



**Pupil Premium Evaluation**  
**2019/20**

**What is Pupil Premium Funding?**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

**Pupil Premium Funding**

For the academic year 2019-2020, Tyntesfield Primary School received £23,080 in Pupil Premium funding.

**How was the funding used?**

**In- Class Support**

Teaching assistants (TA’s) supported disadvantaged children throughout school, with at least one TA allocated to each year group. This support was tailored to meet the needs of each child and included:

- Support with organisation of self and resources;
- Support during whole class input to ensure a child was able to access the teaching;
- Regular support throughout a lesson to provide positive praise, prompts, challenge and immediately address misconceptions;
- Pre-teaching;
- Follow-up session after a lesson to consolidate learning.

**Focused Intervention**

Whilst our priority was in developing effective and Inclusive Quality First Teaching, PP funding was also to be used to fund TA support through targeted intervention. Planned interventions were timetabled with key adults in school who led on a particular aspect of our provision. These included:

- Pastoral Support sessions
- Dyslexia Support
- Fine Motor Skills

In addition, support was targeted to address individual learning priorities as outlined on each child’s ‘Individual Learning Plan’. These priorities had a heavy focus on English and Maths.

**Curriculum Access and Uniform**

We continued to use our Pupil Premium funding to ensure our disadvantaged children had the opportunity for full curricular (trips, residential trips) and extra-curricular access (clubs) and to support parents with the cost of uniform.

### What was the impact of Pupil Premium in 2019/20?

At Tyntesfield we are extremely proud of how the pupil premium funding has been used effectively to reduce the achievement gap between disadvantaged and non-disadvantaged children. For some children progress is very evident in numerical data. For other children the steps in learning are more gradual yet individually they may have made great strides in their learning. Other evidence of progress can be seen in children's books, observations in lessons and in talking to children and parents.

In 2019/20 the National Assessments did not take place due to the Covid Pandemic.

However, our targeted use of the funding enabled us to continue to effectively support our disadvantaged pupils enabling them to have full access to our curriculum offer.

#### **Impact of 2019/20 Pupil Premium Funding:**

- In class support enabled disadvantaged pupils to **fully access the teaching and curriculum**, enabling disadvantaged pupils to make **strong progress**.
- Focused intervention (linked with ILPs) ensured **children with specific barriers received the targeted support they needed**.
- **Opportunity for targeted access** to extra-curricular activities (ahead of postponement due to Covid)
- **Partially/fully funded school visits, residential trips and clubs** to ensure equality of access for every child
- From March – August 2020, during the first Covid lockdown, we provided **strong support for children and families** in ways that had previously not been needed but at all times the wellbeing of every child was at the heart of every action taken.

### Disadvantage Performance Data (2017 – 2019)

#### Foundation Stage Profile (% pupils achieving a Good Level of Development - GLD)

	2017	2018	2019
	<b>GLD</b>	<b>GLD</b>	<b>GLD</b>
Tyntesfield Disadvantaged	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Tyntesfield Non Disadvantaged	N/A	N/A	N/A
National Non Disadvantaged	N/A	N/A	N/A

#### Year 1 Phonics Test

	2017	2018	2019
Tyntesfield Disadvantaged	<b>N/A</b>	<b>100%</b>	<b>N/A</b>
Tyntesfield Non Disadvantaged	<b>N/A</b>	98%	N/A
National Non Disadvantaged	N/A	85%	N/A

#### **Evaluation**

There is no gap between disadvantaged and non-disadvantaged children in achieving the required score on the phonics test.

#### Year 2 Phonics Test

	2017	2018	2019
Tyntesfield Disadvantaged	<b>N/A</b>	<b>100%</b>	<b>100%</b>
Tyntesfield Non Disadvantaged	N/A	96%	96%
National Non Disadvantaged	N/A	92%	92%

#### **Evaluation**

There is no gap between disadvantaged and non-disadvantaged children in achieving the required score on the phonics test.

## Year 2 SATs

### Year 2 Reading

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	N/A	67%	0%
Tyntesfield Non Disadvantaged		N/A	86%	87%
National Non Disadvantaged		N/A	79%	78%
Tyntesfield Disadvantaged	Greater Depth	N/A	33%	0%
Tyntesfield Non Disadvantaged		N/A	42%	35%
National Non Disadvantaged		N/A	29%	28%

### Year 2 Writing

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	N/A	33%	0%
Tyntesfield Non Disadvantaged		N/A	82%	80%
National Non Disadvantaged		N/A	74%	73%
Tyntesfield Disadvantaged	Greater Depth	N/A	0%	0%
Tyntesfield Non Disadvantaged		N/A	30%	35%
National Non Disadvantaged		N/A	18%	17%

### Year 2 Maths

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	N/A	66%	100%
Tyntesfield Non Disadvantaged		N/A	91%	88%
National Non Disadvantaged		N/A	80%	79%
Tyntesfield Disadvantaged	Greater Depth	N/A	33%	0%
Tyntesfield Non Disadvantaged		N/A	46%	42%
National Non Disadvantaged		N/A	25%	24%

### Year 2 Combined Percentage (Reading + Writing + Maths)

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	N/A	33%	0%
Tyntesfield Non Disadvantaged		N/A	76%	78%
National Non Disadvantaged		N/A	69%	69%
Tyntesfield Disadvantaged	Greater Depth	N/A	0%	0%
Tyntesfield Non Disadvantaged		N/A	19%	27%
National Non Disadvantaged		N/A	13%	13%

### Evaluation:

Our disadvantage cohort size is small (could be only one or two children).

By the end of Year 2, disadvantaged pupils make good progress which continues to build upon the effective phonics teaching and intervention across KS1 although the gap with non-disadvantaged pupils remains a priority.

## Year 6 SATs

### Year 6 Progress

	2017	2018	2019
Tyntesfield Disadvantaged READING	0.9	0.3	-0.31
Tyntesfield All READING	0.8	1.8	1.9
Tyntesfield Disadvantaged WRITING	-0.3	1.4	-0.83
Tyntesfield All WRITING	0.7	1.2	0.6
Tyntesfield Disadvantaged MATHS	-1.9	-2.8	3.54
Tyntesfield All MATHS	1.9	2.8	1.9

Significantly below expected progress	Below expected progress	Expected progress	Above expected progress	Significantly above expected progress
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### Year 6 Reading

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	100%	75%	100%
Tyntesfield Non Disadvantaged		89%	94%	95%
National Non Disadvantaged		77%	80%	78%
Tyntesfield Disadvantaged	Greater Depth	50%	13%	67%
Tyntesfield Non Disadvantaged		41%	56%	53%
National Non Disadvantaged		29%	33%	31%

### Year 6 Writing

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	100%	88%	100%
Tyntesfield Non Disadvantaged		96%	96%	98%
National Non Disadvantaged		81%	83%	83%
Tyntesfield Disadvantaged	Greater Depth	25%	13%	33%
Tyntesfield Non Disadvantaged		25%	35%	35%
National Non Disadvantaged		21%	24%	24%

### Year 6 Spelling, Punctuation and Grammar

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	100%	%	100%
Tyntesfield Non Disadvantaged		95%	90%	93%
National Non Disadvantaged		82%	82%	
Tyntesfield Disadvantaged	Greater Depth	50%	%	100%
Tyntesfield Non Disadvantaged		43%	62%	67%
National Non Disadvantaged		36%	39%	

## Year 6 Maths

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	<b>75%</b>	<b>50%</b>	<b>100%</b>
Tyntesfield Non Disadvantaged		93%	96%	97%
National Non Disadvantaged		80%	81%	84%
Tyntesfield Disadvantaged	Greater Depth	<b>25%</b>	<b>0%</b>	<b>67%</b>
Tyntesfield Non Disadvantaged		46%	62%	53%
National Non Disadvantaged		27%	28%	31%

## Year 6 Combined Percentage (Reading + Writing + Maths)

		2017	2018	2019
Tyntesfield Disadvantaged	Age-related expectations	<b>75%</b>	<b>50%</b>	<b>100%</b>
Tyntesfield Non Disadvantaged		82%	92%	95%
National Non Disadvantaged		67%	70%	71%
Tyntesfield Disadvantaged	Greater Depth	<b>25%</b>	<b>0%</b>	<b>33%</b>
Tyntesfield Non Disadvantaged		20%	27%	30%
National Non Disadvantaged		11%	11%	13%

### Evaluation:

Disadvantaged children usually achieve age-related expectations, and frequently achieve greater depth.

By the end of Year 6, disadvantaged pupils are generally making at least expected progress in Reading, Writing and Maths although further increasing rates of progress remains a continued priority.