



Tyntesfield
Primary School

Pupil Premium Strategy

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, we have received £23, 080 in Pupil Premium funding.

Tyntesfield Primary School’s Pupil Premium Strategy

At Tyntesfield Primary School, it is our aim to enable every child to reach their full potential and to leave our school having achieved their very best both academically and as well rounded individuals prepared for life. We are extremely passionate about ensuring that all children are part of a learning journey that develops them not only academically but also socially and emotionally, therefore, we adopt a personalised, child led approach, which places the child at the centre of their holistic provision.

We believe that this approach enables us to make the most effective use of the pupil premium funding as it listens to the voice of the child and balances it out with their needs, academic potential and ambitions. This approach stands in line with our school values **we love learning, we achieve our best, we care and appreciate each other and we make the most of every opportunity** so that our disadvantaged pupils have equal access as their peers to what we believe in here at Tyntesfield.

Class teachers meet individually with their Pupil Premium children to complete a personalised provision plan (See below)



Name:
Class:
Date:

Aiming High 

I will...

School will help me by....

Healthy Mind 

I will...

School will help me by....

Try Everything 

I will...

School will help me by....

Healthy Body 

I will...

School will help me by....

I think I am good at.....

Other people think I am good at.....

The time is used to get to know each child and understand their needs, potential and ambitions, not just within school but beyond. The child (where possible) fills in the plan themselves and puts forwards ideas and wishes for provision. This is valued time here at Tyntesfield, as it forms the basis of a provision plan which the child has ownership of and the staff feel accurately reflects the child they are supporting.

Following this meeting, leadership meet to discuss how to effectively use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated. Strategies across Tyntesfield include:

- high quality, inclusive teaching.
- pupils taught in groups with other pupils who are working at a similar level.
- focused support from skilled teaching assistants, both in class and in small groups.
- Music tuition
- Uniform
- Inspirational experiences
- Fitness classes/sports activities/dance
- Cooking club

- individual tuition, by the class teacher or another experienced teacher.
- personalised support (including pastoral support) for individual pupils, to meet their needs.
- supporting parents to fund clubs and trips.
- Learning apps

All interventions are highly targeted over a period of time, according to need.

As part of this personalised approach we work hard to ensure that the following is an integral part of our daily provision.

1. Relationships

Developing and fostering positive relationships with children is imperative to our personalised PP Strategy. Finding out what engages our children within school is crucial and it is through a kind, caring and nurturing approach to developing relationships that staff ensure that this aspect is achieved. We intend to ensure that connections with staff are strong and that we allow time to talk to find about a child – What do they like? What do they dislike? How can we make it better? What can we do to support their learning/friendships/confidence? As a school, we want to ensure that pastoral needs of children are considered carefully by ALL staff and not just by those who hold a pastoral responsibility.

At Tyntesfield Primary School, we have a very strong pastoral support system established. Children engage in one to one and small group interventions as and when they require it. This is effectively managed by the Pastoral Lead and can either be structured for a focused and fixed period of time and/or on an individual need basis. A strategy that will continue for all children but with a particular focus on PP children.

We recognise an effective relationship between home and school is crucial if children are to achieve their best. It is our aim to promote and foster positive relations and build two-way trust. We actively seek opportunity to share a child's achievements as well as informing problem when there is a concern. We also seek to engage parents in a child's learning journey, outlining how parents can support their child as well as offering support, if needed. We are committed to:

- Meeting parents at least termly (usually at Parents' Evening) to review a child's progress against their targets.
- Sharing a child's achievements with parents at regular opportunity.
- Being open about a child's targets and encouraging parental support.
- Providing financial support, where needed, to enable their child opportunity to fully access their learning e.g. purchasing uniform, books.
- Working closely with parents to ensure a child's attendance rate is high and any concerns are addressed swiftly and supportively

2. Inclusive Quality First Teaching (IQFT)

At Tyntesfield Primary School, we recognise that Inclusive Quality First Teaching (IQFT) sits at the heart of effective teaching and learning and therefore sits predominantly within our Pupil Premium Strategy. It is our commitment to ensure the highest quality of IQFT for every child entitled to pupil premium funding.

It is key to the strategy to develop staff's knowledge and understanding of the strengths, barriers to learning and next steps for each individual child and ensure that the provision provided inside and outside of the classroom meets these needs effectively. These barriers and next steps are constantly and consistently reviewed by all involved with supporting the child, to ensure that they reflect accurately the current needs and provisions of the individual.

Feedback, questioning and praise are all fundamental parts of the IQFT approach. It is our role to as staff to ensure that every child has the opportunity to receive feedback from an adult throughout their learning during each lesson, with the intention that this feedback, question or praise will consolidate, deepen or enhance their learning.

Extending IQFT outside the classroom is of utmost importance. We are determined to ensure every child has the opportunity to access the curriculum, both within and beyond the school day. In discussion with our PP children and parents, we target the use of funding to enable every child to have full access to our curriculum provision. We are committed to use our Pupil Premium funding, in part, to fund participation in:

- school visits and first hand experiences
- school residential trips
- extra-curricular activities

During our time creating and reviewing the PP personalised provision plans we discuss with pupils about the extra-curricular activities they would like to be a part of and endeavour to offer activities that meet their interests, needs and talents. We also want to ensure that for those pupils who require additional support to access these extra-curricular activities, they can do so with the support of a member of the support staff team.

3. Intervention at the Ideal Point of Learning (IPL)

Whilst our priority is in developing effective and Inclusive Quality First Teaching, PP funding is also to be used to fund TA support through targeted intervention. TA support is allocated to our children dependent on need both at a support level and at challenge level. TA support staff work closely with the class teachers and parents to ensure that the individual child is being supported appropriately.

These interventions are to take place when it is appropriate for the child, at a time when they will benefit from the learning delivered through the intervention. These planned interventions are to be seen as not a fixed time within the day or week but to be more fluid. For example, if a child is progressing

well within a planned intervention and the adult supporting feels that they could continue for a more extended period of time, then they have the flexibility to do so. If a child particularly enjoys a topic of learning and to remove them from the lesson would be detrimental, another and more suitable time is to be found. Where possible, as little removal of the child from the classroom environment, where they feel comfortable, is to take place. An individual child may express that they work best in the library area and so facilitating this is crucial to ensure that they child feels that they have a voice and continues to create a positive relationship with the adult and school.

Some planned interventions may be guided by outside agencies such as: Educational Psychologist, Speech and Language Therapist, Healthy Young Minds or Occupational Therapists. It is our duty to ensure that we deliver these interventions under their guidance but we must use our knowledge of the individual child to ascertain how and when we do this to have maximum impact on their learning experience.

1. Reactive (providing immediate and responsive support for learning, behaviour, social or emotional needs)

Interventions can be reactive. There are times throughout a child's learning journey that they will require a more reactive intervention. Once again, key to this element is the relationship with the adult who is involved in this reactive intervention. We are to work closely as a staff to ensure that we have a shared knowledge of each child to enable us to have a positive impact during reactive interventions.

2. In Class Intervention (intervention at a child's point of learning)

This intervention ensures that adult support is targeted specifically to meet individual pupil need, within a lesson. This ensures support is immediate and provides opportunity for the pupil to engage in further independent learning after adult intervention has taken place. This form of intervention takes place throughout all learning time, with specific focus on PP children to receive in class intervention in each lesson.

Time is allocated each week to provide the opportunity for class teachers to work in the other class to support the corresponding year group classes. This time is focused specifically on the provision and intervention provided to PP children.

Monitoring the impact of Pupil Premium Grant

Mrs Manion (Head of School) has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential by leadership on a half termly basis. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing and we know where we expect each child to be, by the end of the year.

Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

Through our termly Governing Body meeting we report clearly on data for Pupil Premium and a transparent expenditure line is maintained in our financial monitoring so governors can link value for money with impact.

We also have a Named Governor for Pupil Premium (Helen Johnson), she links closely with school to monitor and evaluate the impact of our provision