



**Tankersley St. Peters C of E (A) Primary School**  
**Pupil Premium/disadvantaged - Grant expenditure and Action plan linked to DEP – 2016-2017**

### **Aims**

- *Improving achievement outcomes for disadvantaged pupils*
- *To close gaps in attainment and progress for pupils in receipt of pupil premium*
- *Improving outcomes in achievement, attainment and progress for LAC pupils in receipt of pupil premium plus grant*

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

We aim to ensure ALL pupil premium pupils make accelerated progress which is in line with or exceeding their peers and 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 in relation to pupil premium firstly looks to ensure pupils are receiving good or better quality first teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment 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 gaps can be more easily identified and learning targeted for these pupils.

The school also has a **Pupil premium log** which helps all staff to identify and track pupils in receipt of pupil premium and also enables staff to have an overview of the significant needs of these pupils. The log links also to other key areas of attendance and SEND as some pupils – saved on school system

### **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 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** – Record attainment and progress for all Pupil premium (Disadvantaged and LAC) in Reading, Writing, SPAG and Maths.

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

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

**Data Outcomes:**

Previous performance of disadvantaged pupils) by end of KS2 – RAISEONLINE						
End of year	2013	2014	2015	2016	2017	2018
% of pupils making expected progress reading	83%	100%	100%	100%		
% of pupils making better than expected progress reading	17%	67%	17%	17%		
% of pupils making expected progress writing	83%	100%	100%	100%		
% of pupils making better than expected progress writing	33%	50%	33%	33%		
% of pupils making expected progress maths	83%	96%	100%	100%		
% of pupils making better than expected progress maths	33%	62%	0%	17%		

*Our pupil premium children make the expected progress from end of KS1 to end of KS2 and our % are above the national figures.*

*Our inspection dashboard document gives a more detailed breakdown of information on how we are closing the gaps for disadvantaged learners*

**Disadvantaged and grant pupil premium funding allocated to school:**

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

<b>Number of pupils and pupil premium grant (PPG) received - 2015 2016</b>	
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
<b>Number of pupils and pupil premium grant (PPG) received - 2016 2017</b>	
Total number of pupils on roll	224
Total number of pupils eligible for pupil premium grant	37
Total amount of pupil premium grant received	£49560

**SCHOOL PRIORITIES AND INITIATIVES FOR PUPIL PREMIUM GRANT SPEND 2016 /17**

**ATTAINMENT AND PROGRESS – This section focuses on the attainment and progress of our pupil premium children. The main area of need for these pupils is development in reading and writing since our disadvantaged pupils do not have many opportunities to read at home and have writing skills which often fall below those of their peers. There is an extremely high focus on reading and spelling catch up support through our RWI programmes and promotion of home reading through our reading tokens and initiatives such as the reading breakfasts and family workshops**

Aim/ Initiative	Termly actions & Success Criteria	Cost	Led by	Monitoring and Compliance	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 and differences diminishing</b></p>	<ul style="list-style-type: none"> <li>• DEP is established and actioned</li> <li>• Teachers accountable for progress of PP pupils</li> <li>• Aspirational but achievable targets set for PP pupils</li> <li>• PP named in pupil premium tracking – teachers track progress termly and PP highlighted</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 and Close the gap marking and polishing pens used to inform next steps</li> <li>• Whole school pupil premium log is accessed by ALL staff to record provision for all pupil premium children</li> </ul>	<p>Pupil progress management meeting time</p> <p>SLT time to monitor</p>	<p>Head J.P-B</p> <p>SLT S. Chadburn L. Johnston</p> <p>Class teachers</p>	<p>Monitoring Cycle – timetabled. Book scrutinies undertaken by SLT and in staff meeting with high focus on disadvantaged pupils</p> <p>SLT to focus on learning of disadvantaged pupils in Lesson Obs and in Learning walks.</p> <p>Teachers - Identifying and targeting support in termly PP meetings in PP summary sheet Teachers to use PP filter tool through EMAG tracker to close learning gaps for disadvantaged pupils</p>	<p>Class Termly target pupils identified and and matrices –disadvantaged pupils identified for support</p> <p>SLT – Termly tracking of disadvantaged pupils</p> <p>HT -Termly data report to governors on PP data and impact</p>
<p><b>Focus on accelerating progress of disadvantaged PP pupils in English</b></p>	<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>• Pupil premium pupils are highlighted in</li> </ul>	<p>C&amp;L brokered support Ed Psych Brokered</p>	<p>Head J.P-B</p> <p>Inclusion manager</p>	<p>Pupils progress meetings - with clear focus on PP pupils in tracking</p>	<p>Whole school provision map</p> <p>Class reading records Guided Reading records</p>

<p><b>and Maths through targeted support and inclusion</b></p>	<p>termly data tracking and progress tracked as a significant group</p> <ul style="list-style-type: none"> <li>• Pupil premium children falling behind or coasting are picked up in the data and receive appropriate intervention support which is outlined on the whole school provision map. This may be <ul style="list-style-type: none"> <li>- <i>Communication and language support</i></li> <li>- <i>Phonics support</i></li> <li>- <i>Maths booster</i></li> <li>- <i>Writing/handwriting booster</i></li> <li>- <i>1:1 reading support – RWI catch up</i></li> <li>- <i>Comprehension support</i></li> <li>- <i>Spelling support – RWI spelling support</i></li> <li>- <i>TADS therapy – used for 1 PP pupil</i></li> </ul> </li> <li>• Teachers plan and deliver appropriate work to small groups of identified disadvantaged children both in school time and as booster sessions</li> <li>• 1:1 tuition with an adult is given for some of our disadvantaged pupils for SATS support</li> </ul>	<p>support £6500 (This is part of SEND funding allowance)</p>		<p>Half Termly staff meeting allocated to discuss progress of significant groups and intervention support linked to data outcomes</p> <p>PP log on shared drive</p> <p>Whole school PP tracking for Reading, Writing and Maths</p> <p>Provision map</p>	<p>Booster Intervention records</p>
<p><b>Increase outcomes in phonics and spelling for disadvantaged pupil premium pupils through RWI programme</b></p> <p><i>Daily Read Write Inc programme running in school to accelerate progress in phonics /spelling Daily catch up RWI</i></p>	<ul style="list-style-type: none"> <li>• All pupils are screened every 8 weeks – high focus on progress of PP children highlighted in tracking and analysis</li> <li>• High focus on delivery of phonics catch up for targeted pupils (many including PP pupils)</li> <li>• Disadvantaged pupils - targeted for additional support through screening process</li> <li>• Disadvantaged children – targeted for additional support in spelling</li> </ul>	<p>TA costs to deliver catch up programme for RWI Phonics and spelling £10700</p>	<p>DHT S.Chadburn</p> <p>Catch up teachers L.Kirk A. Taylor N.Whitehouse</p>	<p>EYFS teachers to aim for all disadvantaged pupils in EYFS to be competent in Speed sounds set 1 and Set 2 by end of EYFS</p> <p>Intervention notes from RWI catch up</p> <p>RWI teaching to be</p>	<p>DHT - Termly analysis of attainment and progress in RWI – (Disadvantaged pupils expected to move through 3 book colours over the course of the academic year from starting point in KS1 and KS2 )</p>

<p><i>phonics/spelling – high focus on disadvantaged pupils</i></p>				<p>monitored – lesson observations</p> <p>DHT to monitor and screen pupils to ascertain evidence of progress in phonics</p> <p>Teaching staff to monitor progress of pupils attending RWI spelling intervention</p>	
<p><b>Reading comprehension booster</b> <b>Project code x</b> <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 lower KS2 and in upper 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 L.Kirk</p>	<p>Weekly Intervention records from Project X code teaching</p>	<p>Reading termly tracking data – Look for increase in attainment in reading</p>
<p><b>Promote home Reading for disadvantaged pupils and families</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>• Family reading breakfasts held in school to promote the enjoyment of reading and systems in school</li> </ul>	<p>Prizes for reading box £300 Refreshments for family reading sessions</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>Profile of reading at home raised</p>	<p>Reading attainment and progress records</p> <p>Number of tokens given to pupils increases</p>

**ACHIEVEMENT – This section focuses on the achievement of pupils in school and closing the gap for persistent absentees in attendance. The school has succeeded in doing this over the last 2 years and the gap between school and national has narrowed.**

**To improve attendance for persistent absentees (high % are PP children)**

- Family Support worker employed to improve attendance for disadvantageded pupils through weekly data capture and SIMS and to support vulnerable and disadvantaged pupils in attending school and readiness for school
- Close the gap in no. of persistent absentees/absence
- Increase parental engagement with vulnerable families - building relationships to increase chances of success for pupils
- Increase awareness of importance of attendance –communication (*e.g. leaflets/ flyers, letters etc.*)
- First day calls for all absentees
- Arrange free breakfast provision where needed
- **Identify personal targets with pupils and a class reward chart system**
- Invite parents of disadvantageded pupils for regular meetings to discuss child’s attendance – link to TAC meetings
- Work closely with area EWO to monitor families of persistent absentees
- Issue fines in conjunction with EWO if necessary
- 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

FSW salary - am £11,000

FSW N.Whitehouse  
EWO Julie Marsh

Weekly attendance logs completed and updates from FSW sent to Head

FSW -weekly meeting with EWO and records of visits made

Parents workshops planned by FSW

Daily breakfast group takes place daily for disadvantageded and vulnerable pupils

Attendance reports – termly from FSW

Attendance % increased for disadvantageded and vulnerable pupils

Improved parental engagement from harder to reach families - questionnaires



	<ul style="list-style-type: none"> <li>• Reports for governors prepared every half term</li> </ul>				
<p><b>Increase engagement for disadvantaged pupils and hard to reach families</b></p> <p><i>OFSTED PRIORITY</i></p>	<ul style="list-style-type: none"> <li>• Inclusion Lead - Arrange TAC meetings and support disadvantaged/ vulnerable families (many who are in receipt of PP)</li> <li>• FSW Liaise with, signpost and refer families to multi agency teams (e.g School nurse /social care )</li> <li>• Family support worker to target parents of disadvantaged pupils to attend school workshops – <i>Phonics , Reading, Maths, Literacy, SATS, Cook and Eat, 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 to lead ‘ Friends of Tankesley group’ Informal coffee mornings to engage parents of disadvantaged pupils</li> <li>• FSW to offer support and signpost develop families for support to improve children’s &amp; parent’s emotional relationships &amp; wellbeing.</li> <li>• FSW to engage in Home visits with Rec teacher for new starters – focus on need for early help, engagement of hard to Reach &amp; Vulnerable families</li> </ul>	<p>£300 Parent workshops</p> <p>£100 annual reading breakfast</p> <p>£50 coffee mornings</p>	<p>Head J.P-B</p> <p>Inclusion lead V.Gardiner</p> <p>FSW N.Whitehouse</p> <p>All staff to run workshops</p>	<p>TAC meeting organised for pupils and diared in</p> <p>Increase in parents of PP pupils attending workshops and engagement in school life</p> <p>Increased engagement of parents for new starters – smoother transitions into school</p>	<p>HT report to governors on impact of engagement with families of disadvantaged pupils</p> <p>Reading breakfast impacts on schools ethos for reading/PP families attended</p>
<p><b>Engage hard to reach families and empower parents through the cook and eat programme</b></p>	<ul style="list-style-type: none"> <li>• Develop family workshops programme to target hard to reach and vulnerable families</li> <li>• 6 week parental engagement programme to encourage vulnerable families to cook healthy food – targeting hard to reach families</li> </ul>	<p>Grant through Rockingham Alliance</p>		<p>Empower parents and increase confidence for engagement in school life and support educate in health and social related issues</p>	<p>See FSW files and information on website</p> <p>3 parents of vulnerable Disadvantaged pupils attended the programme and received a certificate</p> <p>1 vulnerable carer of LAC more</p>

					able pupil was empowered to attend further workshops – planned for Spring
<b>Provide appropriate counselling and support for vulnerable disadvantaged children</b>	<ul style="list-style-type: none"> <li>• FSW to monitor welfare of disadvantaged pupils in school on day to day basis and respond to need accordingly</li> <li>• Arrange referrals and signpost families where necessary</li> <li>• Quick access to support and counselling for our disadvantaged and vulnerable (e.g TADS)</li> <li>• 1- 1 counselling sessions with a trained therapist.</li> <li>• Family signposted to other useful services.</li> <li>• Successful transfer to secondary school setting.</li> <li>• Emotional wellbeing of the pupil being protected.</li> </ul>	£90 (6 x £15 sessions)	Inclusion lead FSW and Carol Himsworth (TADS)	Confidence and welfare of disadvantaged pupils is good	<p>TADs to provide feedback to the school</p> <p>Pupil has engaged with her learning and given strategies to deal with emotional stress. Learning shows progress across all subjects and pupil is happier in school</p>
<b>Subsidise Educational visits in and out of school including residential for disadvantaged children</b>	<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 <i>e.g</i> <i>Farm to Fork</i> <i>Let's get cooking Toby Carvery trip</i> <i>Whitely wood residential</i> <i>Kingswood residential</i></li> </ul>	£500 Trips subsidy money	Head J.P-B  Teachers  Sports leaders  HLTA	Teachers to identify where pupils need access to trip Money allocated for this purpose Pupil premium policy See - Pupil premium log Heads report to governors on impact of PP money on achievement	The impact of this is that no pupils miss out on school trips and enhancement of the curriculum due to lack of parental contributions

<b>1:1 tuition for Y6 disadvantaged children</b>	<ul style="list-style-type: none"> <li>Y6 teacher, teachers and support staff run 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	Termly attainment and progress data
<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 PP boys
<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 Lessons</i> <i>Violin Lessons</i> <i>Recorder Lessons</i></li> <li>Disadvantaged children attend choir</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>	Peripatetic Music Lessons at £30 per term  TGT event £50 (Tankersley Manor provide venue free)  Music concert £50 Arts weeks/Artist £200 Theatre £600	Head J. P-B  Music teacher Y cooper	Weekly music clubs Weekly instrument lessons Annual concerts – feedback from stakeholders  Pride and confidence of pupils participating  Photographs/Website testimonials	Pupil premium log Heads report to governors on impact of PP money on achievement  Increased parental engagement at concerts and events
<b>Opportunities for disadvantaged pupils to participate</b>	<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</li> </ul>	Sports clubs partnership fee / Resources £400	Sports Leads J.Ward N.Hough	Calendar of clubs in school and on website Pupil premium log	Increased pupil engagement in clubs – this has risen over the last 2 years (see data on Sports premium

<p><b>in sports and clubs</b></p>	<p>schools – free of charge</p>	<p>Forest schools tools and materials £500</p>		<p>Heads report to governors on impact of PP money on achievement</p>	<p>section of website) Parental engagement at sporting events has also increased</p>
<p><b>Opportunities for disadvantaged pupils to learn more about healthy nutrition -</b></p> <p><b>Pupils ‘Let’s get Cooking programme</b></p> <p><b>Farm to Fork visits</b></p>	<ul style="list-style-type: none"> <li>Disadvantaged children have opportunity to cook healthy foods and to understand how to eat healthily</li> <li>Disadvantaged children have the opportunity to visit Tesco and learn about the process of food being grown by farmers and then been processed and packaged to supermarkets.</li> </ul>	<p>Cooking ingredients £150</p>	<p>HLTA R. Lack</p>	<p>Timetabled – Lets get cooking sessions</p> <p>PP pupils targeted – see Pupil premium log</p> <p>Heads report to governors on impact of PP money on achievement</p>	
<p><b>Staff training courses to support disadvantage pupils – 2016/17</b></p>	<ul style="list-style-type: none"> <li>EYFS training in behavioural approaches – TAs working with vulnerable and disadvantaged pupils</li> <li>Read Write Inc Training – new staff</li> <li>Outdoor Learning, Play and Physical – TA EYFS</li> </ul>	<p>£1000 allocated in training budget for courses linked to improving achievement of disadvantaged pupils</p>	<p>Head J.P-B</p>	<p>Course attendance and impact on teaching and learning through monitoring</p>	<p>Heads report on impact of PP spend on training</p>

