



**Tankersley St. Peters C of E (A) Primary School**  
**Pupil Premium/disadvantaged Grant expenditure and Action plan linked to DEP – 2015-2016**

## **Aims**

***Improving achievement for all of our disadvantaged pupils***  
***To diminish the differences in attainment and progress for pupils in receipt of pupil premium and those who are not***  
***Improving outcomes in achievement and attainment for LAC pupils in receipt of pupil premium plus grant***

### **Overview of Pupil premium Funding at Tankersley School**

We aim to ensure ALL of our disadvantaged pupils make accelerated progress in line with or exceeding their peers. We aim to give these pupils the opportunities to achieve and flourish in Primary school so that they are confident, capable and ready for Secondary school.

As outlined in our pupil premium policy, the spending of funding is used first and foremost to ensure pupils are receiving quality first teaching. Additional provision may also be provided to ensure the progress and attainment of disadvantaged pupils is in line with their peers. This may also come in the form of pastoral support to ensure they are in a position where they are able to learn. Our dedicated family support worker has been employed to improve the attendance of a core group of our pupil premium pupils to ensure they are in school and learning every day. Pupil premium is spent according to need and does not mean that each pupil receives direct funding. (See more detail our pupil premium policy)

All pupil premium pupils are targeted through data analysis and identified as a significant group in termly pupil progress meetings – 1: 1 support and interventions are planned accordingly. The pupil premium children are tracked in a separate tracking grid so that their learning outcomes can be more easily identified and future learning needs targeted for these pupils. A comprehensive whole school pupil premium tracking system is in place to track outcomes for disadvantaged pupils.

The school also has a Pupil premium log which helps all staff to identify and track disadvantaged pupils in receipt of pupil premium and also enables staff to have an overview of the needs of these pupils.

### **Links to key OFSTED development Priorities:**

***'Increase attendance of a small group of pupils from hard to reach families and engage with parents of these pupils ' (March 2014)***

**KEY SCHOOL  
DOCUMENTS FOR PUPIL  
PREMIUM IN SCHOOL**

**Pupil premium grant expenditure and action plan** – (See This document) This outlines the annual priorities and how the school plans to use the pupil premium grant to raise achievement and attainment for pupil premium pupils

**Pupil premium log** – This log is accessed by all staff to record all aspects of achievement accessed by Pupil premium pupils to give a holistic view of the whole child.

**Pupil premium whole school tracking sheets** – Records of attainment and progress for all Pupil premium (Disadvantaged and LAC) in Reading, Writing, SPAG and Maths

**Pupil premium policy** – This document informs all stakeholders on the school's practices and procedures in allocating the pupil premium grant

### 3 year - Data Outcomes comparing progress of disadvantaged pupils with all pupils and pupils nationally:

End of year	2013/14 All pupils school	2013/14 Disadvantaged 6 pupils	2014/15 All pupils school	2014/15 Disadvantaged 6 pupils	2015/16 All pupils school	2015/16 Disadvantaged pupils	2016/17 All pupils school	2016/17 Disadvantaged pupils	2017/18 All pupils school	2017/18 Disadvantaged pupils
% of pupils making expected progress in reading	100%	All 6 =100%	100%	All 6 =100%	Awaiting Raiseonline Validated					
% of pupils making better than expected progress in reading	73%	4/6 =67%	46%	17%						
% of pupils making expected progress in writing	100%	All 6 =100%	96%	All 6 =100%						
% of pupils making better than expected progress in writing	62%	3/6 =50%	58%	2/6 =33%						
% of pupils making expected progress in maths	96%	All 6 = 100%	92%	5/6 =83%						
% of pupils making better than expected progress in maths	62%	3/6 =50%	19%	0%						

## PP Grant Funding information:

Disadvantaged and grant pupil premium funding allocated to school:

### Number of pupils and pupil premium grant (PPG) received - 2013 2014

Total number of pupils on roll	210
Total number of pupils eligible for pupil premium grant	40
Total amount of pupil premium grant received	£37467

### Number of pupils and pupil premium grant (PPG) received - 2014 2015

Total number of pupils on roll	227
Total number of pupils eligible for pupil premium grant	39
Total amount of pupil premium grant received	£49700

### Number of pupils and pupil premium grant (PPG) received - 2015 2016

Total number of pupils on roll	197
Total number of pupils eligible for pupil premium grant	38
Total amount of pupil premium grant received	£53005

**SCHOOL PRIORITIES AND INITIATIVES FOR PUPIL PREMIUM GRANT SPEND 2015 /16**

Aim/ Initiative	Termly actions & Success Criteria	Cost	Led by	Monitoring and Evidence	Evaluation of Impact
<p><b>All disadvantaged pupil premium pupils to receive QFT pitched accurately to their learning needs – in both achievement, attainment and progress</b></p> <p><b>Gaps in learning addressed</b></p>	<ul style="list-style-type: none"> <li>Teachers made accountable for progress through pupil progress meetings and identification of significant groups</li> <li>Aspirational but achievable targets set for disadvantaged pupils</li> <li>Disadvantaged pupils highlighted in tracking matrices and flightpaths – for identification</li> <li>Whole school progress tracker keeps focus firmly on learning needs of disadvantaged pupils</li> <li>Teacher and TA are aware of PP children in their class and develop appropriate planning for their needs</li> <li>Clear and timely feedback given to diminish the learning differences between disadvantaged pupils and their peers – target jigsaws and polishing pens used to inform pupils of their next steps in learning</li> <li>Whole school holistic pupil premium log is accessed by ALL staff to record achievement for all pupil premium children as well as attainment &amp; progress.</li> </ul>	<p>Pupil progress management meeting time</p> <p>SLT time to monitor</p>	<p>Head J. Proctor-Blain</p> <p>SLT – Deputy Head S. Chadburn L. Johnston</p> <p>Class teachers</p>	<p>Teachers - Identifying and targeting disadvantaged pupils for support in termly Pupil Progress meetings</p> <p>Book scrutinies, moderation undertaken by SLT and in staff meeting with high focus on the learning of disadvantaged pupils</p> <p>In year data outcomes Whole school Pupil premium tracking</p> <p>Pupil premium holistic log</p>	<p>Pupils attainment and progress was well <b>above</b> the national and by the end of KS2 in all subjects</p> <p>The number of disadvantaged pupils at the end of KS2 totalled 5 in 2016. 3 were lower attainers and 2 middle attainers from KS1 starting points. All these pupils made excellent progress from prior starting points compared to national in each of the 4 subjects</p> <p>In attainment at standard 100+ 3/5 60% achieved Standard in Reading, Writing and SPAG 2/5 40 % achieved standard in Maths</p>

<p><b>Support for 2 pupils:</b></p> <p><b>1 disadvantaged PP Plus (LAC) pupil &amp; SEND - EBD</b></p> <p><b>1 disadvantaged &amp; SEND pupil in Y1 with significant needs</b></p>	<ul style="list-style-type: none"> <li>Daily Personalised planning for Reading, Phonics, Writing and Maths – 1:1 support for phonics and writing</li> <li>TAC and ECHP review meetings to support the pupil and family</li> <li>Communication and interaction team support</li> <li>Support from Play therapist for behaviour support</li> <li>Support from Ed Psychologist</li> <li>Speech and language support</li> <li>Free Access to breakfast club for LAC</li> <li>PEP plan in place for LAC</li> <li>Additional Lunchtime SMSA support for these 2 pupils</li> </ul> <p>Resourcing for Inclusion -</p> <ul style="list-style-type: none"> <li>Conversion of learning space in Y1 – resourcing for Autism</li> <li>Romer and IPADs to support learning</li> <li>Light table</li> </ul>	<p>£18,000 TA SEND /disadvantaged support</p> <p>Cost of extended teams- see below</p> <p>£2000</p> <p>£300</p>	<p>Head J. Proctor-Blain</p> <p>Inclusion Lead V.Gardiner</p>	<p>Long term and Weekly Planning documents from Y1 teacher</p> <p>Reports from extended service teams</p> <p>Vulnerable log – running log on this pupil</p> <p>IEPs written and reviewed for the pupils</p>	<p>Both pupils made good progress using bespoke planning from B squared for Reading, writing and Maths –End 2016 data outcomes - Whole school Pupil premium tracking</p> <p>1 pupil scored 22 in Y1 phonics screening and moved within the RWI phonics groups across school with support</p> <p>Excellent support and wrap around support from inclusion team – ECHP at Range 5 secured for both pupils. ECHP review meetings, TAF meetings and IEP inclusion meetings have ensured both pupils can access learning – learning space adapted to accommodate learning needs. Anticipating move for both pupils to specialist provision.</p>
<p><b>Focus on accelerating progress of disadvantaged pupils in English</b></p> <ul style="list-style-type: none"> <li><i>Reading has been identified as an issue for our disadvantaged</i></li> </ul>	<ul style="list-style-type: none"> <li>Whole school provision mapping with appropriate intervention and support set up according to needs of pupils including disadvantaged groups</li> <li>Disadvantaged pupils are highlighted in termly data tracking and progress tracked as a significant group</li> <li>Disadvantaged pupils falling behind or coasting are picked up in the data and receive appropriate intervention support</li> </ul>	<p>C&amp;L brokered support</p> <p>Ed Psych Brokered support</p> <p>£6500 (This is part of SEND funding)</p>	<p>Head J.Proctor Blain</p> <p>Inclusion manager V.Gardiner</p>	<p>Pupils progress meetings – matrices and flightpaths</p> <p>Whole school provision map – updated termly</p> <p>Planning</p>	<p>The school had excellent outcomes for attainment and progress reading and our disadvantaged pupils make excellent progress from their prior starting points. (See Raiseonline) Tracking and provision mapping is successful in pinpointing where the need is for the disadvantaged pupils to diminish differences in learning needs. The average number of</p>

<p><i>pupils</i></p>	<p>which is outlined on the whole school provision map.</p> <ul style="list-style-type: none"> <li>- <i>Communication and language support in EYFS – Welcom S&amp;L pack</i></li> <li>- <i>Phonics support – through Read, Write, Inc catch up programmes in Phonics and Spelling</i></li> <li>- <i>Project X code reading – Upper Y2 and KS2 pupils catch up reading support</i></li> <li>- <i>Boosters for Y6 pupils</i></li> <li>- <i>1:1 Reading &amp; Comprehension support</i></li> </ul> <ul style="list-style-type: none"> <li>• Teachers and TAs plan and deliver appropriate work to small groups of identified pupil premium children both in school time and as booster sessions</li> <li>• 1:1 tuition is given in the Summer term</li> </ul>	<p>allowance)</p> <p>Booster groups and 1:1 tutoring £2300 – Extra hours for TA</p>		<p>differentiated Class reading records Phonics test outcomes and tracking data Rising stars Reading and SPAG tests</p> <p>EMAG tracker</p>	<p>disadvantaged Pupils in each class is around 5 pupils and a high % are also SEND so there is a high focus on ensuring that the pupils access to learning is catered for through a wrap around approach and close contact with families through regular TAF and IEP meetings.</p>
<p><b>Read Write Inc catch up Reading and Spelling programmes</b> <i>Daily Read Write Inc catch up programme running in school to accelerate progress in phonics and spelling</i> <i>Daily catch up RWI phonics – high focus on disadvantaged pupils</i></p>	<ul style="list-style-type: none"> <li>• Highly focus synthetic phonics and spelling catch up for disadvantaged pupils allowing pupils to catch up with their peers. This is delivered by a dedicated TA daily</li> <li>• All children are screened every 8 weeks – disadvantaged pupils highlighted in this process. Small groups changed so pupils are not left to coast in any way</li> </ul>	<p>TA to deliver catch up programme for RWI £8000</p>	<p>DHT S.Chadburn</p> <p>Catch up teachers L.Kirk A. Taylor</p>	<p>DHT - Termly analysis of attainment and progress in RWI</p> <p>Headteacher &amp; Reading team of teachers to monitor and screen EYFS pupils to ascertain evidence year on year of progress in phonics</p>	<p>90% of pupils passed the phonics screening in KS1. Of the 6 disadvantaged pupils - 4 of these passed the phonics test.</p> <p>Of the 2 that did not pass, 1 scored 22 marks which was a fantastic achievement for this pupils who is on the SEND register with high needs – she has also made excellent progress in Speed sounds and reading</p> <p>The other pupil has profound SEND, Delayed learning and attachment issues and could not yet access the test – this pupil has made excellent progress in speed sound words set 1 and 2</p>

<p><b>Reading comprehension booster</b></p> <p><b>Project code x</b></p> <p><i>Project x code is an initiative specifically for Pupil premium readers. It is aimed at KS1 boys, who need additional support to further their reading skills. The programme is designed to engage, with the exciting spy/adventure stories, which are linked to encourage the reader to progress through the levels.</i></p>	<ul style="list-style-type: none"> <li>• Pupils identified in upper KS1 and in KS2 who are at risk of falling behind in reading comprehension (including pupil premium pupils) through tracking data</li> <li>• Intervention delivered to this group of pupils during the afternoons to increase engagement in reading and comprehension skills</li> </ul>	<p>Books for Project X code £500</p>	<p>Inclusion Lead V. Gardiner</p> <p>FSW T.Crisp</p>	<p>Weekly Intervention records from Project X code teaching</p> <p>Termly reading data</p>	<p>All pupils participating the Project X code made good progress in reading from prior starting points</p>
<p><b>To continue to promote and build upon home/school reading systems and parental partnership in reading</b></p>	<ul style="list-style-type: none"> <li>• All pupils are encouraged to read at home and their home reading records are monitored by class teachers during reciprocal reading time</li> <li>• Reading targets highlighted in home school record books and shared with parents</li> <li>• Introduce new reading breakfast initiative to run every year where parents come into school to read with their child and find out about the reading systems in school</li> <li>• Family workshops – Hold a phonics and spelling workshop in school annually to update parents about how these are taught in school</li> <li>• Devise parent friendly reading target jigsaws</li> <li>• Development of KS1 and KS2 reading libraries and Guided Reading area</li> <li>• Development of Class book corners</li> </ul>	<p>Prizes for reading box £300</p>	<p>DHT S. Chadburn</p>	<p>Sparkle and shine assembly – prizes given for tickets (Boxes monitored)</p> <p>Reading record books Monitored</p> <p>Parent friendly target jigsaws</p>	<p>Reading attainment and progress is above national. Disadvantaged pupils make excellent progress and enjoy reading. Access to books and high quality reading areas are the norm in school. Disadvantaged pupils have benefited from the reading token system. Reading record books show that our disadvantaged pupils are motivated to read at home and the pupils value the token system.</p> <p>1 of our more able disadvantaged pupils is an avid reader and is extremely keen to receive his tokens weekly</p> <p>Parents support reading well in school. Many parents volunteer to support 1:1 reading. There is good attendance at parental workshops - RWI phonics (See workshops file)</p> <p>Our parents are well informed about progress in reading and have parent friendly target jigsaws</p> <p>Lively and inviting class reading areas</p>



					and Library areas are inviting to pupils and encourage reading on a daily basis
<b>To improve attendance for persistent absentees (high % are PP children)</b>	<ul style="list-style-type: none"> <li>Family Support worker employed to monitor attendance for disadvantaged pupils through weekly data capture and SIMS and to support vulnerable and disadvantaged pupils in attending school and readiness for school</li> <li>Increase awareness of importance of attendance –communication (<i>e.g. leaflets/flyers, letters etc.</i>)</li> <li>First day calls for all absentees</li> <li>Weekly analysis of Attendance data with Administrator to monitor improvements in the data and causes of concern. Data is analysed and decisions made if any further actions necessary</li> <li>Run attendance breakfast crew for core group of persistent absentees in Y6 to improve attendance for these pupils</li> <li>Invite parents of disadvantaged pupils for regular meetings to discuss child’s attendance – link to TAF meetings</li> <li>Work closely with area EWO to monitor families of persistent absentees &amp; issue fines in conjunction with EWO if necessary</li> <li>Attendance Reports for governors prepared every half term</li> </ul>	<p>FSW salary - am £11,000</p> <p>EWO costs £1800</p> <p>Attendance Group breakfasts £200</p>	<p>FSW T.Crisp</p> <p>EWO Jill Walsh (0.5 Fortnightly )</p>	<p>Weekly attendance logs completed and updates from FSW sent to Head</p> <p>Half termly letters sent out</p> <p>FSW -weekly meeting with EWO and records of visits made</p> <p>Parents workshops planned by FSW – see Family workshops file</p> <p>Daily breakfast group for disadvantaged pupils</p>	<p>Our Raisonline data shows that the gap has narrowed for absenteeism for Persistent absentees over time.</p> <p>Pupils absent for 15% sessions or more 2014 data shows 7.1% school (2.8% national ) gap of 4.3%</p> <p>2015 data shows 5.2% school (2.7% national) gap of 2.5 %</p> <p>Pupils absent for 10% sessions or more 2016 data shows 8.8% school (6.9% national) gap of 1.9%</p> <p>We strive to ensure there is a high focus on targeting our disadvantaged group for preventing absenteeism since these pupils tend to be more likely to take time off school.</p> <p>The FSW has made several home visits for 3 of our disadvantaged pupils.</p> <p>We ended the academic year with 10 persistent absentees (3.64%) compared to 13 children in 2014/2015.</p>
<b>Increase engagement for disadvantaged pupils and hard to reach families</b>	<ul style="list-style-type: none"> <li>Increase parental engagement with vulnerable families - building relationships to increase chances of success for pupils</li> <li>Inclusion Lead - Arrange TAF meetings and support disadvantaged/ vulnerable families</li> </ul>	<p>£300 Parent workshops</p> <p>£50 Friends</p>	<p>Head J.P-B</p> <p>Inclusion lead V.Gardiner</p>	<p>TAF meetings / FSW meetings and day to day meets with pupils</p> <p>Family workshops</p>	<p>Our vulnerable school log demonstrates a high level of excellence in support for disadvantaged pupils and their families. There is high quality and timely school support and external</p>

<p><b>OFSTED PRIORITY</b></p>	<ul style="list-style-type: none"> <li>• FSW Liaise with, signpost and refer families to multi agency teams</li> <li>• Family support worker to target parents of disadvantaged pupils to attend school learning workshops – <i>Phonics , E safety Reading, Maths, Literacy, SATS etc</i></li> <li>• DHT - Annual Reading breakfast to promote reading to encourage parents to read with their children and the importance of reading</li> <li>• FSW –Develop Friends of Tankersley group for fundraising events / Informal coffee mornings to engage parents of disadvantaged pupils</li> <li>• FSW to engage in Home visits with Rec teacher for new starters – focus on engagement of Hard to Reach / Vulnerable families</li> <li>• Training for FSW in work with families though Sollihull training</li> </ul>	<p>of Tankersley meetings</p>	<p>FSW T.Crisp</p> <p>All staff to run workshops</p>	<p>file Inclusion/HT report to governors</p> <p>Rocking Alliamance grant</p> <p>Increased engagement of parents for new starters – smoother transitions into school</p>	<p>support – the inclusion team have excellent partnerships with agencies such as Social care/ Stronger families, BEST, Ed Psych / YISP / TADS etc</p> <p>Parental engagement in school has increased through many school events and bespoke activities where parents of vulnerable pupils have been specifically targeted E.g Esafety workshop had a high number of parents of disadvantaged pupils attending</p> <p>The school has secured a grant through the Rockingham Alliance to develop family skills workshops and it is anticipated this will grow into 2017. Kath Cooper worked closely with the Schools FSW to lead on the project and plans have been made for a cook and Eat project in the Aut term 2016 to target disadvantaged families in nutrition and cooking skills.</p> <p>The schools annual Reading Breakfast was well attended including attendance of disadvantaged families. The families received guidance and support in understanding how to support their children with reading and school systems for reading.</p>
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<p><b>Provide appropriate pastoral support for vulnerable disadvantaged children</b></p>	<ul style="list-style-type: none"> <li>• Headteacher and FSW monitors welfare of disadvantaged pupils in school on day to day basis and respond to need accordingly</li> <li>• Referrals are made for families where necessary and families signposted for support – the school is extremely proactive in this and support has been made through agencies such as YISP and TADS for 2 pupils in Year 5&amp;6</li> <li>• Our thriving school job shop employs many disadvantaged pupils to boost self-esteem and skills – <i>E.g Headteachers assistant, Office assistant, Sport leads assistant, Playground Buddies etc</i></li> </ul>	<p>BOT hats £70</p> <p>FSW time</p>	<p>FSW T.Crisp</p>	<p>See Vulnerable logs held in school</p>	<p>Our pupils are very well cared for and there is a strong inclusive ethos in school. Both the FSW and the headteacher make time to ensure all children but particularly disadvantaged pupils have the support they need.</p> <p>Many Disadvantaged pupils have been employed in the school job shop and benefited from the roles with improved self-esteem and confidence.</p>
<p><b>Participation in Lego therapy group</b></p> <p><i>Lego Therapy is a programme designed to improve the skills of children, in both KS1 and KS2. It requires children to adopt 1 of 3 roles to build Lego, as a team. Children learn through play to develop required skills, such as; listening, team work, confidence, communication, speech, concise instructions and patience.</i></p>	<ul style="list-style-type: none"> <li>• Pupils including a high % of disadvantaged pupils meet with HLTA weekly to engage in Lego therapy</li> <li>• Focus on team building and listening skills, following instructions</li> </ul>	<p>Lego kits £100</p>	<p>HLTA R. Lack</p>	<p>Improved impact on attendance and motivation to learn and to persevere in school</p> <p>Team work and turn taking improved</p>	<p>Pupils benefited from the team work and interpersonal development within this group. Pupils received certificates for their skills in team work.</p> <p>For 1 pupil the number of incidents at playtime decreased as a result of participation in the group</p>
<p><b>Subsidise Educational visits, Sporting trips and residential for disadvantaged children</b></p>	<ul style="list-style-type: none"> <li>• Subsidise trips for Pupil premium children in collaboration with parents according to type of trip and need (despite the real costs to allow visits to take place)</li> <li>• No disadvantaged child will have to miss the opportunity to participate in activities</li> <li>• Develop experience of disadvantaged pupils in engaging positively in the community</li> </ul>	<p>£500 allocated in budget to subsidise trips and residential for disadvantaged pupils</p>	<p>Head J.Proctor-Blain</p> <p>Teachers</p>	<p>See school trips log</p> <p>Pupil premium policy</p> <p>Pupil premium log</p>	<p>Many of our disadvantaged pupils have had subsidised trips according to need - no one misses out and these experiences enhance their knowledge and life experiences in situations where they may not experience with their families</p>

<b>1:1 tuition for Y6 disadvantaged children</b>	<ul style="list-style-type: none"> <li>Y6 teacher, teachers and support staff run mentoring booster groups over the year to support disadvantaged pupils at risk of falling behind or underachieving</li> </ul>	Tuition £300	Assist Head/Y6 teacher L.Johnston	Weekly booster groups running at lunchtimes and after school	Y6 pupils make outstanding progress and disadvantaged children make accelerated progress from their starting points. Their confidence and motivation is improved through being assigned a mentor
<b>1:1 reading with sports leaders</b>	<ul style="list-style-type: none"> <li>Weekly reading on 1:1 – Sport leaders to engage hard to reach disadvantaged boys in reading by reading with them on a 1:1 / providing a male role model for reading</li> </ul>	Weekly timetabled	Sport Leads J.Ward N. Hough	Reading logs for pupils reading on 1:1	Termly Reading data for the disadvantaged group of boys demonstrates that good progress has been made
<b>Opportunities for disadvantaged pupils to engage in the Arts and Music</b>	<ul style="list-style-type: none"> <li>Disadvantaged children have subsidised music lessons and learn to play musical instruments <i>Brass Lessons</i> <i>Flute / Oboe Lessons</i> <i>Violin Lessons</i> <i>Recorder Lessons</i></li> <li>Disadvantaged children attend choir club and perform in concerts over the year</li> <li>Pupils perform in annual TANKERSLEY GOT TALENT competition to improve confidence and self-esteem – In class, group and solo acts</li> <li>Pupils perform in annual CHRISTMAS COMMUNITY MUSIC CONCERT and</li> <li>Disadvantaged pupils participate in Winter Arts week and Easter/Christmas Arts craft fairs – materials subsidised for craft fair</li> <li>Disadvantaged pupils have opportunities to work with artists and musicians in school</li> <li>All pupils have chance to visit theatre – this is subsidised for pupil premium</li> </ul>	<p>PADS £800 each year</p> <p>Peripatetic Music Lessons at £30 per term subsidised</p> <p>TGT event £50 (Tankersley Manor provide venue free)</p> <p>Music concert £50</p> <p>Arts weeks/Artist £200</p> <p>Theatre £600</p>	<p>Head J. Proctor-Blain</p> <p>Music teacher Y cooper</p>	<p>Weekly instrument lessons – <i>Brass/ Ukelielie/ Guitar/Recorders/Flute/Oboe/ Violin</i> School choir</p> <p>Annual concerts – Community music concert Tankersley’s Got Talent! Show Nativity, Easter performances</p> <p>Photographs/videos on our / VIMEO site testimonials from parents Pupil Premium log</p>	<p>Our pupils have had many amazing opportunities to engage in music and the Arts across school. This growing year on year. We are extremely proud of our pupils and their talents in these areas and have won many awards including sing up gold for music and the artsmark.</p> <p>Many of our disadvantaged pupils have taken up the opportunity to play a musical instruments and many also sing in our school choir. Pupils have had to opportunity to perform in school concerts and events as well as external performances like our annual Tankersley’s got Talent and the Elsecar music festival.</p> <p>Our community Christmas music concert videos demonstrate how our disadvantaged pupils have excelled in music and the arts</p>

<p><b>Opportunities for disadvantaged pupils to participate in sporting clubs and competitions</b></p> <p><b>Experience of Outdoor learning</b></p> <p><b>Enhancement in Road safety and projects around road safety in cycling and scooters (through Bikeability and Scooter training)</b></p>	<ul style="list-style-type: none"> <li>Disadvantaged children attend our after school sports events and participate in a calendar of inter school and intra school sporting events in partnership with other schools – free of charge</li> <li>Sports Leaders to run outdoor learning provision with high focus on learning for disadvantaged boys</li> <li>Disadvantaged pupils participating in various Road safety projects – One disadvantaged pupil in school in Y6 is lead Junior Road safety officer in school</li> <li>Visit to school from GIST lorry</li> <li>Bikeability training for Y5 pupils</li> <li>Scooter training for KS2 pupils</li> <li>Some of our disadvantaged pupils are left unsupervised at home on their bikes and scooters</li> </ul>	<p>Sports clubs partnership fee / Resources £400</p> <p>Forest schools tools and materials £500</p>	<p>Sports Leads J.Ward N.Hough</p>	<p>Calendar of clubs in school and on website</p> <p>Pupil premium log</p> <p>Sports Blog and Sports premium data and action plan</p> <p>Timetabled forest schools – monitored by SLT</p>	<p>The sports leaders in school have been an asset to the performance of our disadvantaged pupils in sport. Many of our disadvantaged pupils attend sports clubs free of charge. Our participation in interschool and intra school tournaments has grown year on year and the school teams winning more competitions as our skills in sports increase. Again, many disadvantaged pupils have taken part in these competitions, increasing fitness, motivation and self-esteem.</p> <p>The disadvantaged pupils gained a lot from taking part in the forest schools and this increased attendance at school and engagement in learning as well as team work and collaborative learning.</p> <p>Engagement in road safety projects has increased and our disadvantaged pupils are equipped with a number of new skills in staying safe on the roads and on their bikes and scooters.</p> <p>See participation data – in our sports premium part of the school website</p>
<p><b>‘Let’s get Cooking’ school cooking enhancement project and external visits e.g Farm to Fork Tesco visits / Toby Carvery</b></p>	<ul style="list-style-type: none"> <li>Disadvantaged children have the opportunity to cook healthy foods and to understand how to eat healthily through in house cooking programmes and Farm to Fork Visits</li> </ul>	<p>Cooking ingredients £150</p>	<p>HLTA R. Lack</p>	<p>Timetabled – Let’s get cooking sessions</p> <p>Pupil premium log</p>	<p>All disadvantaged pupils took part in the Lets get Cooking project and had the opportunity to cook healthy foods.</p>

					Disadvantaged pupils had the opportunity to experience working in a kitchen at the toby Carvery and Farm to For project with Tescos
<b>Provision of additional resources for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Purchasing of extra school uniform</li> <li>• Access to a free breakfast at Breakfast club</li> <li>• Costumes for themed days/fundraisers</li> <li>• Bikeability (purchase of a bike for school that disadvantaged pupil can use)</li> <li>• Access to school clubs e.g Film club</li> </ul>	Allocated budget of £500 to subsidise these extras for achievement	Head J. Proctor-Blain  FSW T.Crsip	Funds allocated as need arises  FSW / Class teachers and TAS to anticipate if money will need to be allocated for a project	The school ensures all pupils are included and our disadvantaged pupils do not miss out  A member of staff donated a bike for one pupil premium child for Bikeability this year The school provided disadvantaged pupils with costumes for themed dress up days and there is a bank of these costumes for this purpose Disadvantaged pupils attend all clubs free of charge
<b>Staff training courses to support disadvantage pupils</b>	<ul style="list-style-type: none"> <li>• <b>How to Account for Pupil Premium course</b> - to upskill knowledge of Headteacher in accounting for PP grant and to improve outcomes for pupils</li> <li>• <b>Eklan training</b> – to improve outcomes for PP child with epilepsy and speech and language needs</li> <li>• <b>Solihull Approach</b> - training for all teaching staff and HLTAs</li> <li>• <b>Increasing parental engagement</b> – Inclusion team attended course in Nottingham</li> <li>• <b>EYFS training in behavioural approaches</b> – TAs working with 2 disadvantaged/SEND &amp; LAC pupils</li> <li>• <b>Forest Schools Training</b> - Worsborough Common</li> <li>• <b>Read Write Inc Training</b></li> <li>• <b>Outdoor Learning, Play and Physical Development</b> – Tykes Teaching school</li> <li>• <b>Understanding Autism</b></li> <li>• <b>Specialist Engagement Solutions</b></li> </ul>	£1000 allocated in training budget for courses linked to improving achievement of disadvantaged pupils	All staff	See Course attendance log for staff trained in these areas	Courses impacted on knowledge and skills for staff in supporting disadvantaged pupils

