

# TIMU Pupil Premium Strategy 2019-2022



This is the 3-year Pupil Premium strategy for TIMU Academy Trust schools. Please look through to see the information about **both schools** for the targeted spend over the next 3 years, aligned to our school development plans.

**The main focus for both schools is the ongoing development of the whole curriculum to ensure that all children are highly motivated and engaged, can make links in their learning, deepen and retain knowledge, learn and develop practical skills and to ensure that NO child receives an impoverished curriculum offer.**

The Trust is investing deeply in developing a new, more active cross-curricular approach, with a keen focus on improving the outcomes and progress for PP children. Although this document gives overall broad themes, pupils are focussed on as individuals and we use a case-by-case approach to understand the barriers that some children face. Additionally, at Bobbing there are very small numbers of Pupil Premium children which can cause the outcomes to look skewed, and underpins the need to consider children as individuals.

# Bobbing Village School

<b>Academic Year</b>	19/20	<b>Total PP budget</b>	<b>£19,460</b>	<b>Date of most recent PP Review</b>	T1 1920
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	24 (12%)	<b>Date for next internal review of this strategy</b>	T4 1920
Ofsted May 2017 commented “Leaders make very effective use of pupil premium funding to support disadvantaged pupils. Bespoke help, guidance and individual support ensure that these pupils make rapid progress. Many disadvantaged pupils make more progress than their peers”					

<b>Current attainment (end of year data 17/18)</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>National average all children</i>
EYFS: GLD	50% (2 children)	
Year 1 phonics screening	100%(2 children)	
Year 2 Reading expected standard+	0% (1 child)	
Year 2 Reading: greater depth	0%	
Year 2 Writing expected standard+	0%	
Year 2 Writing: greater depth	0%	
Year 2 Maths expected standard+	0%	
Year 2 Maths: greater depth	0%	
Year 6 R/W/M combined	60% (5 children)	65%
Year 6 Reading expected standard+	60%	78%
Year 6 Reading high score (110+)	0%	27%
Year 6 Reading progress		0.03
Year 6 Writing expected standard+	60%	78%
Year 6 Writing greater depth	0%	20%
Year 6 Writing progress		0.03
Year 6 GPS expected standard+	60%	78%
Year 6 GPS high score (110+)	0%	36%

	<i>Pupils eligible for PP (your school)</i>	<i>National average all children</i>
Year 6 Maths expected standard+	60%	79%
Year 6 Maths high score (110+)	0%	27%
Year 6 Maths progress		0.03

**Note: these are very small numbers of pupils**

## Bobbing: Barriers to future attainment

<b>In-school barriers – see ‘quality of teaching’ and ‘targeted support’ sections</b>	
i.	Poor speech and language skills – including restricted vocabulary which impacts on reading and writing outcomes as well as reducing the foundation of knowledge which all children need to have new ideas ‘stick’ to
ii.	Not all PP pupils enjoy reading – we believe that all children need to have a love of reading and access to high quality reading teaching so that they can access all areas of the curriculum
<b>External barriers – see ‘Other Approaches’ section</b>	
i.	Lower attendance than non-PP peers End of year 18/19 FSM attendance 93.1% - PP attendance 95.0% - All chn 96.7% - National all chn 95.8%
ii.	Lack of home support for many children – leading to restricted reading at home, low life experiences, lack of access to wider opportunities etc

All other barriers are considered on a case by case basis.

# IWADE PRIMARY SCHOOL

<b>Academic Year</b>	19/20	<b>Total PP budget</b>	<b>£98,800</b>	<b>Date of most recent PP Review</b>	T6 1819
<b>Total number of pupils</b>	572	<b>Number of pupils eligible for PP</b>	60 (10.5%)	<b>Date for next internal review of this strategy</b>	T2 1920

Ofsted May 2017 commented “The additional government funding, known as the pupil premium, is allocated effectively to ensure that disadvantaged pupils make good progress overall. The school’s effective work in this area is underpinned by the accurate knowledge that staff have of each pupil’s needs. The most-able disadvantaged pupils receive work that challenges them in English and mathematics, and consequently they achieve as well as their most-able classmates”

## 1. Current attainment (end of year data 18/19)

	<i>Pupils eligible for PP (your school)</i>	<i>National average All/PP</i>
EYFS: GLD (7 chn)	57%	
Year 1 phonics screening (10 chn)	40%	
Year 2 Reading expected standard+ (10 chn)	40%	
Year 2 Reading: greater depth	10%	
Year 2 Writing expected standard+	50%	
Year 2 Writing: greater depth	0%	
Year 2 Maths expected standard+	50%	
Year 2 Maths: greater depth	0%	
Year 6 R/W/M combined (15 chn)	60%	65%
Year 6 Reading expected standard+	67%	78%
Year 6 Reading high score (110+)	33%	27%
Year 6 Reading progress	-1.36	0.03
Year 6 Writing expected standard+	73%	78%
Year 6 Writing greater depth	27%	20%

	<i>Pupils eligible for PP (your school)</i>	<i>National average All/PP</i>
Year 6 Writing progress	+0.49	0.03
Year 6 GPS expected standard+	60%	78%
Year 6 GPS high score (110+)	40%	36%
Year 6 Maths expected standard+	67%	79%
Year 6 Maths high score (110+)	27%	27%
Year 6 Maths progress	-0.03	0.03

## Iwade: Barriers to future attainment

<b>In-school barriers – see ‘quality of teaching’ and ‘targeted support’ sections</b>	
i.	Poor speech and language skills – including restricted vocabulary which impacts on writing outcomes (29% of chn are off track with writing prior attainment) and reading, as well as reducing the foundation of knowledge which all children need to have new ideas ‘stick’ to
ii.	Low levels of attainment – 23% of children work out of their year group – many have SEN barriers as 25% of children are on the SEN register
iii.	Difficulties with synthetic phonics, spelling and reading resulting in low phonics outcomes and 22% of chn being off track with reading prior attainment. Not all PP children have a love of reading.
iv.	Maths difficulties – gap measured in Multiplication Tables Check and in 25% of chn being off track in maths prior attainment
<b>External barriers – see ‘Other Approaches’ section</b>	
i.	Lower attendance than non-PP peers End of year 18/19 FSM attendance 92% - PP attendance 93.9% - All chn 98% - National all chn 95.8%
ii.	Lack of home support for many children – leading to restricted reading at home, low life experiences, lack of access to wider opportunities etc
iii.	Lateness – 25% of the children have been late on at least 8 occasions, with 8% late for more than at least 40 occasions throughout the year

## BOBBING: Quality of teaching for all

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Improved range of vocabulary for all children leads to more ambitious speaking and writing skills and children are better prepared for their future education	Yes Quality of Education point a & b	<ul style="list-style-type: none"> <li>Sharing of educational research around closing the vocabulary gap</li> <li>Research undertaken in school for closing the gap</li> <li>Purchasing resources to support teachers and their workload</li> </ul>	EEF: Oral Language interventions +5m Alex Quigly: Closing the vocabulary Gap Beck et al: Bringing Words to Life	Through drop in observations, NFER reading test outcomes, book monitoring with teachers and discussions with pupils
Staffing to support children in class including additional TAs and senior staff to be released to support children in their community	Yes Leadership & Management point h & i	<ul style="list-style-type: none"> <li>Additional staffing in year R to get children off to the best start and close gaps as soon as possible</li> <li>Senior staff released to support children in their community and address any educational or pastoral concerns</li> </ul>	EEF: Early Years Interventions +5m	Reports from Assistant Headteachers for the community and Community Lead. EYFS outcomes and progress across the year
Subscriptions for teaching resources enable children to have the best resources to support their learning and reduce impact on teacher workload leaving teachers more time to focus on the highest quality teaching	Yes Leadership & Management point e Quality of Education point b	<ul style="list-style-type: none"> <li>Subscriptions for online teaching resources which also support children at home</li> </ul>	Department for Education: Teacher workload toolkit	IT monitoring of uptake of resources to achieve best value, discussions at staff meeting
Learning Tickets in school enable teachers to develop their teaching practice through access to research and links with other practitioners	Yes Quality of Education point a	<ul style="list-style-type: none"> <li>Teachers can bid for a learning ticket and use the funding to engage in CPD and research project to upskill practice and engage with other practitioners</li> </ul>	John Dunford – the effect of highly effective teaching on students in years of progress & NFER report on supporting attainment for PP pupils Variety of research articles used to develop research informed practice	Self evaluation by staff, impact on teaching practice through drop in observations and impact in the children's books

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Staff are upskilled in their teaching practice of foundation subjects so that children have the best possible teaching	Yes Quality of Education point a & b	<ul style="list-style-type: none"> <li>Teachers can engage in research or attend courses to upskill their teaching practice in foundation subjects</li> <li>Teachers attend Subject Leads forums with other local schools to share best practice</li> </ul>	Evidence from teaching experience from colleagues Shared research articles	Book monitoring with subject leaders and teachers, staff discussions, impact on children's learning as evidenced in greater retained depth of knowledge
Staff are upskilled in their teaching practice in core subjects (maths, reading, writing & phonics) to give children the best possible teaching including maths mastery to raise the outcomes in maths at greater depth and increase key stage progress	Yes Quality of Education point f	<ul style="list-style-type: none"> <li>Teachers can engage in research or attend courses to upskill their teaching practice in core subjects such as NCETM Maths Hub or White Rose</li> </ul>	EEF: Mastery Learning +5m	NFER test outcomes, phonics outcomes, SATS outcomes, book monitoring with teachers and pupil feedback
Impact to date:				
Total cost of approaches (budget figures)				£20,142.92

## IWADE: Quality of teaching for all

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Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Staffing to support children in class including additional TAs and senior staff to be released to support children in their community	Yes Leadership & Management point h & i Quality of Education point g	<ul style="list-style-type: none"> <li>Additional staffing in year R to get children off to the best start and close gaps as soon as possible</li> <li>Senior staff released to support children in their community and address any educational or pastoral concerns</li> </ul>	EEF: Early Years Interventions +5m	Reports from Assistant Headteachers for the community and Community Lead. EYFS outcomes and progress across the year
Subscriptions for teaching resources enable children to have the best resources to support their learning and reduce impact on teacher workload leaving teachers more time to focus on the highest quality teaching	Yes Leadership & Management point e Quality of Education point b	<ul style="list-style-type: none"> <li>Subscriptions for online teaching resources which also support children at home</li> </ul>	Department for Education: Teacher workload toolkit	IT monitoring of uptake of resources to achieve best value, discussions at staff meeting
Learning Tickets in school enable teachers to develop their teaching practice through access to research and links with other practitioners	Yes Quality of Education point a	<ul style="list-style-type: none"> <li>Teachers can bid for a learning ticket and use the funding to engage in CPD and research project to upskill practice and engage with other practitioners</li> </ul>	John Dunford – the effect of highly effective teaching on students in years of progress & NFER report on supporting attainment for PP pupils Variety of research articles used to develop research informed practice	Self evaluation by staff, impact on teaching practice through drop in observations and impact in the children's books
Staff are upskilled in their teaching practice of foundation subjects so that children have the best possible teaching	Yes Quality of Education point a & b	<ul style="list-style-type: none"> <li>Teachers can engage in research or attend courses to upskill their teaching practice in foundation subjects</li> </ul>	Evidence from teaching experience from colleagues Shared research articles	Book monitoring with subject leaders and teachers, staff discussions, impact on children's learning as evidenced in greater retained depth of knowledge
Staff are upskilled in their teaching practice in core subjects (maths, reading, writing & phonics) to give children the best possible teaching including maths mastery to raise the outcomes in maths at greater depth and increase key stage progress	Yes Quality of Education point f & g	<ul style="list-style-type: none"> <li>Teachers can engage in research or attend courses to upskill their teaching practice in core subjects such as NCETM Maths Hub or White Rose</li> </ul>	EEF: Mastery Learning +5m	NFER test outcomes, phonics outcomes, SATS outcomes, book monitoring with teachers and pupil feedback
Impact to date:				



Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Total cost of approaches (budget figures)				£55,976.08

## BOBBING: Targeted Support

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
All PP children develop a love of reading for pleasure, with access to high quality reading and phonics teaching	Yes Quality of Education point e	<ul style="list-style-type: none"> <li>Purchase of additional phonics reading books to support early reading skills</li> <li>Purchase of additional books to support wider reading for pleasure</li> </ul>	EEF: Oral language interventions +5m EEF: phonics +4m EEF: reading comprehension strategies +6m	NFER reading outcomes, SATS outcomes, AR targets, increased book loans, phonics outcomes & discussions with children
Children have access to professional services and in-school teaching and interventions to support their wellbeing and mental health when they need it	Yes Personal Development point a	<ul style="list-style-type: none"> <li>Wellbeing and mental health interventions, based on positive outcomes, are available in school</li> <li>Access to counselling and wider mental health services</li> </ul>	EEF: Social and emotional learning +4m	Action by the Inclusion team, shared on in-school documentation showing impact of any interventions and support
Year R parents can access Tapestry to support parental engagement and share wider EYFS development with the schools	No	<ul style="list-style-type: none"> <li>Donation towards Tapestry licence for the school</li> </ul>	EEF: parental engagement +3m	High uptake by parents and regular posts made by families, parent voice demonstrates positive feedback
Impact to date:				
Total cost of approaches (budget figures)				£1,345.00

## IWADE: Targeted Support

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
All PP children develop a love of reading for pleasure, with access to high quality reading and phonics teaching	Yes Quality of Education point e	<ul style="list-style-type: none"> <li>Purchase of additional phonics reading books to support early reading skills</li> <li>Purchase of additional books to support wider reading for pleasure</li> </ul>	EEF: Oral language interventions +5m EEF: phonics +4m EEF: reading comprehension strategies +6m	NFER reading outcomes, SATS outcomes, AR targets, increased book loans, phonics outcomes & discussions with children
Children have access to professional services and in-school teaching and interventions to support their wellbeing and mental health when they need it	Yes Personal Development point a	<ul style="list-style-type: none"> <li>Wellbeing and mental health interventions, based on positive outcomes, are available in school</li> <li>Access to counselling and wider mental health services</li> </ul>	EEF: Social and emotional learning +4m	Action by the Inclusion team, shared on in-school documentation showing impact of any interventions and support
Year R parents can access Tapestry to support parental engagement and share wider EYFS development with the schools	No	<ul style="list-style-type: none"> <li>Donation towards Tapestry licence for the school</li> </ul>	EEF: parental engagement +3m	High uptake by parents and regular posts made by families, parent voice demonstrates positive feedback
Impact to date:				
Total cost of approaches (budget figures)				£3,816.84

## BOBBING & IWADE: Other Approaches

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Increase FSM children attendance, decrease lateness and increase home support by using a Family Liaison Officer to work alongside families to support them by increasing their engagement with the schools	Yes – Behaviour & attitudes point b	<ul style="list-style-type: none"> <li>FLO works with any families who have asked for support, or who the school have any concerns around the academic achievement of wellbeing of their child</li> </ul>	EEF: parental engagement +3m	Attendance and lateness figures, tracking by FLO, parent feedback

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Decrease lateness and support working PP parents by making contributions to the cost of before and after school club attendance	No	<ul style="list-style-type: none"> <li>Offer supported or fully paid before and/or after school club places to support parents</li> </ul>	Parent surveys indicate that parents value this service	
Support families in checking for eligibility for FSM	No	<ul style="list-style-type: none"> <li>PPG funding for the local authority checker</li> </ul>	Schools are able to increase proportion of families accessing FSM and PPG funding for school (thus offering free trips and clubs for their children)	Office team monitor and support any new starters in school
Impact to date:				
Total cost of approaches (budget figures)				<b>£20,974.68</b>

## BOBBING: Other Approaches

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Pupils have access to music lessons through the offer in school	Yes Quality of Education point b	<ul style="list-style-type: none"> <li>Offer of music lessons</li> </ul>	EEF: Arts participation +2m	Uptake of offer and feedback from the children
Pupils have access to free school trips to broaden their life experience	Yes Quality of Education point b	<ul style="list-style-type: none"> <li>All FSM children are offered free places on school trips</li> </ul>	Parent survey T3 18/19 evidenced that parents valued the option for children to go on school trips	Uptake of the offer, feedback from parents and children
Pupils have access to free after school clubs to engage and motivate them and develop wider interests	No	<ul style="list-style-type: none"> <li>All FSM children are offered free after school clubs in a wider range of areas</li> </ul>	Parental feedback evidences that this is valued by our parents	Uptake of the offer, feedback from parents and children
Families have support from the school in difficult circumstances	No	<ul style="list-style-type: none"> <li>Funding is held for pastoral needs</li> </ul>	Parental feedback evidences that this is valued by our parents	FLO and Inclusion team monitor and support as required
Impact to date:				
Total cost of approaches (budget figures)				<b>£1,954.00</b>

## IWADE: Other Approaches

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Pupils have access to music lessons through the offer in school	Yes Quality of Education point b	<ul style="list-style-type: none"> <li>Offer of music lessons</li> </ul>	EEF: Arts participation +2m	Uptake of offer and feedback from the children
Pupils have access to free school trips to broaden their life experience	Yes Quality of Education point b	<ul style="list-style-type: none"> <li>All FSM children are offered free places on school trips</li> </ul>	Parent survey T3 18/19 evidenced that parents valued the option for children to go on school trips	Uptake of the offer, feedback from parents and children
Pupils have access to free after school clubs to engage and motivate them and develop wider interests	No	<ul style="list-style-type: none"> <li>All FSM children are offered free after school clubs in a wider range of areas</li> </ul>	Parental feedback evidences that this is valued by our parents	Uptake of the offer, feedback from parents and children
Families have support from the school in difficult circumstances	No	<ul style="list-style-type: none"> <li>Funding is held for pastoral needs</li> </ul>	Parental feedback evidences that this is valued by our parents	FLO and Inclusion team monitor and support as required
SEND children have appropriate supports (such as wobble cushions, weighted cushions and interventions to support learning) so that they can make at least expected progress from their starting points	Yes Quality of Education point c	<ul style="list-style-type: none"> <li>Inclusion team choose appropriate resources and interventions so that barriers can be addressed</li> </ul>	SEN code of practice 2015	SENCO, class teachers & TAs, through pupil progress meetings
Impact to date:				
Total cost of approaches (budget figures)				£6,463.52