
Cohort	43			11			32		
Score	0.76			3.52			-0.19		
National*	0.00			0.33			0.33		
Difference	0.76			3.19			-0.52		
CI +/-	1.88			3.71			2.17		

  

	Low			Middle			High		
	All	Dis	Other	All	Dis	Other	All	Dis	Other
Cohort	5	2	3	20	7	13	18	2	16
Score	9.51	10.77	8.67	0.47	2.60	-0.67	-1.36	-0.51	-1.47
National*	0	0.40	0.40	0	0.35	0.35	0	0.29	0.29
Difference	9.51	10.37	8.27	0.47	2.25	-1.02	-1.36	-0.80	-1.76
CI +/-	5.50	8.70	7.10	2.75	4.65	3.41	2.90	8.70	3.08

Please note: progress has been based upon the 2016 model. The 2017 model could be different as national progress trends could change. Therefore this data is provisional.

\*Where data is shown for disadvantaged pupils, national comparison is non-disadvantaged pupils

PPG children with low prior attainment have made very good progress; children with middle and high prior attainment have made more progress than non-PPG group.

### Writing Progress

	All			Dis			Other		
Cohort	43			11			32		
Score	1.58			3.38			0.96		
National*	0.00			0.12			0.12		
Difference	1.58			3.26			0.84		
CI +/-	1.88			3.72			2.18		

  

	Low			Middle			High		
	All	Dis	Other	All	Dis	Other	All	Dis	Other
Cohort	5	2	3	20	7	13	18	2	16
Score	3.49	6.11	1.74	1.19	2.98	0.22	1.48	2.04	1.41
National*	0	0.34	0.34	0	0.10	0.10	0	0.10	0.10
Difference	3.49	5.77	1.40	1.19	2.88	0.12	1.48	1.94	1.31
CI +/-	5.51	8.72	7.12	2.76	4.66	3.42	2.91	8.72	3.08

Please note: progress has been based upon the 2016 model. The 2017 model could be different as national progress trends could change. Therefore this data is provisional.

\*Where data is shown for disadvantaged pupils, national comparison is non-disadvantaged pupils

PPG children have made more progress than non-PPG children for all prior attainment.

### Maths Progress

	All			Dis			Other		
Cohort	43			11			32		
Score	2.79			3.51			2.54		
National*	0.00			0.24			0.24		
Difference	2.79			3.27			2.30		
CI +/-	1.59			3.15			1.85		

  

	Low			Middle			High		
	All	Dis	Other	All	Dis	Other	All	Dis	Other
Cohort	5	2	3	20	7	13	18	2	16
Score	7.36	6.70	7.80	2.43	2.73	2.27	1.91	3.03	1.77
National*	0	0.46	0.46	0	0.26	0.26	0	0.17	0.17
Difference	7.36	6.24	7.34	2.43	2.47	2.01	1.91	2.86	1.60
CI +/-	4.68	7.39	6.04	2.34	3.95	2.90	2.46	7.39	2.61

Please note: progress has been based upon the 2016 model. The 2017 model could be different as national progress trends could change. Therefore this data is provisional.

\*Where data is shown for disadvantaged pupils, national comparison is non-disadvantaged pupils

For all groups in maths there has been very good progress and better than national.

**Other Year Groups – Progress**

<b>Year 1</b>	PP	Non PP	Gap
Reading	2.7	2.8	-0.1
Writing	2.7	2.7	0
Maths	2.8	2.9	-0.1

<b>Year 2</b>	PP	Non PP	Gap
Reading	5.4	6.2	-0.8
Writing	5.1	6.3	-0.8
Maths	5.6	6.9	-1.3

<b>Year 3</b>	PP	Non PP	Gap
Reading	2.3	2.6	-0.3
Writing	2.2	2.4	-0.2
Maths	2.4	2.7	-0.3

<b>Year 4</b>	PP	Non PP	Gap
Reading	5.4	6.1	-0.7
Writing	4.9	5.5	-0.6
Maths	5.3	5.7	-0.4

<b>Year 5</b>	PP	Non PP	Gap
Reading	8.5	9.4	-0.9
Writing	7.1	8.5	-1.4
Maths	7.7	9.0	-1.3