



Tanners Wood JMI School

ESTABLISHED 1952

Head Teacher: Mrs P Qureshi

Pupil Premium Allocation 2018-19

The Pupil Premium 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 2018-19 is £1320 per eligible pupil. There are currently 76 pupils (18.45%) eligible for support at Tanners Wood. The pupil premium allocation for 2018-19 is therefore £100,320.00.

The main barriers to educational achievement for eligible children are:

- Social and emotional well-being to meet individual needs
- Delays in speech and language
- Supporting children with regular attendance
- Supporting children to manage their behaviour and emotions
- Provide equality of opportunity for pupils to access trips/visits
- Gaps in skill and knowledge within core subjects

Be the Best You Can!

| Strategy | Estimated Cost | Intended Impact | Comments on Actual Impact to date |
|--|----------------|---|--|
| 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. | £48,405 | Accelerated progress for identified children reducing the attainment gap with non-PPG peers. | Good impact / outcome grade from: Speech and language interventions Phonics support in Year 1 and 2 Year 6 teacher led boosters After school boosters Illness and other events within school impacted on the regularity of some interventions in the spring term. |
| Purchase of Intervention Resources – e.g. RWI spelling resources. | £2,000 | Quality, proven intervention materials leading to accelerated progress for identified children, therefore reducing the attainment gap with non-PPG peers. | Monitoring and targeted support has led to regular use in all year groups 2-6. Some work to do on plugging gaps in some cohorts. 75% of children in Y6 achieved 10+ in SATS spelling test. |
| Additional Teaching Assistants in Reception Class to enable early identification and intervention for foundation stage children at risk of falling behind their peers. | £14,195 | 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. | Good impact / outcome scores from: Additional adults in EYFS Socially speaking group Additional small group phonics Welcomm assessment and intervention This has led to an increase in children on track to make ARE at the end of Reception. |
| Additional TA support for children with emotional and behavioural difficulties. | £11,150 | Reduced exclusions for identified children with behavioural difficulties. | No exclusions for PPG children in 18-19. |
| Family Support Worker help for identified families in a range of year groups (part funding with PPG money) | £3,045 | 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 has impacted on support for families, families requiring safeguarding support, and attendance of PPG group. Ofsted commented on culture of safeguarding evident. |

Be the Best You Can!

| Strategy | Estimated Cost | Intended Impact | Comments on Actual Impact to date |
|--|----------------|---|--|
| Play therapy / therapeutic play / counselling for identified children in all year groups as needed. | £5,250 | Improved attendance of target children over time. Fewer exclusions and lost golden time for identified children. Children are better able to cope with school. | Good impact / outcome scores from: Therapeutic play and play therapy. |
| 'Munch Bunch' breakfast club for identified PPG children in all year groups. | £700 | Children who attend clubs are better able to learn/have higher self-esteem and motivation. Improved attendance of target children over time. They see school as a positive influence. | Club is used regularly by a group of up to 10 children. Next steps are to focus on developing social skills as well as meeting the nutritional needs of the group. |
| Green Team (outdoor learning club) for 12 PPG children with social, emotional or behavioural issues. | £2,280 | 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. | Positive outcome scores from Green Team group. |
| Subsidise the cost of all school residential visits for PPG children. | £2,225 | PPG pupils will attend all residential visits. | Majority of PPG children are able to take part in residential visits – cost is not a barrier as all are offered subsidy. |
| Subsidise the cost of school visits for PPG children. | £550 | PPG pupils will attend all school visits. | Offered on a needs basis. |
| Additional transition support where required. | £500 | Better attendance for identified children. Children feel confident with transition. | All identified children received additional support in Summer 2019. |

Be the Best You Can!

| Strategy | Estimated Cost | Intended Impact | Comments on Actual Impact to date |
|---|----------------|---|---|
| Pupil Progress Meetings (with focus on needs and progress of PPG children) for all year groups to include SENDCo and PP Leader release time. | £5,400 | Accelerated progress for PPG children. The gap will be narrowed between PPG children and their peers. | PPMs have taken place, using a team approach SENDCO / DHT / HT / TA and Teacher leading to better understanding of who needs targeted support and how this will happen. |
| Monitoring (and follow up where necessary) of attendance for PPG children in all year groups, including member of staff (FSW / SLT) to follow up on absence promptly. | £1,600 | High levels of attendance for PPG children lead to better learning and more positive attitudes towards school. | Weekly monitoring is taking place. Systems for tracking and following up have been refined. Policy and letters have been adjusted to meet the needs of the targeted group. Attendance for PPG is higher than 2017-18 (94.2 vs 93.1) and for whole school is above national. |
| To continue with teacher/intervention staff communication systems. | £200 | Issues will be picked up at an earlier stage leading to better impact from all interventions. | Folders allow regular monitoring. Issues have been picked up early. |
| 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. | CPD this year has focused on attachment, trauma and the needs of our PPG group. Great expectations CPD will lead to the publishing of a case study focused on our PPG children in the Summer of 2019. |
| Curriculum enrichment weeks (all year groups) 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. | Curriculum enrichment this year has included theatre groups, history workshops, geography day, computing day, anti-bullying day. Ofsted inspector judged curriculum to be both rich and with a focus on the development of skills. |

Total spend on strategies to raise achievement and progress for pupils eligible for Pupil Premium is £100,300.00. **The date of the next review of the school's Pupil Premium strategy will be July 2019.**

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Outcome Grades for Interventions run in the Summer Term 2019

Intervention leaders were asked to give each child an outcome grade according to the following:

- 2 significantly less than expected
- 1 less than expected
- 0 as expected
- +1 more than expected
- +2 significantly more than expected

| Name of Intervention – Year Group | Number of Participants | Average Outcome Grade |
|---------------------------------------|------------------------|-----------------------|
| Socially speaking Group 1- Reception | 4 | 1.5 |
| Socially speaking Group 1- Reception | 4 | 1.5 |
| Phonics Group 1 – Year 1 (FP) | 10 (small groups) | 0.3 |
| Phonics Group 2 – Year 1 (MF) | 5 | 0 |
| Phonics Books – Year 2 (CF) | 7 (1:1 work) | -0.29 |
| Phonics Books – Year 2 (GL) | 4 | 0.75 |
| SALT – Years 1-3 | 8 (1:1 work) | 0.63 |
| Phonics - Year 2 | 4 | 0.8 |
| Reading revival Larch – Year 3 | 4 | 0.75 |
| Reading revival Juniper – Year 3 | 2 | 0.5 |
| Additional reading / phonics – Year 3 | 4 | 0.5 |
| Maths – Year 3 | 6 | 0.33 |
| Phonics Books Group 1 – Year 3 | 5 | 0.2 |
| Phonics Books Group 2– Year 3 | 4 | 0.25 |
| Reading revival Larch – Year 3 | 1 | -1 |
| Phonics Books – Year 1 | 3 | 0 |
| Phonics Books Group 1 – Y4 | 4 | 0.75 |
| Phonics Books Group 2 – Y4 | 3 | 0 |
| Maths Group 1 – Y5 | 4 | 0.5 |
| Writing Group – Y5 | 12 (3 groups) | 0 |
| Maths WARE – Y6 | 4 | 0.5 |
| Maths ARE – Y6 | 4 | 1 |
| Maths AARE – Y6 | 14 | 0 |

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|--|--------------|------|
| Maths arithmetic – Y6 | 7 | 1.1 |
| Fresh Start – Y6 | 3 | 0.33 |
| Teacher led Reading Booster Group 1 – Y6 | 5 | 0.6 |
| Teacher led Reading Booster Group 2 – Y6 | 5 | 0.6 |
| Teacher led Reading Booster Group 3 – Y6 | 9 | 0.2 |
| Teacher led Reading Booster Group 4 – Y6 | 6 | 0.5 |
| Teacher led SEND 1:1 interventions | 7 (1:1 work) | 0.29 |
| Green Team Group 1 – Mixed year groups | 4 | 0 |
| Green Team Group 2 – Mixed year groups | 4 | 0 |
| Green Team Group 3 – Mixed year groups | 4 | 0.5 |
| Therapeutic play – Mixed year groups | 6 (1:1 work) | 0.5 |

EYFS Good Level of Development 2019

| | |
|------------------------------|----------------------|
| | Tanners Wood 2019 |
| Good Level of Development | 77% PPG 69% |

Phonics Screening Check 2019

| | |
|----------------|----------------------|
| | Tanners Wood 2019 |
| Phonics Year 1 | 90% PPG 71% |
| Phonics Year 2 | 98% PPG 100% |

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SATS KS1 Results 2019

Percentage of Pupils Working at Age Related Expectations

| | |
|------------|-------------------|
| | Tanners Wood 2019 |
| Reading | 81% PPG 67% |
| Writing | 76% PPG 58% |
| Maths | 83% PPG 67% |
| Re, Wr, Ma | 75% PPG 58% |

Year 6 Data

Percentage of Pupils Working at Age Related Expectations

| Attainment | GAPS | Reading | Writing | Maths | Reading/Writing/ Maths combined |
|-------------------|-------------|----------------|----------------|--------------|--|
| PPG | 56% | 50% | 75% | 56% | 31% |
| Non PPG | 91% | 89% | 98% | 89% | 82% |

Be the Best You Can!

Reading Progress

| | | | |
|------------|------------|------------|--------------|
| | All | Dis | Other |
| Cohort | 57 | 16 | 41 |
| Score | -0.87 | -1.71 | -0.54 |
| National* | 0.00 | 0.33 | 0.33 |
| Difference | -0.87 | -2.04 | -0.87 |
| CI +/- | 2.17 | 4.10 | 2.56 |

| | Low | | | Middle | | | High | | |
|------------|-------|-------|-------|--------|-------|-------|-------|-------|-------|
| | All | Dis | Other | All | Dis | Other | All | Dis | Other |
| Cohort | 4 | 4 | 0 | 28 | 9 | 19 | 25 | 3 | 22 |
| Score | -3.95 | -3.95 | | -0.29 | -0.66 | -0.12 | -1.03 | -1.88 | -0.91 |
| National* | 0 | 0.40 | 0.40 | 0 | 0.35 | 0.35 | 0 | 0.29 | 0.29 |
| Difference | -3.95 | -4.35 | | -0.29 | -1.01 | -0.47 | -1.03 | -2.17 | -1.20 |
| CI +/- | 8.19 | 8.19 | - | 3.10 | 5.46 | 3.76 | 3.28 | 9.46 | 3.49 |

Writing Progress

| | | | |
|------------|------------|------------|--------------|
| | All | Dis | Other |
| Cohort | 57 | 16 | 41 |
| Score | 2.38 | 2.06 | 2.50 |
| National* | 0.00 | 0.12 | 0.12 |
| Difference | 2.38 | 1.94 | 2.38 |
| CI +/- | 2.11 | 3.98 | 2.49 |

| | Low | | | Middle | | | High | | |
|------------|------|------|-------|--------|------|-------|------|-------|-------|
| | All | Dis | Other | All | Dis | Other | All | Dis | Other |
| Cohort | 4 | 4 | 0 | 28 | 9 | 19 | 25 | 3 | 22 |
| Score | 2.62 | 2.62 | | 2.20 | 2.56 | 2.03 | 2.54 | -0.20 | 2.91 |
| National* | 0 | 0.34 | 0.34 | 0 | 0.10 | 0.10 | 0 | 0.10 | 0.10 |
| Difference | 2.62 | 2.28 | | 2.20 | 2.46 | 1.93 | 2.54 | -0.30 | 2.81 |
| CI +/- | 7.97 | 7.97 | - | 3.01 | 5.31 | 3.66 | 3.19 | 9.20 | 3.40 |

Maths Progress

| | | | |
|------------|------------|------------|--------------|
| | All | Dis | Other |
| Cohort | 57 | 16 | 41 |
| Score | -1.12 | -1.26 | -1.07 |
| National* | 0.00 | 0.24 | 0.24 |
| Difference | -1.12 | -1.50 | -1.31 |
| CI +/- | 2.02 | 3.82 | 2.39 |

| | Low | | | Middle | | | High | | |
|------------|-------|-------|-------|--------|-------|-------|-------|-------|-------|
| | All | Dis | Other | All | Dis | Other | All | Dis | Other |
| Cohort | 4 | 4 | 0 | 28 | 9 | 19 | 25 | 3 | 22 |
| Score | -1.28 | -1.28 | | -0.52 | -0.41 | -0.57 | -1.78 | -3.79 | -1.51 |
| National* | 0 | 0.46 | 0.46 | 0 | 0.26 | 0.26 | 0 | 0.17 | 0.17 |
| Difference | -1.28 | -1.74 | | -0.52 | -0.67 | -0.83 | -1.78 | -3.96 | -1.68 |
| CI +/- | 7.64 | 7.64 | - | 2.89 | 5.09 | 3.50 | 3.06 | 8.82 | 3.26 |

This cohort of Year 6 PPG children had multiple vulnerabilities:

- one child had English as an additional language
- twelve children were summer born
- five children had identified SEND
- four children had low prior attainment
- seven children were from vulnerable families
- five were late joiners to the school (in Year 5 or 6)

In addition, some children missed achieving Age Related by a very small margin:

- three children scoring 99 in Reading
- four in Maths
- two children scoring 99 in GAPs